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Message from the Principal

Dear Year 9 students,

Welcome to the start of your journey into Key Stage 4. Getting to pick your KS4 options is one of the most important and exciting times in secondary school and something I have now done with all three of my children in the last five years, so I appreciate it is a big decision! It is the first time you have chosen which subjects to study and so you need to think carefully about your choices. We want to make sure we guide as many of you as possible onto the right GCSE courses. This booklet will assist you in the process of choosing the most suitable courses for you. Remember to take time to consider your options and keep the following in mind:

1. Consider your current attainment level in each subject - choose subjects you enjoy and will do well in. Try to move away from thinking about whether certain teachers will teach the GCSE as neither you or us know that yet!
2. Think about what you want to do when you leave the Academy. Some careers need certain qualifications, so find out now if you should have specific GCSE courses to get into university or onto an apprenticeship
3. Be proactive, seek advice from teachers, friends and family to find out as much as you can about a course and possible careers that could lead from your choices. Don't worry if you are not sure; you can ask for careers advice and guidance from both Mr. Flitcroft our Director of Careers, and Mr. Young who works at the Academy to support students in making the right choices

What is important is that you choose subjects that you are confident you will enjoy learning more about. Four of the most common mistakes that students can make when choosing their option subjects are:

- Choosing subjects because they like the teacher who has taught them at Key Stage 3
- Choosing subjects that they think will be easy
- Choosing subjects that do not really interest them, only because their parents / carers tell them to
- Choosing subjects because their friends have chosen them

Remember that these choices are important; are up to you and should be made in consultation with your teachers and parent/carer. Two years is a long time to be studying a course, so pick wisely.

Wishing you the best of luck!



Mrs Ardron
Principal

Learning together to flourish



What are GCSEs?

GCSE stands for General Certificate of Secondary Education. These are the qualifications obtained by fifteen and sixteen year olds in the UK at the end of their Year 11 schooling. GCSEs provide a uniform framework for assessment in England, Wales and Northern Ireland. Chosen subjects are studied over two years and assessed by final exams and/or coursework. While students have scope to choose some of their GCSE options, a number of subjects are obligatory. These are known as **core subjects** and include: Maths, English Literature, English Language, and Science (in varying forms). As a Christian school, it is compulsory for students at Chelsea Academy to take Religious Studies as one of their GCSEs.

The EBacc

All students must choose one of the subjects referred to as the '**English Baccalaureate**' or '**EBacc**' subjects. A broad range of GCSE subjects is offered to students at Chelsea Academy, with EBacc options featuring strongly: Geography, History, French, and Spanish, as well as the opportunity to sit GCSEs in heritage languages. The EBacc is not a compulsory element of our curriculum, however, students with higher attaining KS2 data and those identