



KINGS NORTON
GIRLS' SCHOOL & SIXTH FORM

Key Stage 4 Options 2026-2028

**A Guide for Students,
Parents and Carers**

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Your Options – February 2026

Dear Students, Parents and Carers,

In order to give you as much support as possible when making choices, there will be a range of events and sources of information to help students make a considered choice. Some of these are available online and some in person for students whilst the Parents' Evening is an opportunity for parents and carers to talk to subject teachers.

There will be an opportunity for students to look in more detail at these subjects during options workshops on Tuesday 10th February including further information on subjects, careers advice and time to research the routes into various jobs and careers. In addition, you will be able to discuss subjects during Parents' Evening on Thursday 5th March. This will be running on Schoolcloud. Further information will be given on how to register and set up appointments. A Parents as Partners evening will also run on Tuesday 10th March (TBC) For subjects which do not run at KS3, further information will be available through an online PPT for both students and parents and carers. I will let you know when this becomes available on the website.

This year, we are using the Edulink Form to complete the options process. Students will be given access to an online form to complete choosing a humanities subject (history or geography), choice of language and two further option subjects. Please ensure that students have access to the Edulink app and you have access to your own Edulink account for your approval of subjects. Further information on these apps are available on the school website at [EduLink One Parent App – Kings Norton Girls' School](#) The forms will open after Parents' Evening and will remain open until the deadline of Monday 16th March.

The Edulink form should be completed by students by 8am on Monday 16th March at the latest. Parents or carers are asked to verify this choice by the same deadline. Form tutors will verify by Friday 20th March. Any late completion may mean that option choices are no longer available. Once option forms have been entered, where necessary, we will discuss any issues arising and possible changes with both students and parents.

For a very small number of students a GCSE language course is not an appropriate pathway. Some of these students will study a beginners Spanish course along with additional study support. Parents of these students will be contacted giving information about this pathway.

Please rest assured that there will be plenty of opportunity to discuss choices and I will contact parents and carers and students for those who cannot follow all of their first choices of options.

Kind regards,



Lisa Shakespeare
Deputy Headteacher

The Curriculum at Key Stage 4

At Kings Norton Girls' School we aim to provide a broad and balanced curriculum that will motivate and encourage everyone. In Years 10 and 11 the curriculum is divided into two parts: the **core** and the **option** subjects.

The *core is the compulsory* part of the curriculum and is largely determined by the government. The core itself has 2 parts – Level 2 qualifications (GCSE's, OCR Cambridge Nationals) which are examined, and subjects which are not examined.

The examined part of the core consists of the following subjects; in these subjects students will achieve a formal examination board qualification.

- Mathematics
- English Language
- English Literature
- Science
- One language from French, Spanish or German
- One humanities subject from History or Geography

The non-examined part of the core is:

- PE (PE GCSE can be chosen as an option)
- PSHE (including Relationships and Sex Education, Citizenship, Careers and Work Related Learning)
- Religious Education (Religious Studies GCSE can be chosen as an option)

MFL option

Students choose one language as a core subject. If you choose a second language as an option this will be French so please indicate either Spanish or German in the MFL option. If you only studied French in Years 7-9 then French must be chosen in the MFL section.

Humanities option

All students will choose either History or Geography in the humanities section. A second humanities subject can be chosen in the open option choices.

Open options

Choose two subjects and one reserve subject. However, make sure that you only choose one from Art and Design, Art and Design Photography, or Art and Design Textiles if these subjects are in your choices as these are a different option within the same specification.

Deadlines

- Option forms must be completed online **Monday 16th March 8am** by students and parents.
- Parents and carers should verify choices via link on the Edulink Form before **8 am, Monday 16th March**.
- Form tutors will verify this choice by **Friday 20th March**.
- Failure to meet these deadlines may mean options choices are no longer open to you.

Guidance and courses

- After the initial choices are made we may have an uneven balance of students in certain subjects and there may be too many or too few in certain groups. In these cases I will come to talk to the student about choices and then advise, counsel and discuss choices to ensure that they are right for students and that the school can get a workable programme for all.
- Final decisions on options chosen will take place as soon as possible. You will receive a letter /email advising you of your final option subjects.
- Once the option subjects have been agreed by parents, students and the school, it may not be possible to change them in the summer term. Please come to speak to me about this possibility.

Please be aware that after the September start in Year 10 it is not possible to change option subjects. It is therefore vital that you and your child thoroughly understand what is involved in the subjects being chosen.

Contact details

If you have any questions or need to speak to a member of staff please do not hesitate to contact us.

Key members of staff:-

Form Tutors: Overview of student and personal development of each student.

Head of Year: Overview of your child and achievement

Deputy Headteacher (curriculum, teaching and learning) Mrs Shakespeare

Please do not hesitate to contact your child's Form Tutor, subject teachers or myself should you have any concerns.

Yours sincerely



Mrs L Shakespeare
Deputy Headteacher
lshakespeare@kngs.co.uk

Frequently Asked Questions about the options process

Guidance for Students

Can I choose any subjects I want?

The timetable is made up of blocks. When choosing your options, also check which block subject are in. You won't be able to study two subjects from one particular block. These blocks are probably going to be the following:

Block A	Block B	Block C	Block D
Art	Computing	Art	French
Drama	Geography	Food preparation	German
Geography	History	Second language	Spanish
History	Health and Social Care	Geography	
Health and Social Care	Music	History	
Photography	RE	Media	
GCSE PE	Sociology	Textiles	
Sociology	Business	D&T Graphics	

Do I need to choose subjects based on what I want to do when I leave school?

The core subjects give the variety, breadth and qualifications required. A career choice made now may alter as you mature and have different experiences of life. The option subjects will therefore broaden your education further, choose options that you enjoy and interest you.

Are there any 'easy' choices?

All subjects offer level 2 qualifications. Therefore, there will be challenges in all areas. All courses are validated by the appropriate examination boards. The differences in the subjects will lie in the subject content, type and percentage of course work required and the weighting given to the final examination. Subjects do differ slightly in the percentage of the final grade that is taken up by written examinations; it is advisable to look at this closely.

Who can I seek advice from?

Your form tutor, subject teachers and your Head of Year can all help. Mrs Shakespeare, Deputy Headteacher, oversees the options process, if you have any queries regarding options generally then have a chat with Mrs Shakespeare. You can either email or arrange a call to talk it through.

What if I am still in doubt about the choice of courses by the deadline for the return of the form?

It is vital that the completed form is not late and is submitted by **16th March**. If you feel that the deadline may be missed please contact Mrs Shakespeare beforehand. Seek advice as soon as possible.

What happens if too many or too few students choose a subject?

Every effort will be made to meet everyone's needs. If a course is under subscribed we may not be able to offer it. Students will then be placed into their reserve option choice. Should a course be oversubscribed, it may be necessary to direct students into other options on the basis of the

professional judgement of the teaching staff. We must stress that depending on numbers, students may have to study a reserve choice subject.

Will I be able to change options if I change my mind in Year 10?

No. It is up to you to research the subject fully before starting the course. Any queries should be sorted out before making your choices. You are very welcome to come and talk about your choices, even after the deadline. If it is possible to make changes between this time and September, as long as your parent/carer agrees, you may be able to change. However, once you start in September, no changes will be made.

Things to think about while making option choices

Guidance for Parents and Carers

The most important thing is to discuss the options process with your child to make sure they have properly considered their choices and that they are happy and comfortable with their decisions. From our experience of previous years it may be helpful if parents and carers consider the following:

1. Please make sure you have the facts

- Do students know what each subject involves? They **must** read the options booklet.
- Get as much information as possible from subject teachers and form tutors during the Parents' Evening.
- Think about where their skills, interests and abilities lie.
- We have included a list of frequently asked questions for the options subjects. These should help to give more information for students.

2. Please be careful that your child does not choose a subject:

- Just to be with friends.
- Just because they like or do not like a particular teacher. Staffing in Years 10 and 11 can be different.
- Because they think it is going to be easy.
- Because they are influenced by what you as parents/carers want for them, rather than what they want for themselves!

3. Be realistic

- Make sure students have thought carefully about a reserve choice subject.
- All of us have got talents and abilities, but none of us are perfect and we all have some limitations. Think very carefully about strengths and weaknesses.

Remember: All the courses in this booklet can lead to level 2 qualifications.

Most subjects are GCSEs

- The level 2 qualifications that we offer are GCSEs, OCR Cambridge National
- Level 2 simply means that a qualification is at a particular level in the UK qualifications system – for example the next level up is level 3, and the most common of these are A Levels.

Changes to grading of GCSEs

The government have introduced a new grading system which has been used for all GCSE courses since September 2017. Students will be awarded a grade on a scale of 1 -9, where 9 is the highest. The government have said that a grade 4 is a Pass and the equivalent to the bottom 2/3 of an old C grade. Grade 5 is equivalent to the average attainment of 18 year olds in high performing countries; this equates to a current B/C+ grade.



Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	
3	C
2	
1	
U	U



KINGS NORTON
GIRLS' SCHOOL & SIXTH FORM

The Core 2026 – 2028

Examination Subjects

Core: English Language

Exam board: AQA
Syllabus number: 8700
GCSE

Course Content

The specification offers a skills-based approach to the study of English Language

- All assessment is via examination.
- All students will sit the same examinations.
- There are two examinations both assessing reading and writing skills.

Reading: Students will be required to read a range of high quality and challenging texts, including literature and literary non-fiction as well as other writing such as reviews and journalism from 19th, 20th and 21st centuries.

Writing: Students will be required to write creatively and effectively for different purposes and audiences.

Spoken Language: Will be assessed by the teacher throughout the course and will not count towards the final GCSE grade; students will receive a separate certificate. Students will be expected to use standard English and respond to a variety of situations.

Skills required for success

This course draws on the good practice observed during Key Stage 3.

Reading:

- Critical reading and comprehension: identifying and interpreting themes, ideas and information in a range of writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; identifying bias and misuse of evidence; reflecting critically and evaluatively on text; recognising the possibility of different responses to a text.
- Summary and synthesis: identifying the main themes; summarising ideas and information from a single text; synthesising from more than one text; comparing two or more texts critically.
- Evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness of a text.

Writing:

- Producing clear and coherent text: writing effectively for different purposes and audiences; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text.

The type of learning activities which will take place in lessons

There will be a lot of reading, writing and talking in lessons, listening to the ideas of others, drafting and re-drafting work, working individually and independently and also within groups.

How the course will be assessed

External Examinations:

Paper 1: Explorations in Creative Reading and Writing – 50% of GCSE, 1hr 45 minutes

Section A: Reading, questions based on one literature fiction text

Section B: Writing, one piece of descriptive or narrative writing

Paper 2: Writers' Viewpoints and Perspectives – 50% of GCSE, 1 hour 45 minutes

Section A: Reading, questions based on one non-fiction text and one literary non-fiction text

Section B: Writing, one piece of writing to present a viewpoint

Homework tasks

Students will be given a variety of tasks for homework. It might require some reading, some examination questions, drafting ideas for writing tasks, or simply finding examples of texts to bring into class.

Future progression in this subject

Students cannot continue onto further education without an English qualification.

Useful websites and publications

All non-fiction web sites and publications have the potential to be useful in order for students to begin to interpret writers' ideas and perspectives.

Oxford University Press English Language Revision Guide.

Core: English Literature

Exam board: AQA

Syllabus number: 8702

GCSE

Course Content

The specification offers a syllabus to enable students to acquire knowledge about a range of literature.

- All assessment is via examination.
- All students will sit the same examinations.
- There are two examinations.

Skills required for success

The ability for independent learning will continue to be important in English. There is now a greater emphasis on 19th century texts. The ability to offer individual interpretations and support these ideas with evidence from the texts is essential.

The type of learning activities which will take place in lessons

As usual reading and writing will be at the core of this subject. We hope students will benefit from the more open-ended possibilities of deeper and wider reading, research and exploration and apply these skills and knowledge to the texts studied. A range of active learning strategies will encourage students to take ownership of their learning.

How the course will be assessed

External Examinations:

Paper 1: Shakespeare and the 19th century novel – 40% of GCSE, 1hr 45 minutes, closed book

Section A: Shakespeare plays

Section B: The 19th century novel

Paper 2: Modern prose/drama, poetry – 60% of GCSE, 2 hour 15 minutes

Section A: Modern prose or drama text

Section B: The poetry anthology

Section C: Unseen poetry

Homework tasks

Students will be given a variety of tasks for homework. It will often require some reading, some examination questions, drafting ideas for writing tasks, or research and investigation of literature.

Future progression in this subject

The obvious one is A Level; this particular course is particularly suited to A Level and independent study.

Useful websites and publications

GCSE Bitesize

York Notes

Core: Mathematics

Exam board: EDEXCEL

Syllabus number: 1MA1

GCSE

Mathematical thinking is important for all members of a modern society as a habit of mind, for its use in the workplace, business and finance; and for personal decision-making. Mathematics is fundamental to national prosperity in providing tools for understanding science, engineering, technology and economics. It is essential in public decision-making and for participation in the knowledge economy.

Mathematics equips students with uniquely powerful ways to describe, analyse and change the world. It can stimulate moments of pleasure and wonder for all students when they solve a problem for the first time, discover a more elegant solution, or notice hidden connections. Students who are functional in mathematics and financially capable are able to think independently in applied and abstract ways, and can reason, solve problems and assess risk.

Mathematics is a creative discipline. The language of mathematics is international. The subject transcends cultural boundaries and its importance is universally recognised. Mathematics has developed over time as a means of solving problems and also for its own sake.

Course Content

The KS4 curriculum is broken into a series of stages. Each stage is incrementally more difficult. Once students have completely mastered a stage they move onto the next. Students complete regular stage tests which highlight strengths and weaknesses, and all have a stage checklist glued in the back of their book informing them of what they are currently working on.

Skills required for success

To get the best possible grades in this subject, students must be prepared to:

Work with best effort at any task offered by teachers

Make mistakes and learn from them

Persevere when something is challenging

Accept responsibility for learning- ask their own questions, push themselves, look things up in a textbook, use Mathswatch or Pixl, and see teachers for extra help

Complete all classwork and home learning to the best of their ability

Each checklist comes with its own revision area on StudentShare. This means that once a student has identified strengths and weaknesses from their checklist they can immediately access additional support.

The type of learning activities, which will take place in lessons

Mathematics is a 'hands on' subject. The best way to learn is by doing. Students experience a wide variety of lesson styles and activities, including discussion, group work, sorting cards, matching activities, written work, games, and interactive computer based learning. The maths curriculum lends itself to interesting, engaging lessons in a variety of styles.

How the course will be assessed

Mathematics is assessed by three terminal papers at the end of year 11:

- The non-calculator exam is 90 minutes.
- Two calculator exams are both 90 minutes.

To get good marks in a maths exam, students should complete all the work set by their teachers. The KS4 coordinator will provide all students with a comprehensive programme of revision. Taking advantage of this will ensure students achieve their very best. In their exam they will have to apply the understanding they have built up over the course to new problems in three ways; demonstrating knowledge and skills, choosing and using the right methods in context and problem solving.

There is currently no coursework for mathematics. In year 11 students are given exam papers regularly both to assess them and to inform them on the best way to improve. Lessons are tailored towards the needs of the students.

Homework tasks

Mathematics independent study is set at the discretion of the teacher. At least one task per week will be based on their current area of study or intended as a review task to help aid retention of prior stages. This could be practising a skill from past paper questions, an investigation into a conjecture or demonstrating what they know about a particular topic. Some homework may be set on the online learning platforms which are Mathswatch and can be viewed by the teacher and give instant feedback. If a student does not understand the homework they have several options, which may be looking back over work, using videos on mathswatch, asking a friend, seeing their maths teacher, attending maths clinic for additional support or completing further practice exam questions on the topic.

Future progression in this subject

Mathematics is a highly prized and employable qualification. The skills involved, such as problem solving, working systematically, generalising and working with numbers are useful for life and work. So much so, that should students continue to study maths after GCSE they are likely to earn 15% more than someone who doesn't!

Useful websites and publications

www.mathswatch.co.uk – is the ideal way to prepare yourself for the course.

www.nrich.maths.org - the best place to find interesting problems to work on for fun.

Core: Science

All students will study science and will follow one of two pathways:

1. Combined Science

Most students will study combined science, worth the equivalent of two GCSEs. The course has an equal amount of biology, chemistry and physics, which will be taught by specialist teachers. This course can lead to 'A' Level study in any science.

2. Separate Sciences

The study of separate sciences leads to three GCSE qualifications – biology, chemistry and physics. This is a more demanding course that is especially suitable for students who have a passion for science, and are considering further study of one or more of the science subjects at A-Level. Some students will be given the opportunity to study separate science. These students will be identified in the spring term by the science department through science assessments.

Should students take this opportunity they will be required to attend a compulsory period 6 once a fortnight on a day timetabled by school to ensure completion of the course.

The science department will identify the right course for individual students and a letter sent home, over the course of April/May time, with advice about the best course to follow. All letters will not be sent at the same time in order to facilitate individual conversations with some students. This has worked well for a number of years ensuring that students have a balanced science curriculum which best fits their needs.

Core: Combined Science

Exam board: Edexcel

Syllabus number: Combined Science 1SC0GCSE
GCSE

The Combined Science GCSE course looks at how science features in our everyday lives. During the course students will find out about explanations, theories and modelling in science along with the implications of science for society.

Course Content

Students will have separate biology, chemistry and physics lessons throughout the GCSE courses. They will study a variety of different units in each strand of science in years 10 and 11.

Skills required for success

There will be lots of new facts to learn and concepts to understand in a range of scientific topics so it is important that attendance is excellent. Students need to be able to think about how and what they have learnt in lessons affects the everyday world and how the values of society influence the development of science and technology. Students will develop the ability to describe scientific ideas and explain scientific processes. They will develop skills in presenting data using mathematical techniques and they will also undertake analysis of data. Working scientifically is an integral part of

the course, and students will develop their scientific thinking, plan and carry out experiments and carry out analysis and evaluation of their own and other people's data.

The type of learning activities which will take place in lessons

Students will be looking at everyday life and identifying scientific links and their implications for society. They will develop this understanding through a variety of ways including practical activities and experiments, problem solving tasks, video clips and modelling.

How the course will be assessed

At the end of year 11 there are two written exams in each subject – 6 in total - with a mixture of multiple choice, calculations, short-answer & long answer questions and analysis of data. Each exam will last for 1 hour 10 min and is worth 18.67% of the Combined Science GCSE. The exam papers are available at the Higher tier (grades 4-9) and Foundation tier (grade 1-5).

Homework tasks

Regular homework is set in all three areas of science, which will help consolidate learning in class and prepare for new learning. The homework activities will be varied – short answer questions, research, posters, leaflets, mind maps etc.

Future progression in this subject

Combined Science GCSE help develop understanding of the world that we live in. The courses also provide the knowledge that students need if they want to go on to study a vocational science course. It is possible to study A-level biology, chemistry or physics although separate sciences would be a preferred route. There are a wide variety of career opportunities that require science including medicine, nursing &, engineering.

Useful websites and publications

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2018.html> (specification of course)

<https://www.bbc.com/bitesize/examspecs/zqkww6f> (good for revision)

Core: Separate Sciences

Exam board: Edexcel

Syllabus number: Biology 1BI0; Chemistry 1CH0; Physics 1PH0
GCSE

The biology, chemistry and physics GCSE courses look at how science features in our everyday lives. During the courses you will find out about explanations, theories and modelling in science along with the implications of science for society.

Course Content

Students will have separate biology, chemistry and physics lessons throughout the GCSE courses. A wide variety of different topics will be studied in each strand of science in years 10 and 11. The courses will lead to GCSEs in biology, chemistry and physics, at the end of year 11.

Skills required for success

Taking separate sciences is very demanding as there will be a lot of new facts to learn and concepts to understand in a range of scientific topics. Compared to the Combined Science GCSE, there is greater depth and breadth to the content, which makes the courses more challenging. It is important that attendance is excellent and that students are able to learn a large amount of information for exams at the end of year 11. Students need to be able to think about how and what they have learnt in lessons affects the everyday world and how the values of society influence the development of science and technology. Students will develop the ability to describe scientific ideas and explain scientific processes. They will develop skills in presenting and analysing data using mathematical techniques. Working scientifically is an integral part of the course, and students will develop their scientific thinking, plan and carry out experiments and carry out analysis and evaluation of their own and other people's data.

The type of learning activities which will take place in lessons

Students will be looking at everyday life and identifying scientific links and their implications for society. They will develop this understanding through a variety of ways including practical activities and experiments, problem solving tasks, video clips and modelling.

How the course will be assessed

All separate science examinations papers are taken at the end of year 11. There are two written exams for each GCSE subject – six in total - with a mixture of multiple choice, calculations, data analysis, short-answer and long answer questions.

Each exam will last for 1 hour 45 min and is worth 50% of each GCSE. The exam papers are available at the Higher tier (grades 4-9) and Foundation tier (grade 1-5).

Homework tasks

Students will have regular homework in all three areas of science, which will help them to consolidate what they have learnt in class and prepare for new material. The homework will be varied and will include short answer questions, research, posters, leaflets, mind maps and past paper questions.

Future progression in this subject

Separate Science GCSEs help students to understand the world that they live in and provide the knowledge and understanding that they need if they want to go on to study biology, chemistry or physics at A-level. There are a wide variety of career opportunities that require science including medicine, nursing &, engineering.

Useful websites and publications

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2018.html> (specification of course)

<https://www.bbc.com/bitesize/examspecs/zy984j6> (good for revision)

Core: Modern Languages

Exam board: AQA GCSE New Specification

Syllabus number: GCSE - 8652 (French) / 8662 (German) / 8692 (Spanish).

Students will prepare for a level 2 qualification in languages, building on the topics they have covered and the skills they have developed in Key Stage 3.

The new **GCSE** course is divided into three themes:

- Theme 1 : People and Lifestyle
- Theme 2 : Popular Culture
- Theme 3 : Communication and the World Around Us

Within each theme, there are some sub-topics, so that students can break things into shorter, more manageable units.

Course Content

The **GCSE** course is divided into three themes, within which there are sub-topics as listed below:

- People and Lifestyle (Identity and relationships with others; Healthy living and lifestyle; Education and work)
- Popular Culture (Free-time activities; Customs, festivals and celebrations; Celebrity culture)
- Communication and the World Around Us (Travel and tourism; Media and technology; The environment and where people live)

Students will have covered many of the sub-topics during their Key Stage 3 studies, but will add more depth to their learning during the GCSE course. They will have the foundations in place but will extend their range of grammar, structures and vocabulary during the course. Students will study each of the topic areas in preparation for the listening, reading, speaking and writing examinations at the end of the course.

The type of learning activities which will take place in lessons

GCSE French / German / Spanish cover a range of skill areas:

1. Listening and reading comprehension work usually involves little writing – answers may be given non-verbally e.g. ticking boxes / multiple choice or by means of short phrases in English.
2. Speaking French/German/Spanish is a big part of the GCSE course – we encourage students to be as active as possible in pair work and group work activities to boost their confidence and fluency.
3. Written work in lessons may be completed individually, in pairs or small groups, where students will share ideas and develop their understanding. Activities will range from writing lists and short messages in the target language to structured and open-ended written tasks (approximately 150 words in length)

4. Students will spend some time doing ICT based activities, including structured grammar and vocabulary practice tasks, listening tests (to improve comprehension and dictation skills), practice with phonics in the target language and also preparing presentations/activities to deliver to their group, for example.
5. Translation of sentences into and out of the target language will help students prepare for the translation questions on the reading and writing examination papers

How the course will be assessed : GCSE

Unit 1: Listening (25% of the final score) – 35 minutes (foundation tier) / 45 minutes (higher tier) – summer 2026

Mixed question styles in section A - usually multiple choice, true or false, gap-fill or short answers in English. In section B, there is a dictation, where students write down (in the target language) some short sentences that they hear.

Unit 2: Speaking (25% of the final score) – 7-9 minutes (foundation tier) / 10-12 minutes (higher tier) – summer 2026

A role-play, a reading aloud task and short conversation and finally a longer discussion based on a photo card.

Unit 3: Reading (25% of the final score) – 45 minutes (foundation tier) / 1 hour (higher tier) – summer 2026

Comprehension questions set in English, to be answered in English, on various texts in the target language. Also, a translation of between 35 and 50 words from the target language into English.

Unit 4: Writing (25% of the final score) – 1 hour (foundation tier) / 1 hour 15 minutes (higher tier) – summer 2026

Various tasks (depending on entry tier), to include short sentences in response to a photo, short grammar tasks, structured writing tasks (approximately 90 words) and open-ended writing tasks (approximately 150 words) and also, a translation from English into the target language of between 35 and 50 words.

- There is a preparation phase of a few minutes duration prior to the GCSE speaking test to allow students time to familiarise themselves with the role-play and photo-card, but no access to dictionaries or any other resources is allowed during this time. The GCSE speaking test will be conducted by the student's class teacher but marked externally.
- Students will score well in each of the units if they have a broad range of vocabulary, structures and ideas to draw on and can apply what they've learnt in lessons to the tasks they are set.

Future progression in this subject

Languages are an extremely valuable asset – a life skill, in fact. A GCSE qualification in languages can open many doors for students in the future and shows they are a talented communicator with a good memory; someone with initiative and intuition who can “think on their feet” and cope with the

unexpected. These skills are a huge advantage for them when they are looking for a job – either locally or abroad. Who knows where they will be in a few years' time? A GCSE in French/German/Spanish can take them there!

A GCSE in French/German/Spanish is one of the subjects required for the E-Bacc qualification.

Useful websites

www.languagehut.com

www.languagesonline.org.uk

www.linguascope.co.uk

www.atantot.com

www.aqa.org.uk

www.bbc.co.uk/education (Bitesize)

www.lightbulblanguages.co.uk

If I do two languages, will I get them mixed up?

Most students who have chosen two languages at GCSE in the past would say to you that each language takes on a different identity – whilst you use the same skills in both, the vocabulary is of course different, so the risk of mixing them up is very small.

Will I cover the same things in the second language as I do in the first?

The topics are the same but of course the grammar is often very different, so this adds plenty of variety. For example, word order is a key focus in German but not so much of an issue in French and Spanish. The preterite tense is very significant in Spanish but does not feature in French and German. The fact that you can transfer knowledge (e.g. how to make adjectives agree, how to justify opinions) from one language to another is a really positive thing – you can “fine-tune” your skills to achieve better in both subjects.

What is the benefit of studying two languages at GCSE as opposed to one?

The fact that you study a modern language from year 7 through to GCSE at KNGS is in itself a stand-out feature and not something that is offered in all schools. The fact that you can add two GCSE languages to your CV is really impressive and will set you apart from other candidates when applying for apprenticeships, university places and jobs.

The skill-set you develop when learning one language is easily transferable to the other so you get double the value from your efforts.

The option language group is often smaller than a core language group so you will be in a really positive working environment with plenty of opportunities for interaction with your teacher and your fellow double-linguists.

Please note: For a very small number of students a GCSE language course is not an appropriate pathway. Some of these students will study beginners Spanish in Year 10 and use the time in Year 11 for additional Study Support time. Parents and carers will be advised as to which pathway is more appropriate.

Core Humanities: Geography

Exam board: Edexcel Geography B

Syllabus number: 1GB0

GCSE

Course Content

In year 10 students will set a global context for physical and human geography with a focus on our global development and our urbanising world, covering topics such as megacities and the scale of global inequality and how it can be reduced. Students will also study The UK's evolving human and physical landscape and undertake fieldwork to consider human and physical landscapes. Fieldwork involves two days in the field with a river and an urban study.

In year 11 students will study global hazards, covering topics such as earthquakes and extreme weather events. They will investigate why and how these hazards are increasingly impacting on people and how we might manage such disasters. Students also develop decision making skills linked to a range of topical issues, such as global waste, biome destruction and energy consumption.

Skills required for success

A whole range of geographical skills will be taught throughout the course covering cartographic, graphical, geographical enquiry, ICT, decision making and GIS skills.

Students will also develop their personal organisation, independence, teamwork, research and decision making skills and become an effective participator.

The type of learning activities which will take place in lessons

Geography is taught using a variety of learning styles. In particular, fieldwork and learning outside the class room are an important component of GCSE geography. Group work, role-plays, decision-making exercises, presentations and ICT are all examples of active learning within geography.

How the course will be assessed:

Component 1: Global Geographical Issues - Written examination: 1 hour and 30 minutes

37.5% of the qualification

Component 2: UK Geographical Issues– Written examination: 1 hour and 30 minutes

37.5% of the qualification

Component 3: People and Environment Issues – Making Geographical Decisions– Written examination: 1 hour and 30 minutes

25% of the qualification

Homework tasks

Homework will be set each week. This will include wider research tasks to support geography's topical nature, completion of exam type questions and reviewing and revising work.

Future progression in this subject

Geography is a versatile subject that creates a range of transferrable skills and importantly stimulates an interest in and a sense of wonder about places, people and the environment. It helps young people make sense of a complex and dynamic ever-changing world and the ways in which society, the economy and environment interact to bring about change.

Geography is a valued and respected, academic subject that supports and links to all other subjects across the curriculum. Studying geography can lead students to a range of employment opportunities in fields such as journalism, logistics, data analysis, media, engineering, ICT, travel and tourism, environmental management, marketing, business management and teaching.

Useful websites and publications

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2018.html>

Geography Frequently Asked Questions

How much writing is there?

Each exam is made up of a mixture of short and longer questions with each section ending on 1 longer mark question worth 8 marks. There are two/three 8-mark questions in each exam. Paper 3 ends on a 12-mark question, the highest weighted of all three exams. We teach you the structure of each question and most students find that answering the 8-mark question, is fine once they are taught how.

Do we have to choose between history and geography?

Everybody studies at least one of the subjects, but you can also choose the second subject as one of your 'free' choices.

Do we go on any fieldtrips?

Yes, we go on two fieldtrips; a physical geography location and a human geography location. In the past we have gone to Carding Mill Valley to study the river there and a city of our choice to study differences in quality of life.

Is there coursework?

No, there are 3 written exams all assessed at the end of the course.

How will Geography support my other GCSEs?

As the GCSE covers human and physical geography many skills are taught which support and aid other GCSEs. Human topics such as urbanisation and globalisation are very good for generating debate and developing literacy skills. Physical geography looks at topics such as natural hazards and can support the sciences. Both you will also build ICT and maths skills throughout the course.

Core Humanities: History

Exam board: AQA

Syllabus number: GCSE 8145

GCSE

Course content

Paper 1

Understanding the Modern World - Germany 1890-1945:

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change.

International Relations: Conflict and Tension 1918-1939:

This is a wider world depth study. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement after World War One. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

How is it assessed?

Written exam: 1 hour 45 minutes

84 marks including 4 for SPAG

The paper comprises a mixture of source based and knowledge based questions. There are 10 questions in total

50% of GCSE

Paper 2

Shaping the Nation - Britain: Health and the people: c1000 to the present day:

This option focuses on the following questions:

- Why has there been progress in the health of the British people?
- How and why has the pace and scale of medical development varied at different times?
- What impact has medical progress had on people and society?
- How and why have different factors been more important than others for individual medical developments?
- What is the significance of key individuals or events in the history of medical development?

Elizabethan England, c1568-1803

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. For example, students will study the difficulty of Elizabethan being a female ruler, the impact of Raleigh and Drake's voyages, Elizabeth's religious settlement and the Spanish Armada.

How is it assessed?

Written exam: 1 hour 45 minutes

Section A: 4 compulsory questions (40 marks) related to Elizabethan England

Section B: 4 compulsory questions related to a specific historic site (linked to Elizabethan England)

84 marks including 4 for SPAG

50% of GCSE

Skills required for success

- Knowledge and understanding e.g. ability to recall detailed examples
- Explanation and evaluation skills e.g. reaching judgements about historical events
- Interpretation skills e.g. ability to weigh up different viewpoints
- Critical thinking skills e.g. evaluation of historical sources e.g. ability to make links between factors

The type of learning activities which will take place in lessons

- Discussions and debates
- Student presentations
- Role play and drama techniques
- Peer and self-assessment of exam questions

Homework tasks

Homework will be set each week. Each week there will be a revision homework in preparation for a knowledge test on recent or past content. Homework will also include research tasks, completion of exam type questions and reviewing work.

Future progression in this subject

History is useful for many different jobs and careers where you need to study evidence and make decisions e.g. the law, Civil Service, newspaper/magazine/radio/TV, journalism and education. It will also help students to understand the world in which they live. GCSE History will also provide very useful academic skills for continuing into AS/A2 studies.

Useful websites and publications

History students should watch/listen to the news – look out in particular for changes in the world of medicine and for how present day events are influenced by the past.

The AQA website gives more detailed information about the course: www.ocr.org.uk

Also, have a look at the BBC Bitesize website for a summary of the type of content covered on the GCSE course.

History Frequently Asked Questions

How much writing is there?

Like any of the humanities subjects, writing is needed to make sure you can communicate all your ideas to the examiner. Each exam is an hour long and there are usually 4 questions. The longest answer is a short essay style answer but there are also slightly shorter answers too. Most students find the writing is fine once they are taught how to structure their answers.

Do we have to choose between history and geography?

Everybody studies at least one of the subjects, but you can also choose the second subject as one of your 'free' choices.

Do you have to use sources?

There are a range of questions on each of the exam papers. One of the questions in each section usually uses sources but don't worry, we will teach you how to understand them and what to do if you are not quite sure. Sources worry people as they can't learn ahead of time but you will become quite confident in using them by the end of the course.

Is there any coursework or controlled assessment?

There is no coursework or controlled assessment element to GCSE History.

How many exams are there?

There are four exams, all with a range of questions (using sources, interpretations, and own knowledge). Each exam is an hour long and focusses on a different unit. (Health and the People; Elizabethan England; Germany 1890-1945; Conflict and Tension 1919-1945). The two British papers are sat on the same day, as are the two European papers.

Which is the hardest topic?

Each student finds different aspects of the course challenging. There is not one topic which is particularly 'hard'. Your teachers will provide you with lots of support if you do find any topic challenging. Just try your hardest, keep revision ongoing, and enjoy the course.

How do I get a top grade in History?

To get the highest grade you can in history, do every task in lessons, revise each week and keep organised revision notes and, read over your lesson notes and do further reading using the resources on studentshare. Most importantly, make sure you understand where you go wrong and how to improve. This will all help you to achieve your highest grade.

Do you have to do GCSE History to do A-Level History?

It is sensible to study GCSE History if you plan to go on and choose A-Level History. The skills and knowledge you gain from the GCSE course will place you in a strong position to start A Level History. However, a few students do go on and study A Level History without GCSE History. It depends on numbers applying for the course that year and other exam grades.



KINGS NORTON
GIRLS' SCHOOL & SIXTH FORM

The Core 2026 – 2028

Non - Examination Subjects

Core: Religious Education

Non-Examined

Course Content

The content of this course will reflect the fact that the religious traditions of Great Britain are, in the main, Christian, whilst taking into account other principal faiths represented in this country - Buddhism, Hindu Dharma (Hinduism), Islam, Judaism and Sikhi (Sikhism).

The following are some of the questions that pupils will be exploring:

Does God exist?

Why is there suffering?

What is the meaning of life?

What does it mean to be human?

Do you need to be religious to be moral?

How do religion and science relate to each other?

Skills required for success

- knowledge and understanding of religious teachings
- inquisitiveness
- critical thinking
- interpreting and evaluating

Also remember these top tips:

- know and understand religious teachings about, and responses to the issues being studied
- keep an open mind – be aware how and why others think differently to you
- read the papers and watch the news – faith issues come up all the time
- contribute to discussions and debates – be willing to share viewpoints and learn from others
- be ready to challenge ideas – including your own – but respect and value the views of all

The type of learning activities which will take place in lessons

Completion of booklets, research-based tasks, group work, discussions and debates. External speakers will also be invited and trips organised as appropriate.

How the course will be assessed

There will not be an examination.

Future progression in this subject

Religious Studies is a very popular A level option that requires students to take an in depth study of the philosophy of religion, critically reflecting on various arguments including about the nature and existence of God, science and religion, the problem of evil, language as it applies to God, life after death, and religious experience. In the ethics modules they study a range of ethical theories and their application to practical issues within medicine, business and sexual relationships. In Developments in Christian Thought students will look at the evolution of Christian doctrine from the writing of the Bible, through to the early Church fathers and right up to the 21st century with a focus on gender, feminism and secularism.

Careers

Studying Religious Studies can provide invaluable life skills, offer opportunities to further education and enhance careers:

<https://www.youtube.com/watch?v=789bE7GcNCo>

Visit this website to see real-life examples of how RS has helped people in various fields, including law, medicine and journalism:

<https://www.truetube.co.uk/resource/my-future-my-career-my-re/>

Useful websites and publications

<http://www.bbc.co.uk/programmes/articles/3lKZp31jBVJ2v3C2h1V03kz/a-to-z-of-religion-and-beliefs> - an A-Z guide of religion and beliefs. Although it is aimed at Key Stage 3, it is very beneficial for GCSE level

<https://www.bbc.co.uk/programmes/p002vsn4> - excellent range of short videos exploring various aspects of faith and spirituality

<http://re-definitions.org.uk/> - popular terms with meanings and pronunciations

<http://www.bbc.co.uk/religion> - BBC Religion and Ethics

Core: Careers Education

During Years 10 and 11 students will continue to receive a structured programme of careers guidance, information and advice through the PSHE programme, including a number of planned activities to help develop knowledge and understanding of careers and the world of work. In Year 11 students will receive one to one guidance with a personal, independent careers advisor.

Core: Work Experience

During the summer term of Year 10, all students will take part in 5 days of work experience. Students choose and apply for a placement and will be thoroughly prepared for their time in the workplace during the careers module in PSHE lessons. During work experience students will gain an insight into life in the workplace, developing confidence, learning new skills and how to develop relationships with the people they work with and members of the public. In the past year, Kings Norton Girls have undertaken their work experience in many different and exciting fields of work such as retail, catering, medicine and even the emergency service, some were even rewarded for their hard work by being offered Saturday and holiday jobs.

Core: PSHE (Personal, Social, Health Education)

The PSHE (Personal, Social, Health, Economic education) programme is an opportunity to learn about a range of key issues and topics that help students to keep themselves happy, healthy and safe now and in the future. PSHE topics are covered in weekly PSHE lessons and Health days. On health days students have a little longer to explore topics. These are led by KNGS teaching staff and external facilitators. Topics are issues that may be relevant to students and form parts of the statutory RSEH curriculum. Some of the issues covered include alcohol, drugs sexual relationships, parenting, self-esteem, domestic abuse and relaxation techniques.

Core: Citizenship

As part of the PSHE programme all students will study a course in citizenship which explores global issues such as global warming, the role and function of government, local and national, British values, roles in the democratic processes, rights and responsibilities in various areas e.g. in the family and the world of business. Students will approach these issues so that they cover the following three areas or strands:

- Develop knowledge and understanding of what is involved in being an informed and good citizen.
- Develop skills of communication and enquiry, analysing different sources, discussing, debating and making presentations.

Students show how they participate in school and community activities and demonstrate that they can reflect on their participation.

Core: Physical Education

Core: Physical Education

Students will participate in a variety of practical activities in three lessons per fortnight of one hour duration.

Not examined.

Course Content

- The course will provide opportunities to develop new and existing sporting skills, knowledge and interests. You will undertake further study and practical work in the area of health and fitness, developing personal fitness and promoting an active, healthy lifestyle.
- Activities will include trampolining, games and fitness.
- You will be given the chance to develop leadership skills throughout the key stage.

Skills required for success

- Teamwork
- Communication
- Co-operation
- Self-motivation
- Discipline
- Resilience.

The type of learning activities which will take place in lessons

Practical lessons:

- Skill development, progressive practices and competitive situations
- Individual and group tasks
- Self and peer observations and assessments
- Officiating and coaching
- Leading practices and sessions

How the course will be assessed

Assessment is on-going through teacher observations, peer and self-observations and analysis.

Homework tasks

Students are encouraged to attend extra-curricular clubs.

Future progression in this subject.

- Leadership - opportunities to coach and volunteer
- Help to achieve a healthy lifestyle
- New sporting opportunities



KINGS NORTON
GIRLS' SCHOOL & SIXTH FORM

Option Subjects 2026 – 2028

You will make two further choices

Art & Design

Exam board: AQA

Syllabus number: 8201, 8202

The GCSE Art and Design course comprises of two components:

Component 1 (60% of the final mark): Portfolio of work

Component 2 (40% of the final mark): Externally set assignment

Course Content

Component one consists of a portfolio of work produced throughout year 10 and during the first term of year 11. This includes more than one project and will demonstrate skills when working with a range of media, processes and techniques. Research and analysis of the work of artists is essential in the development of ideas.

Component 1 project examples:

- Natural Forms
- Women in Art
- Identity
- Structures
- Fears and Phobias

Component 2: This is an additional complete project with a choice of starting points, or themes, set by the exam board. Students work on this from January in Year 11 with the final piece or series of outcomes being produced in exam sessions adding up to 10 hours of supervised time. Initially students are guided through the stages required to meet the assessment criteria, although they are expected to develop a more independent approach.

Skills required for success

This course is not solely for talented artists as success is more dependent upon interest and enjoyment in art practice and history. In both components, students will be going on a creative 'journey' developing their techniques and enhancing creativity. Students should be keen to develop skills and be open-minded about developing their work.

The type of learning activities which will take place in lessons

The majority of work will be practical, working across a wide range of media and in 2D & 3D, including drawing, painting, mixed-media, sculpture, ceramics and textile-based work. We encourage students to use photography as a way of recording ideas and further develop ideas through digital image manipulation. Research and analysis of the work of artists is required to aid the development of their own work. Opportunities to visit galleries and work with artists to support learning.

Assessment is based on the AQA Art & Design criteria.

Each project and artwork produced is assessed on 4 different aspects:

1. Developing ideas resulting from research and analysis of artists' work
2. Refining ideas through experimentation
3. Recording ideas visually through drawing and writing
4. Presenting ideas in quality artwork

Progress and achievement is assessed regularly and informs ways to further improve and work towards achieving a higher grade.

Final assessment is at the end of the course where both components are marked internally and moderated externally by the exam board, AQA.

Homework tasks

Homework is usually a practical task such as drawing, photography or a written record of your on-going progress; evaluating successes and recording ideas for future explorations. Research into artists and designers and analysing their work is also on-going as the links between the practical and the contextual is vital.

The Art Department offers an open door policy to enable students to access studio facilities and materials outside of lesson time where needed.

Useful websites and publications

www.aqa.org.uk – AQA (exam board) has the specification and more details about the assessment objectives

www.tate.org.uk – Tate Galleries – a great resource for British and modern art

www.vam.ac.uk – Victoria & Albert Museum – the national museum of art & design

www.bmag.org.uk – Birmingham Museum & Art Gallery

www.accessart.org.uk – Access Art – useful resource for art activities

www.thisiscolossal.com – Colossal – an amazing blog about art and visual culture

www.artsy.net- Artsy- an amazing blog about art and visual culture

www.uk.pinterest.com- Pinterest- a is a visual discovery tool that you can use to find ideas and artists.

Art Frequently Asked Questions

Is there a lot of work and does it take up a lot of your time?

The workload for Art is no different to other subjects. You will be expected to use your allocated homework time each week to continue with tasks such as research or developing your ideas.

Is it expensive? Will I have to buy lots of equipment?

At the start of year 10 you'll be invited to purchase an art pack, put together at cost price by the Art department. Having an art pack is really useful for homework. The Art department provides all specialist materials and equipment that will be used in lessons.

Do you have to be good at drawing?

Drawing is desirable but not essential. At the start of year 10, we explore many techniques and processes in order to build skills and confidence.

Art & Design Photography

Exam board: AQA

Syllabus number: 8206

The GCSE Photography course comprises of coursework components.

Component 1 (60% of the final marks) a portfolio of work set and marked by the school and moderated by AQA.

Component 2 (40% of the final marks)

Externally Set Assignment – from January in Year 11, students will produce work, choosing one starting point from a list of seven set by AQA, also marked by school and moderated by AQA.

Course Content

Component 1: Students will produce a portfolio of work in a sketchbook on 3 topics set by the school. These topics will allow them to express their creativity and technical skills in one or more genres (portraiture, landscape, still-life, documentary, experimental or photographic installation or video). They will study the work of photographers from the mid-19th century to the present which will inform and inspire their own work. Throughout the course students will learn about and use a range of photographic media, techniques and processes. There is normally a whole day trip in June of year 10 which provides a valuable opportunity for students to put their skills in to action and to take a large number of photos.

Component 2: For the externally set task students will choose one starting point (topic) from a choice of seven; this will commence in at the beginning of January in Year 11. Students will have about 12 weeks or so to produce a sketchbook containing research on relevant photographers and several sets of their own work to produce a 'personal response' to their chosen starting point. Then there will be 10 hours of supervised sessions (April/early May) at the end in which the component is completed with the production of their final photographs.

In both components, students will be going on a creative 'journey' developing their techniques and enhancing their creativity.

Skills required for success

The ability to be a self-motivated, independent learner is a huge advantage. An ability and desire to explore the familiar world around us with a fresh and enquiring eye is also an asset. The understanding that there are no absolute 'right' or 'wrong' answers but their own, supported by the knowledge that they will acquire during the course. The ability to produce a 'personal response' to the tasks is crucial. They will need to learn and develop the appropriate camera and post production (e.g. Photoshop) skills in order for them to realise their chosen intentions. These are obtained through constant practice throughout the course.

The type of learning activities which will take place in lessons

Students will experience a variety of activities from researching their chosen photographers using the internet or our extensive photography library, taking photographs around the school or in our studio using professional lighting equipment, learning and using Photoshop to produce the finished photographs. Students will also spend some time in the darkroom learning about and experiencing traditional photographic processes such as making a pinhole camera or using film and photographic paper.

Written work is used to record observations, to analyse researched images and work on own photography. Writing is necessary to support their visual work and to help explain and communicate their intentions and actions to others.

Students will receive advice and support relevant to their own needs both in and out of lesson time. They will need have their own camera for this course, either a digital SLR (DSLR) or a 'mirrorless' compact system camera is preferable. In certain instances the school may be able to lend a suitable camera for the duration of the course.

How the course will be assessed

Component 1 is a coursework portfolio of work produced in year 10 and the first term of Year 11. The portfolio will take the form of sketchbook(s) containing research, annotations, students' own images and evidence of the use and understanding of photographic techniques. There are 4 assessment objectives (AOs) where they are assessed on their ability to develop their ideas, experiment, refine their ideas and present a personal and meaningful response. This represents 60% of the total marks.

Component 2 is an externally set task of one topic from a choice of seven titles set by the exam board. The work is presented in another sketchbook and will contain similar material to unit 1. Students receive this unit at the beginning of January of year 11 and have about 10-12 weeks to prepare before a series of supervised sessions (10 hours in total) when their work will be completed independently. The same AOs apply in this component.

Homework tasks

A lot of images for their portfolio will be taken out of school, either at home or further afield in Birmingham or beyond. Students will have homework tasks where they will research and explore photographic techniques (by taking their own photographs). Homework could also include self-directed visits to art galleries and exhibitions. Students will also need to continue their photography research work at home, online. There is an expectation that students will do three hours a fortnight outside contact time.

Photography Frequently Asked Questions

Do I need my own camera ?

Ideally, yes. If you don't have one of your own the school could let you have one on loan particularly if you are a pupil premium student.

What sort of camera do I need ?

The **GCSE photography course** is primarily digital (with some traditional (analogue) photography included) and all students will need to be equipped at all times with a **quality digital camera**.

Ideally you need a camera better than a 'point and shoot' digital camera: a thin fashion accessory style compact is not suitable for an examination course.

Although this is likely to be an expensive outlay it could possibly equip you for many years – you may decide to follow an A level course or even at university as several of our students have.

1. Either you need a 'bridge camera'



approx. £180 - £250 (avoid if considering 'A' Level at this stage).

Try to avoid those that are powered by AA batteries

2. A Compact system camera (sometimes called 'mirrorless')
- approx. £280 - £420



3. A Digital SLR (DSLR)



Approx. £350+

Please note the photos are showing one brand of camera and there are many different brands available.

The best places to buy are : **Amazon, Currys / PC World, Argos, Wex Photo Digital, John Lewis** (2yr guarantee). AVOID buying cameras on e-bay as you can never be sure where they come from and what condition they are in. There is nothing wrong in second hand but have a look at it first.

mbp.com is the best website for second-hand cameras. An excellent website for previously owned cameras is : <https://www.mpb.com/en-uk/>

If you have an old film camera at home, don't throw it out. It's good to have a go with traditional film in your GCSE.

Any questions please email – Mr Abelson – photo@kngs.co.uk

I'm not very good a computer stuff do I have to use Photoshop a lot ?

You can use Photoshop a little or a lot depending on your needs. You will be taught all the basics that you need, don't worry it's not that difficult.

Is there an exam ?

This is a coursework subject so there is no formal exam. There are, however, some supervised sessions (10 hours in total) when you complete your Component 2 in April of Year 11. You are allowed all your own work and notes and can work on the computer – but no internet.

Useful Websites and Publications

<https://www.photopedagogy.com/>

<https://www.art2day.co.uk/photography.html>

<https://thephotographersgallery.org.uk/learn>

Read This if You Want To Take Great Photographs by Henry Carroll
Creative Digital Photography by Chris Gatcum

+

Art and Design : Textiles

Exam Board: AQA

Syllabus 8204

The GCSE Textiles course comprises of two components:

Component1 (60% of the final mark): Portfolio of work

Component 2 (40% of the final mark): Externally set assignment

There is no written exam for this qualification, instead there is a practical portfolio of evidence produced throughout the course and a practical exam where students will make a textiles outcome from a pre-selected question given in advance.

Who is this course for?

This course is for students with a keen interest in fashion and / or textiles not solely for talented artists as success is more dependent upon interest and enjoyment in application of colour and textures and a willingness to experiment with a variety of textiles. After the initial portfolio development of textile skills, students can really tailor the course content to meet their personal interests. If they are interested more in theatrical textiles or fashion or interiors, for example, we can tailor the course more for them. This is a really exciting and dynamic course with unlimited potential.

Course Content

Component one consists of a portfolio of work produced throughout year 10 and during the first term of year 11. This includes more than one project and will demonstrate skills when working with a range of materials, processes and techniques. Students will develop a portfolio of material investigations and undertake a wide range of skills-based workshops to develop a range of textiles techniques which will form the basis of their textile outcomes, including both traditional and new technologies. Students are required to work in one or more area(s) of Textile Design, such as those listed below. They may explore overlapping areas and combinations of areas:

- Fashion and/or costume
- Printed and/or dyed materials
- Domestic textiles
- Constructed and/or applied textiles
- Constructed and/or stitched and/or embellished textiles.

Potential Projects might include:

- Steam punk
- Growth and decay
- Travel and destinations
- Shabby Chic Interior

Component 2: This is an additional complete project with a choice of seven starting points, or themes, set by the exam board. Students select one question and work on this from the January in Year 11 with the final textile piece or series of outcomes being produced in exam sessions adding up to 10 hours of supervised time and have about 10-12 weeks to prepare for this where their work will be completed independently. The same AOs apply in this component as Component 1. Initially students are guided through the stages required to meet the assessment criteria, although they are expected to develop a more independent approach.

Assessment is based on the AQA Art & Design Textiles criteria.

Each project and artwork produced is assessed on 4 different aspects:

1. Developing ideas resulting from research and analysis of artists and designers
2. Refining ideas through experimentation with particular emphasis on exploring materials and creating samples
3. Recording ideas visually through drawing, writing and photography
4. Presenting ideas in quality textiles outcomes

Progress and achievement is assessed regularly and informs ways to further improve and work towards achieving a higher grade.

Final assessment is at the end of the course where both components are marked internally and moderated externally by the exam board, AQA.

Homework tasks

Homework is usually either a practical task such as drawing, developing textile samples, photography or a more contextual task such as research into artists and designers and describing and analysing their work in order to inform students own design development progress.

The Textile Department offers a flexible approach to learning and additional catch-up sessions can be arranged if needed.

Useful websites and publications

www.aqa.org.uk – AQA (exam board) has the specification and more details about the assessment objectives

www.artsy.net- Artsy- a creative blog about art and visual culture

www.uk.pinterest.com- Pinterest- is a visual discovery tool that you can use to find ideas and artists.

Textiles Frequently Asked Questions

Is there much writing?

The majority of the course is very practically based but you will analyse the work of Artists and look at historical and contemporary (modern) things that inspire your practical work. This can be in short paragraphs or note form (similar in format to the Artist Research and Product Analysis that you undertook during KS3 Textiles) You also write about your Textile processes and complete an evaluation.

Do I have to revise for a written Exam?

No, you will only undertake a practical exam where you will make your final outcome for Component 2.

What can I make?

Anything Textile related including; Clothing and Accessories, Costumes, Printed Fabric, Installation Art / Textile pieces, Interior Design, Homeware, Sculptural Textiles including knit, weave etc... (Whatever element of Textiles that interests you)

Do I have to buy any special materials / equipment?

Many of the Textile materials that you will need are provided but you will need to provide a Sketchbook and Portfolio, basic art drawing equipment and any specialist materials or fabrics to construct your individual outcomes if we do not have the materials at school. A full list will be provided to you, most of which can be bought through ParentPay at school. We encourage the use of upcycled and recycled materials where appropriate.

Can I choose Art, Textiles and Photography at GCSE?

No, you can only select one of the Art GCSE based subjects.

Do I have to be able to draw really well to take GCSE Textiles?

No, you can record ideas in lots of different ways including tracing, copying, stitching and using photography and computer packages. The most important skill in Textiles is a willingness to experiment with a range of materials and be able to clearly and creatively present your work.

Do I need to buy a sewing machine?

No, we have 10 sewing machines that you can use at school but if you have access to a sewing machine at home that is useful but not necessary.

Business

Exam board: EDUQAS

Qualification Accreditation Number: 603/0305/0

Course Content

GCSE Business introduces students to the business world. It provides students with a good understanding of how businesses are set up and run, how they make their decisions and how they are affected by the world around them. All areas of a business are covered including; marketing, operations management, accounting and finance, human resources, social and environmental responsibilities. Students will apply their knowledge and understanding to different business contexts, including businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. From the corner shops which are local businesses to JD sports, Apple, Zara that operate globally. Students will understand why businesses run the way they do and make certain decisions.

Skills required for success

- Students must be prepared to think for themselves and work well with other students.
- Students need to be aware of current issues and investigate the real business world to develop an understanding of business influences and opportunities.
- Students will require good literacy and numeracy skills in order to be successful at extended writing, calculations and data interpretation
- Students need to apply their knowledge and understanding to real situations based on the world around them.

The type of learning activities which will take place in lessons

Business Studies involves looking at the real world and how businesses operate. Discussions, videos and case studies will be used to provide students with current examples. Students will participate in challenges, workshops and competitions to develop their business skills and understanding. Throughout the course there will be opportunities for visits and guest business speakers.

How the course will be assessed

Subject content will be assessed through two written exams:

Component 1: Business Dynamics – This exam is two hours long and has 100 marks. It is worth 62.5% of the final qualification. It will consist of a mix of short answer and structured questions based on case study material covering all of the specification content.

Component 2: Business Considerations - This exam is one and a half hours long and has 60 marks. It is worth 37.5% of the final qualification. In this exam, students get two business case studies and answer questions based on each business.

Both components assess content from all six topic areas, so learners will be required to draw together knowledge, skills and understanding from across the subject content in each assessment.

Homework tasks

Homework will be given weekly and provide an opportunity to put theory learnt in school into real life business scenarios to demonstrate understanding. The scenarios are similar to the exam questions to help students develop the skills needed for the two GCSE exams at the end of the course.

Future progression in this subject

A GCSE in Business allows students to understand more about business and the world of work. It will prepare students for the future and enable them to make informed decisions about further study and career pathways. Students can progress from this qualification to a number of different academic and vocational qualifications, including A levels and apprenticeships. The knowledge and

skills gained from GCSE Business support students' career choices and provide a strong foundation for employment. Business students progress to work in management, accountancy, law, marketing, production, sales, human resources, general office work and some students decide to set up and run their own business!

Useful websites and publications:

- www.eduqas.co.uk/qualifications/business-gcse
- www.bbc.co.uk/bitesize/subjects/zpsvr82
- www.twoteachers.com
- www.tutor2u.net/business
- www.beebusinessbee.co.uk/index.php

Business Studies Frequently Asked Questions:

Is there any coursework?

There is no coursework. There are two exams at the end of the course.

Are there a lot of calculations involved?

You will need to complete calculations in the finance unit (1/6 of the whole course) and learn formulas. You will also need to **be able to interpret data, read graphs and work out percentages**. However, the majority of the course content **does not** involve complicated calculations.

What topics are covered in the course?

You will start the course by learning about what the purpose of a business is and the different types of businesses that exist. You will learn about setting up your business, operating a franchise and how large multinational businesses operate. You will look at how technology, the economy, international trade and the environment impact a business. You will also look at each department of a business and its main function. This will include Marketing, Human Resource Management, Operations Management and Finance. We will look at business examples and up to date news stories and issues that influence business decisions.

Is there a lot of writing?

The exam papers consist of both short answer questions and long answer questions. In lessons you will learn how to structure your answer for both types of questions. It will also help structuring paragraphs in other subjects.

How is the course organised?

You will have a lesson work book for each unit of work. Each work book contains all the knowledge that you need to know, tasks to check your understanding, past exam questions, key term lists, revision check lists and flash cards

What can I do next with Business?

Many students continue to study Business at A level. In business you will learn about all the main functions of a business, this can help give you an idea about future career choices. Business studies also sets students up with useful knowledge that can be used in everyday life. For example, some students really enjoy the Marketing unit and decide to pursue a career in promotion and advertising. The course will help you understand how a business operates, therefore, your knowledge and understanding will help you in whatever job you have in the future. The course provides excellent preparation for higher study and employment.

Do students enjoy GCSE Business?

Student voice survey Dec 2023 results

- Are you enjoying the GCSE Business course so far? 100% answered YES
- Do you feel that there is a positive learning environment in your business lessons? 100% answered YES
- Do you feel that lesson content and tasks support your learning? 100% answered YES

“ I really enjoy Business. You learn about so many things about businesses. Sometimes I look at the real world and see how relevant business is and it really opens your eyes. No w I know what Ltd is after a business name and that I can invest in Tesco. A common misconception is that its all maths, but its definitely not, it’s way more than that!” Malika D (10-4)

“ I really enjoy doing Business as a GCSE because I find it very interesting and useful. It allows us to explore the business world and we link it to our daily life – to the businesses we see e.g shops we go to, restaurants we dine at. It teaches us a lot about business as well as application and analysis skills”

“I like how all the information is spread out throughout the course so it isn’t overwhelming and its interesting to apply business studies to the real world”

Business gives you an in-depth understanding of why businesses run the way they do and is very interesting as it applies to the world around you” (Nea Yr 10)

For me, business is a really interesting subject. The information is easy to remember and the teachers are amazing!” (Shayla D, Yr 10)

Business isn’t just numbers it’s a great way to see what business is like and I’ve found it really useful for applying for work experience. I would definitely choose it because both Mrs Neale and Mrs Collings teach the subject really well and the exams are straight forward as they prepare you so well” (Ffion W Yr10)

“Business is a subject that will actually be useful in life outside and after school. It can also help with other subjects within school as the topics and techniques are more developed and different to any other subject (NW, 10-2)

“Business is not all about numbers. It’s mainly about jobs and how to run a business. It’s very easy to understand when it gets explained. It’s interesting as you learn stuff you would have never known. If I were you, I would pick it” (Mia P Yr 10)

Computer Science

Exam board: OCR

Syllabus number: J277

Course Content

This course gives students a real, in depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming, giving students a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course provides excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science, technology and medicine.

Below is a summary of the course details for GCSE Computer Science:

Component 1: Computer systems

- Exam Based
- 1hr 30mins
- 50% of the GCSE

In this unit, students will cover topics such as: Systems architecture, Memory, Storage, Wired and wireless networks, Network topologies, protocols and layers, Network security, System software , Moral, social, legal, cultural and environmental concerns

Component 2: Computational Thinking, Algorithms and Programming

- Exam Based
- 1hr 30mins
- 50% of the GCSE

In this unit, students will cover topics such as: Translators and facilities of languages, Algorithms, High- and low-level programming, Computational logic, Data representation

Component 3: Programming project

All students must be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

Students will be expected to demonstrate their ability to use the following criteria effectively:

- Programming techniques
- Design
- Development
- Effectiveness and efficiency
- Technical understanding
- Testing, evaluation and conclusions

Skills required for success

- Organising time – students must ensure that they are up to date with any work. This may mean completing their class work during break and lunch times!
- Organising work – students must ensure their folder is organised and well-presented so that it can be assessed and graded.
- Work independently – students will be expected to work hard and work through problems by themselves.
- Be creative but flexible – students will be expected to plan their work in detail for their client. However, they must be prepared to change their plans to ensure it meets the needs of their client (even if they think they know best!).
- Have a genuine interest – students should have a genuine interest in programming and the use of technology to solve and programme solutions to problems. This makes up the majority of the course.

Useful websites and publications:

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

<https://www.csnewbs.com/eduqas-gcse>

<https://www.computerscience.gcse.guru/>

<https://student.craigndave.org/gcse-ocr-j277-computer-science-videos>

Computer Studies Frequently Asked Questions

What type of learning activities which will take place in lessons?

Most learning involves learning practical skills in the use of various programming applications as well as learning theory elements associated with hardware devices and legal implications of using computers. Most of the course will involve evidence of being able to use specific skills in software packages. Students will then show through practical tasks that they have understood the skills and can apply them to a new scenario. There will be some theory-based learning mainly in year 10 to ensure students are prepared for the examination.

How is the course assessed?

The course grade is achieved through two written exams covering a range of topics and programming techniques taken at the end of Year 11. Each exam is 1hr 30mins in length and counts as 50% of the overall grade.

What do homework tasks look like?

Students can research around subject content to enhance their subject knowledge and skills. In addition, they can practice skills to consolidate learning that has occurred in the classroom and to help them with their programming tasks. Students will be expected to program outside of lessons either at home or using school computers at lunch or after school. **Access to a proper computer and not an iPad or similar is essential.**

What can I do in the future with this qualification?

The course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in computing and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels.

Drama

Course Details: Level 1/Level 2 GCSE (9-1) in Drama

Exam board: Pearson Edexcel

Syllabus number: 1DRO

Course Content

The course is divided into three components

Component 1: Devising

Coursework 40% of the qualification -60 marks

Content overview

- Students will create and develop **a devised piece from stimulus**
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance

Assessment overview

- Internally assessed and externally moderated.
- There are **two parts** to the assessment:
 - 1) a portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks). The portfolio submission can be typed evidence between 1500–2000 words *or* can be recorded/verbal evidence between 8–10 minutes
 - 2) a devised performance/design realisation (15 marks)

Component 2: Performance from Text

Coursework 20% of the qualification – 48 marks

Content overview

- Students will either perform in or design for **two key extracts** from a performance text.

Assessment overview

- Externally assessed by visiting examiner.
- The performance/design realisation of each key extract is worth 22 marks.

Component 3: Theatre Makers in Practice

Written examination: 1 hour 30 minutes (40% of the qualification)- 60 marks

Content overview

- Practical exploration and study of **one complete performance text**
- Live theatre evaluation

Assessment overview

Section A: Bringing Texts to Life (45 marks)

- This section consists of one question broken into five parts (short and extended responses) based on an **unseen extract** from the chosen performance text.

Section B: Live Theatre Evaluation (15 marks)

- This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.
- Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

Skills required for success

Students need to be:

- Well-motivated
- Enthusiastic about creating their own drama work
- Willing to explore a range of issues through drama.
- A good group member
- Confident enough to perform in front of an audience and an external examiner
- A good attender as attendance is vital for success in this subject

The type of learning activities, which will take place in lessons

Students will learn:

- How drama is created, including all the acting and staging skills that help them communicate with an audience.
- How to create a character and play this character in a performance.
- A variety of skills that are highly valued in all walks of life. This includes teamwork and how to confidently present themselves in public.
- Students will develop their ability to analyse and evaluate live theatre.

Homework tasks

Students may be given Homework activities to help develop and improve the quality of their drama work. Some of the work may include research, learning lines, sourcing and bringing in props and costume. They will most certainly be expected to rehearse their drama work at home. Many students choose to rehearse as a group during some breaks and lunchtimes as this really helps improve their drama work. Students will also be given writing tasks to ensure their confidence and ability to structure their written work is well established before the written exam.

All coursework is completed under controlled conditions and supervised within lessons.

Future progression in this subject

After students have completed GCSE Drama they can go on to higher levels of study.

These include:

- GCE Drama and Theatre Studies at AS and A Level
- BTEC National Performing Arts (Acting).

GCSE Drama helps students to build confidence, discipline and communication skills. All of these skills will be beneficial to any future career path.

Drama Frequently Asked Questions

How much writing is there?

The GCSE drama course is largely practical. However, there is a requirement for you to analyse and evaluate drama work through written tasks. There are three components covered throughout the GCSE course. Component 1 is a devising unit. This is where you will create and develop a devised performance piece and a written portfolio detailing, analysing and evaluating the process. Component 2 is a performance exam so there is no written work marked. Component 3 is the written examination and is worth 40% of your GCSE grade. We do prepare for this written paper through homework and written tasks in class.

Do we have to perform?

Although you can opt to do aspects of the course from the point of view of a designer we do use our lessons to explore drama work practically. There would be a requirement for you to take part in this so that you can explore, analyse and evaluate performance skills effectively.

What is in the written exam?

The written exam is divided into two sections. Section A (Bringing Texts to Life - 45 marks) consists of one question broken into five parts (short and extended responses) based on an unseen extract from a performance text that we study in class. Section B (Live Theatre Evaluation - 15 marks) consists of two questions requiring you to analyse and evaluate a live theatre performance you have seen. You are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

What sort of work do we do?

We explore, develop, analyse and evaluate theatre skills. We do this from the perspective of performance and design (which includes costume, lights, sound and set). We analyse and evaluate live theatre through visiting local theatre performances. We devise new pieces of drama, work with engaging scripts, experiment with set, staging, lighting and costume.

Food Preparation & Nutrition

Exam board: AQA

GCSE

Course Content

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

Subject Content – What is covered?

Food preparation skills are integrated into five core topics:

1. Food, nutrition and health – Macro Nutrients, Micro Nutrients, Nutritional Needs and Health.
2. Food science – Cooking of food, Heat Transfer and the Functional and Chemical Properties of Food.
3. Food safety – Food Spoilage, Contamination and the Principles of Food Safety.
4. Food choice – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing
5. Food provenance – Environmental Impact and Sustainability of Food, Food Processing and Production.

Assessments

EXAM: Paper 1: Food preparation and nutrition (50%) Written exam: 1 hour 45 minutes

The paper will be made up of 20 multiple choice questions worth 20 Marks and 5 questions each with a number of sub questions worth 80 marks.

NON- EXAM ASSESSMENT (NEA): Task 1: Food investigation (15%) Written Report

Students' understanding of the *working characteristics, functional and chemical properties of ingredients*. Students will submit a written report (1,500–2,000 words) including photographic evidence of the practical investigation.

NON- EXAM ASSESSMENT (NEA): Task 2: Food preparation assessment (35%) Written Portfolio

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.

Students will submit a written portfolio (15 A4 pages) including photographic evidence.

Which careers can this course lead to?

Studying food preparation and nutrition can lead to exciting and well paid career options. Consumers are becoming increasingly reliant on the food industry to develop solutions for their nutritional needs. This course could lead you into roles such as a Chef, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspectors, Nutritionists, Dieticians, Quality Managers, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist, working in food magazines, radio and television – for more information on food careers please visit [www. http://tastycareers.org.uk/](http://tastycareers.org.uk/)

Food Preparation and Nutrition Frequently Asked Questions

How much written work do we do?

As with all GCSEs there is a lot of theory content that we must cover. By the end of year 10 you will have filled a ring binder with written work. Where possible theoretical knowledge will be backed up with a practical activity.

How often do we cook?

We will cook as often as possible but it does depend on what topic/ unit we are doing. Sometimes we may cook once a week other times it might be fortnightly.

What will we cook?

We will cook a variety of sweet and savoury products that will build upon the skills learnt in KS3. I will provide recipes but you will also have the opportunity to find your own.

Design & Technology

Exam board: EDUQAS

Syllabus number: C600QS

GCSE

Through studying GCSE Design and Technology, you will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

The course will offer you the opportunity to solve real problems by designing and making products or systems. You will study technical principles designing and making principles This will allow you to develop knowledge and understanding of design and technology, its impact on daily life, and develop a broad understanding of materials, systems and processes.

You will cover core knowledge of technical principles such as electronic systems and programmable components along with the materials used. You will also cover designing and making principles such as understanding the needs of the user and communicating your ideas.

Half of the course is based on your practical design following a brief in which you will identify design opportunities then plan and execute all stages of the design process to produce a prototype of your solution. This process will involve researching client needs, evaluating existing products and processes, design ideas, and development through sketches and modelling. You will use critical thinking to lead towards invention and design innovation, to market your prototypes that solve real and relevant problems, considering the needs, wants and values of your user.

The type of learning activities which will take place in lessons

Design and making is a large feature of the course; this will include designing and developing ideas, researching, surveying clients, modelling and making products or prototypes. There is also the theory such as: markets and environmental considerations of energy supplies and material sources as well as material properties.

How the course will be assessed

Half of the course is a portfolio project. (now called Non-Exam Assessment – NEA). This is a design and make task where you identify and investigate possible design solutions, make prototypes and evaluate both your design and wider issues in D&T.

The other half of the course is assessed via a 2 hour exam which covers design and process and the following material categories:

- Papers & Boards
- Natural & Manufactured Timber
- Ferrous & non-ferrous metals
- Thermo & thermosetting polymers
- Textiles: natural, synthetic, blended & mixed fibres, woven, non-woven & knitted textiles
- Electronic & mechanical systems & control

55% of the exam will cover all of the above (core materials) and 45% will focus on a specialism. The specialism is one of the above material categories studied in greater detail. There are elements of maths and science which are also covered in the course.

Homework tasks

Some of the research, questionnaires etc. will be carried out for homework. Most homework will reinforce class learning.

Future progression in this subject

Critical thinking, analysing, evaluating, and good organisation, are skills valued by all employers. Some students go on to A Level product design, careers in product design, engineering, architecture, fashion and graphic design; Some past students have then studied graphic design at university and one now owns her own design studio!

Useful websites and publications

https://www.edugas.co.uk/qualifications/design-and-technology-gcse/#tab_keydocuments

More will be issued throughout the course.

Please see Mr Steele (psteele@kngs.co.uk) for further information or clarification.

D&T Frequently Asked Questions

Is it like resistant materials in Years 7-9?

There are similarities but it's not exactly the same. We'll be looking at, and using a much wider variety of materials.

Is there much making?

Making will form some of your grade but the proportion of making is probably less than in Year 7&8 because there is theory to cover as well. You're design and make project will of course include you manufacturing but there will be design and development leading up to this. There is much more making towards the end of the course.

Do I need to spend more than timetabled time?

No. All work will be covered if you work steadily in class and complete allocated homework.

Do I need to be good at drawing?

It's an advantage but I cover drawing techniques early in the course and most students have been surprised at how much they improve.

Health and Social Care

Exam board: OCR

OCR Level 1/Level 2 Cambridge National in Health and Social Care

Course Content

Two compulsory units and one optional unit will be studied over two years

Compulsory units

- R032: Principles of care in health and social care settings. This unit is assessed by an exam (40% of the course)
- R033: Supporting individuals through life events. This coursework unit is assessed by a Set Assignment (30% of the course)

One optional unit (30% of the course) will be selected by the teacher from two options:

- R034: Creative and therapeutic activities. This coursework unit is assessed by a Set Assignment.
- R035: Health promotion campaigns. This coursework unit is assessed by a Set Assignment.

Skills required for success

- Ability to work independently
- Ability to conduct original research
- Ability to share and discuss ideas
- Ability to plan practical tasks
- Ability to produce good or high-quality coursework
- Ability to present portfolio of work in an exciting manner
- Ability to use ICT for coursework
- Ability to present work in front of small groups
- Organise yourself to compile a collection of work to complete coursework
- To analyse and evaluate different scenarios in depth to prove understanding of knowledge

The type of learning activities which will take place in lessons

- Independent research
- Analytical responses in verbal form
- Analytical responses in written form
- Group work and group discussions
- Supervised study, reading of subject content
- Presentation of activities

How the course will be assessed

- Unit R032 is assessed by an exam and marked by OCR.
- KNGS Health and Social Care teachers will assess the two coursework units and OCR will moderate them.

Homework tasks

- Planning
- Improving plans
- Researching
- Note making
- Exploring activities
- Reading
- Reviewing work

Future progression in this subject

By developing applied knowledge and practical skills, this course will help give you the opportunity to progress on to A Levels, a Cambridge Technical in Health and Social Care, an apprenticeship or university. The careers that start from Health and Social Care are endless – Nurse, Midwife, Social Worker, Occupational Therapist, Paramedic and more.

Useful websites and publications

www.ocr.org.uk

www.skillsforcare.org.uk

www.cot.co.uk

www.skillsforhealth.org.uk

Frequently Asked Questions

How do Cambridge Nationals Grades compare to GCSEs?

Grades for Cambridge Nationals and for GCSEs align at key points. Level 1 covers GCSE grades 3–1 (or D–G) and Level 2 GCSE grades 9–4 (or A*–C).

- The bottom of a Level 1 Pass is aligned to GCSE grade 1
- The bottom of a Level 2 Pass is aligned to GCSE grade 4
- The bottom of a Level 2 Distinction is aligned to GCSE grade 7

What skills will I develop?

You'll develop a range of skills which will help you succeed not only in the workplace but also in other subjects too and will help prepare you for the future. These skills include:

- effective verbal communication
- presentation skills
- creative thinking
- problem solving
- research and planning

Media Studies

Exam board: Eduqas

Syllabus number: C680QS

GCSE Course Content

This subject is NOT about watching films and TV. It is a subject where we examine how texts like television programmes, newspapers, magazines, advertising and films are put together to create meaning. We live in a media saturated society so we also look at the impact the media has on our lives and how it can determine what we think about the world in which we live. We also demonstrate our understanding of the processes involved in making meaningful media by carrying out production and pre-production culminating in a cross-media campaign. Briefs are set by the exam board annually.

Skills required for success

Students need to be interested in the world of media outside of the classroom, listen to the news, read about media issues and go to the cinema. They need to be interested in the all popular culture as well as social issued. You need to have a keen eye for detail and plan your time effectively and you will be a successful media student.

The type of learning activities which will take place in lessons

Media Studies is a combination of many subjects including English and therefore writing is an important element. As well as written work, there are research tasks as well as presentations, tests, quizzes, essays, mind maps, and plenty of exam type questions to tackle.

How the course will be assessed

Exam

Two written exams – each one is 1 hour and 30 minutes

What is assessed in the final exams?

Component 1: Exploring the Media Written examination: 1 hour 30 minutes 40% of qualification

Section A: Exploring Media Language and Representation

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements.

There are two questions in this section: one question assessing media language in relation to one set product (reference to relevant contexts may be required) one two-part question assessing representation in relation to one set product and one unseen resource in the same media form. Part (a) is based on media contexts. Part (b) requires comparison through an extended response.

Section B: Exploring Media Industries and Audiences

This section assesses two of the following media forms: film, newspapers, radio, video games. It includes: one stepped question on media industries one stepped question on audiences.

Component 2: Understanding Media Forms and Products Written examination: 1 hour 30 minutes
30% of qualification This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

Section A: Television

- one question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required)
 - one question on media industries, audiences or media contexts.
- Section B: Music (music videos and online media)
- one question on either media language or representation (reference to relevant contexts may be required)
 - one question on media industries, audiences or media contexts.

Coursework:

Component 3: Creating Media Products Non-exam assessment 30% of qualification An individual media production for an intended audience in response to a choice of briefs.

Examples of Briefs:-

Television

Create a sequence from a new television programme or a website* to promote a new television programme.

Advertising and Marketing: Music

Create a music video or a website* to promote a new artist/band.

Advertising and Marketing:

Film: Print-based marketing material for a new film.

Magazines: Create a new print or online magazine.

Future progression in this subject

To be media literate is a bonus in a world that bombards us with hidden messages and ideas so students become a more media savvy teen and adult. It will help them to get an insight into the world of the media and possible careers in journalism, radio, TV, publishing, marketing and promotion.

Useful websites and publications:

www.edugas.co.uk

www.mediaknowall.co.uk

www.filmeducation.org.uk

<https://www.bbc.com/bitesize/subjects/ztnygk7>

Frequently Asked Questions

What is media studies?

Media Studies is a hybrid subject that draws ideas and skills from a wide range of subjects. Grown from Sociology and Cultural Studies, the subject also contains elements of History, Business Studies and Psychology. Skills needed for English to analysis a novel or a poem are the essential skills Media

Studies students utilise and develop whilst completing the course, but our texts are adverts, newspapers, magazines, film posters, music videos, radio and television programmes

Do you watch tv a lot?

To be honest, we don't watch much TV or film and it's a massive misconception that Media Studies is a soft subject and we don't write reviews! We critically unpick the constructed nature of media and analyse the impact it has on our lives—it requires a real interest in the work around us as well as social, historical and cultural changes that influence and shape the media we consume.

Is it a practical subject?

Media Studies at GCSE is a subject that is mainly the academic study of the media, applying theory and skills of analysis are key. However, 30% of the course is practical allowing students to put into practise the theory they have acquired so there is an opportunity to demonstrate your creative skills.

Is there a lot of writing?

Students do need to be prepared to put their ideas on paper. In both exam papers there are short essay questions and during the course there are plenty of exam style questions set for homework so writing is a key part of the course.

What skills will I develop?

Media Studies will help you to develop transferable skills that you'll be able to use in your other subjects such as critical thinking, analysis, research, planning, practical skills, time management, essay writing skills and more.-

Music

Exam board: Edexcel

National Qualifications Framework Code – 601/8204/0

Specification Code: 1MU0

GCSE

Course Content

GCSE Music develops and extends students learning from KS3 and builds on their musical experiences outside of class time. Students combine composing, performing and listening to broaden their musical knowledge, skills and experience. Students will cover three units of work:

Unit 1: Performing Music – comprising 1 assessed solo performance and 1 assessed ensemble performance.

Unit 2: Composing Music – comprising 2 assessed compositions

Unit 3: Appraising – Comprising of a listening and analysis written examination lasting 1hr 45 mins

In Unit 3 we focus on eight Set Works, which come from four distinct Areas of Study:

Instrumental Music 1700-1820

J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major

L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

Vocal Music

H Purcell: Music for a While

Queen: Killer Queen (from the album 'Sheer Heart Attack')

Music for Stage & Screen

S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)

J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)

Fusions

Afro Celt Sound System: Release (from the album 'Volume 2: Release')

Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

Skills required for success

Students who do well at GCSE Music possess the following skills:

- Creativity – in order to try out new musical ideas when composing or performing
- An open minded attitude to listen carefully to a wide variety of musical styles
- An enthusiasm or willingness to learn how to compose their own music
- Discipline – in order to practise their instrument/voice to at least Grade 4 standard
- Resilience and persistence – being prepared to refine and revise performances and compositions in light of advice and feedback in order to get the best mark possible
- Confidence in their own ability is extremely important as you will regularly be performing on their instrument and demonstrating the progress of their compositions to the rest of the class
- Organisation – they will need to be able to organise their individual practise time at home and to liaise with their instrumental/vocal teacher on suitable pieces to play for their group

and solo performances. Being able to stay on top of the two compositions they have to produce is vital.

The type of learning activities which will take place in lessons

- Group work when composing, performing and analysing set works
- Individual study during listening, writing, performing and composing activities
- Some short essay writing for one aspect of the listening assessment
- Paired and whole class discussion
- Peer assessment of each other's performances and compositions
- Practical work on instruments/voice when performing and composing
- Listening tasks
- Independent research
- Self-review of work, e.g. evaluating performances, redrafting written work

How the course will be assessed

Solo Performance(s) on an instrument or voice - 15% of the GCSE

Ensemble/group performance(s) on an instrument or voice - 15% of the GCSE

One composition based on a brief set by the exam board – 15% of the GCSE

One free composition of the student's choosing – 15% of the GCSE

One listening & appraising written examination at the end of the course – 40% of the GCSE grade.

Homework tasks

- Regular daily practise on an instrument/voice of choice
- Listening and research/analysis tasks relating to the Set Works
- Composition exercises in preparation for the 2 main coursework tasks

Future progression in this subject

- Ideal for progression onto a music related course e.g. Music A Level or Music Technology A Level.
- Also teaches important skills for other subjects at A level, for example, creativity, research skills, analytical skills, fine motor skills, communication skills, persistence and discipline.

Useful websites and publications

edexcel.com (for further information regarding the new GCSE Music specification.

YouTube videos of performances and analysis of the set works

Frequently Asked Questions

Do I have to have instrumental lessons in order to be successful at music?

Yes, you do. Instrumental or vocal lessons are valuable as they help to prepare you for the performance part of the course.

What does the composing part of the course involve?

You need to be able to create your own music, working individually. You need to be willing to try out new ideas and be prepared to discard them if they don't work. Resilience and persistence are extremely important.

What kinds of music will be studied at GCSE?

You will study a wide variety of music, including musical theatre, pop music, music from different parts of the world, film music and classical music. You must be prepared to listen to and appreciate ALL styles and genres of music, not just the ones you listen to in your spare time.

Do I need to know much music theory?

Being able to read music is very useful for music GCSE. Being able to recognise rhythms and notation will help enormously when studying the musical set works. You do not need to have an in-depth knowledge of music theory.

Am I good enough to take music GCSE?

If you love listening to different styles of music, play an instrument or sing and would like to begin learning how to make your own music then music GCSE would be ideal for you.

Physical Education GCSE

Exam board: AQA

Syllabus number: 8582

Students will study theoretical components and participate in a variety of practical activities. The practical aspect is worth 40% of the overall mark. The theory aspect is worth 60% of the overall mark.

The theory work is divided into two sections:

- The human body and movement in physical activity and sport.
- Socio-cultural influences and well-being in physical activity and sport.

In order to fulfil the requirements of the course pupils have five GCSE PE lessons per fortnight, two practical and three theory lessons.

Course Content

Year 10 Theory Topics:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- End of unit tests and end of Year 10 test

Year 11 Theory Topics:

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data
- End of unit tests and mock examination

Year 10 and 11 Practical Activities:

- Examples include: Netball, trampolining, dance, gymnastics, football
- Performance analysis (year 10/11)

Skills required for success

- Students are required to have a keen interest in all aspects of sport.
- Good knowledge and understanding of the skills required in their preferred sport or activity.
- Be able to perform in a range of sporting activities. (team and individual sports/ activities, from the specification list)
- It will be advantageous to compete in at least one sport outside of school.
- Regular participation at extra-curricular clubs.
- Good communication and teamwork skills.
- Commitment, perseverance and determination to improve practical ability.
- Analytical skills.

The type of learning activities which will take place in lessons

Practical lessons:

- Skill development, progressive practices and competitive situations.

- Individual and group tasks
- Self and peer observations and assessments

Theory lessons:

- Past paper questions and use of marking schemes
- Research tasks and discussions
- Independent tasks and group tasks

How the course will be assessed

Theory: All students will sit two external examinations at the end of Year 11. Each written paper is a combination of multiple-choice, short answer and extended writing questions. The duration of each examination is 1hour 15mins and each is marked out of 78. Both papers combined are equivalent to 60% of the overall GCSE (30% per exam).

Practical: The practical assessment is marked out of 75 plus an additional 25 marks for the performance analysis, totalling 100 marks. It is equivalent to 40% of the overall course. Three assessments as a player/ performer are put forward to the examination board. One assessment must be a team sport or activity, one assessment must be in an individual sport or activity and a third can be from either a team or individual sport or activity. Students can ONLY be assessed in activities listed in the specification. Students can only be assessed in activities outside of school e.g. rowing and hockey, if they are able to get video footage of competitions/ matches.

The three practical activities are internally assessed by the PE department in lessons or video footage (as required for those activities participated in outside of school). An external moderator from AQA will visit the school to assess students in the Spring Term of year 11 to verify the marks.

The performance analysis assessment involves analysing their own or others performance in a chosen sport, identifying strengths and weaknesses in performance and suggesting ways improvements can be made, showing progression. This is completed under teacher supervision during lessons.

Homework tasks

Homework is set weekly, including practice exam questions, questions requiring extended answers for a range of scenarios and revision for end of unit assessments. Tasks will also involve group work and research activities.

Students will be expected to attend and show commitment to extra-curricular clubs.

Future progression in this subject

Studying GCE AS/A Level in Physical Education or Sports Studies, BTEC's.

A career within the sport and leisure industry or the Armed Forces.

Useful websites and publications

www.aqa.org.uk

Frequently Asked Questions

Do we have to compete in sports outside of school?

No, but it would be advantageous to compete in at least one sport outside of school

Do you have to attend extra-curricular clubs?

Yes, but not all clubs. You will be signposted to the clubs which would benefit you the most to improve your practical marks.

Do we get to pick our 3 sports?

No. Everyone must participate in all sports delivered in the practical lessons and you are assessed in all sports. The department then identify the 3 sports which will be submitted for moderation. Additionally, external sports (sports not offered within school in full competition such as football and swimming) can be assessed and used, permitting the footage you take meets the AQA video footage criteria.

What video footage is required for external sports?

For assessments to take place you must submit adequate footage of:

- All the skills stated in the AQA criteria for each sport in progressive practices.
- A competition in full context e.g. a swimming gala race, full sided game in football with the duration of the game recorded.

What sports can we be assessed in?

You can only be assessed in the sports listed in the Department for Education (DfE) non- exam assessment (NEA) activity lists for GCSE Physical Education (PE)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/944828/GCSE_PE_activity_list_revised_2020.pdf

Religious Studies GCSE

Exam board: AQA

Syllabus number: 8062

Course Content

This exciting GCSE Religious Studies course will allow girls to:

- 1) study the beliefs, teachings and practices of two religions*
- 2) investigate religious texts and/or explore different religious, philosophical and ethical arguments and themes, and their impact and influence in the modern world

* Christianity and Islam – these are the world’s largest two religions

During the course, pupils will examine a range of areas including authority of scripture, key beliefs, forms of religious expression, diversity within and between Christianity and Islam, and the place of these religions in the 21st century in the context of human relationships, science, conflict and social justice.

GCSE RS is a great subject for anyone who is interested in people’s beliefs and values, fascinated by the nature and impact of religion, and willing to develop critical thinking. You might want to know that:

- outcomes are exceptional - we have consistently outperformed similar schools across the country
- many of our pupils go on to achieve well in A level RS and are inspired to study more about religion, philosophy or theology at university
- skills gained by studying RS are valued by employers and higher education institutions
- Russell Group universities recognise that “Religious Studies ... provides suitable preparation for entry to university in general”

Skills required for success

- sound knowledge and understanding of Christian and Muslim teachings
- inquisitiveness
- critical thinking
- interpreting and evaluating

Also remember these top tips:

- know and understand religious teachings about, and responses to the issues being studied
- keep an open mind – no one is expecting students to change their belief or opinion but be aware how and why others think differently to you
- read the papers and watch the news – faith issues come up all the time and some of these are discussed in lessons
- contribute to discussions and debates – be willing to share viewpoints and learn from others
- be ready to challenge ideas – including your own – but respect and value the views of all

The type of learning activities which will take place in lessons

Completion of booklets, research-based tasks, group work, discussions and debates. External speakers will also be invited and trips organised as appropriate.

How the course will be assessed

Students will have full course examinations at the end of Year 11 – 2x 1 hour 45 minute papers will be sat by all students.

Homework tasks

Students will be given a range of out of classroom tasks including preparing presentations, mind-maps and utilising online resources including StudentShare to enhance their learning.

Future progression in this subject

Religious Studies is a very popular A level option that requires students to take an in depth study of the philosophy of religion, critically reflecting on various arguments including about the nature and existence of God, science and religion, the problem of evil, language as it applies to God, life after death, and religious experience. In the ethics modules they study a range of ethical theories and their application to practical issues within medicine, business and sexual relationships. In Developments in Christian Thought students will look at the evolution of Christian doctrine from the writing of the Bible, through to the early Church fathers and right up to the 21st century with a focus on gender, feminism and secularism.

Careers

Studying Religious Studies can provide invaluable life skills, offer opportunities to further education and enhance careers:

<https://www.youtube.com/watch?v=789bE7GcNCo>

Visit this website to see real-life examples of how RS has helped people in various fields, including law, medicine and journalism:

<https://www.truetube.co.uk/resource/my-future-my-career-my-re/>

Useful websites and publications

GCSE Religious Studies for AQA A: Christianity & Islam textbooks

<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062> - full specification on AQA

<http://www.bbc.co.uk/programmes/articles/3IKZp31jBVJ2v3C2h1V03kz/a-to-z-of-religion-and-beliefs> - an A-Z guide of religion and beliefs. Although it is aimed at Key Stage 3, it is very beneficial for GCSE level

<https://www.bbc.co.uk/programmes/p002vsn4> - excellent range of short videos exploring various aspects of faith and spirituality

<http://re-definitions.org.uk/> - popular terms with meanings and pronunciations

<http://www.bbc.co.uk/religion> - BBC Religion and Ethics

<https://www.youtube.com/user/MrMcMillanREvis> - Mr McMillan revision videos

RS Frequently Asked Questions

Is there any coursework?

No, the course is assessment by two exams at the end of Year 11.

How many exams are there?

There are two exams at the end of Year 11. Both papers, Paper 1 (Christianity and Islam) and Paper 2 (Themes), are each 1 hour 45 minutes and consist of the same type of questions.

What topics are covered in the course?

In the first year you will mainly cover the main beliefs, teachings and practices in Christianity and Islam, such as the nature of God, sources of authority and rules for living. In the second year you will study four themes: relationships and families, religion and life, peace and conflict, and crime and punishment. This will also be in the context of Christian and Muslim perspectives.

Is there a lot of writing?

The exam papers consist of both short answer and long answer questions. In lessons you will learn how to structure your answer for both types of questions.

What can I do next with RS?

GCSE RS is a natural stepping stone for A level RS which is also a very popular course. Beyond this, the knowledge, understanding and skills developed in the subject can lead to a wide range of degree courses and career paths. If you are thinking of becoming a lawyer, doctor, journalist, teacher, business manager, or indeed anything, GCSE RS will prepare you well! Take a look at this website to see how studying RS helped different people: <https://www.truetube.co.uk/resource/my-future-my-career-my-re/>

Sociology

Exam board: AQA

Syllabus number: AQA 8192 GCSE Sociology
GCSE

Course Content

Unit One: The Sociology of Families and Education

Unit Two: The Sociology of Crime and Deviance and Social Stratification

Skills required for success

Students will need to take an interest in social issues and watch the news on television / read newspapers. They will need to be well organised, show a willingness to participate in group debate and frequent participation in discussion and backed up by reading of the pre-prepared notes is essential.

The type of learning activities which will take place in lessons

These include discussion, group work, videos, research, and use of Internet.

How the course will be assessed

There are two final exam papers, both 1 hour 45 minutes, and each worth 50% of the marks. The exams have some longer writing and then some sub-divided part-questions

Homework tasks

Regular homework is set and this ranges from mind mapping, to preparing for test essays or revising for tests.

Future progression in this subject

Sociology students go onto a wide range of careers, from jobs in the media such as being researchers and journalists to teaching, law work, health care (nursing/midwifery), counselling, and personal management. Sociology is ideal for any career where you have to understand and work with people. Additionally, sociology graduates have one of the highest average starting salaries of any degree (£23,000)

Useful websites and publications

There are a number of really good sites you can look at. These include the following:

GCSE: AQA Sociology: <http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192>

Office of National Statistics: <https://www.ons.gov.uk/>

BBC Bitesize Sociology: <https://www.bbc.co.uk/education/subjects/zbbw2hv>

Resourcd: <http://www.resourcd.com/@sociologyexchange>

Podology: <http://www.podology.org.uk/#/home/4556339389>

Sutton Trust: <https://www.suttontrust.com/>

The Fawcett Society

https://www.fawcettsociety.org.uk/?gclid=Cj0KCQiAyszSBRDJARIsAHAqQ4qzE6jVvezs_c9G0O2zb9KbAW7rs50ZvcfZoGEiv9bV9Z7IsALqSO8aArlzEALw_wcB

The Census 2011: <https://www.ons.gov.uk/census/2011census>

Sociology Frequently asked Questions

What is the subject about and what will I cover?

Does prison reduce crime? How is technology changing the way we live our lives? Do we live in a surveillance society? Are women unequal in our society? How important is religion today? Who owns and controls the press in the UK? What is the role of education? Why do women live longer than men? Why is society so unequal? Sociology looks at people, groups and societies and their actions, variations and problems, and tries to analyse, understand and explain what is going on in the real world. Specific topics covered include...

- How Sociologists undertake research.
- The Family: Divorce, types of family, division of labour.
- The UK Education system: Which groups do best? Why this is the case?
- Crime and Deviance: Why do people commit crime?
- Stratification: Who has power in the UK? How do we vote?

To get good marks and a good grade in this subject, what will I have to do?

You will need to take an interest in social issues and watch the news on television / read newspapers. Although you will be provided with notes, you should organise these and you should show a willingness to participate in group debate and activities. You must meet deadlines and attend regularly. Frequent participation in discussion, backed up by reading of the pre-prepared notes is essential. Students are also expected to produce either mind maps or flashcards each week as new material is introduced.

How much writing is involved in the subject? What sort of writing is involved?

Most of the notes are prepared for you, but you will be expected to add to these by writing any personal observations or additional material supplied by the teacher. Generally, a good standard of literacy is required. In the exam there are a range of questions; some being very short multiple response answers, others requiring a side of A4 outlining both sides of the sociological argument. There is no extended writing assessments though.

Please describe the final exams for me.

There are two final papers you will take. These papers will test your knowledge and understanding about the work you have done in class. You gain good marks by displaying not only knowledge but also using evaluation and interpretation skills. The course, like all courses now isn't modular. Final terminal exams are taken in May of year 2. Each exam lasts 1:45 and both exams have equal weighting.

What are exams results like?

Results at both GCSE and A level in Sociology have been consistently good. Results are always above those of similar centres.(For example, at A level there have been 15A*s over the last 3 years). Consequently, Sociology has become a popular choice at both GCSE and A level with 120 students at GCSE and near to 60 at A level.

Choosing your Options – Make a note of your ideas here

Step One: Modern foreign language option (core):

Core Language Option	You must have studied this subject in Year 9 already
FRENCH	
GERMAN	
SPANISH	

Step Two: Humanities option: Every student must choose either GEOGRAPHY or HISTORY

Humanities Option	Everyone studies at least one humanity. If you want to choose both, use one of your choices below
GEOGRAPHY	
HISTORY	

Step Three: Open option choices:

- Choose TWO option subjects from the list below and ONE reserve.
- Think about your priority order with 'Option 1' being your first preference, followed by 'Option 2'.
- DO NOT choose more than ONE from Art and Design, Art and Design Photography, or Art and Design Textiles (these subjects are marked with *)
- Check the options blocks on page 6 to make sure you can follow this combination

*Art & Design OR	Business Studies	History	Sociology
*Art & Design OR (Photography)	Computer Science	Media Studies	GCSE Religious Studies
*Art & Design OR (Textiles)	Drama	Music	
Food Preparation & Nutrition	Geography	Second language	
D&T Graphics	Health & Social Care	GCSE PE	

Filling in your online options form

As a student at KNGS, you should have already signed up for the Edulink App. You can fill in your options form. This video will help if you get stuck: [Viewing and Completing a Form for Parents and Learners](#)

Or you can ask your form tutor for help.

Deadlines

- Option forms must be completed online **Monday 16th March 8am** by students and parents.
- Parents and carers should verify choices via link on the SIMS ParentApp **before 8 am, Monday 16th March**
- Form tutors will verify this choice by **Friday 20th March**.
- Failure to meet these deadlines may mean options choices are no longer open to you.

I will try very hard to make sure that as many students as possible get their first choices *but we cannot guarantee this*.

Please make sure that you have chosen wisely as it is very unlikely that we can make changes later.

If you have any issues *about* your choices that you need to discuss, please talk to your form tutor, Head of Year or myself (Mrs Shakespeare – lshakespeare@kngs.co.uk).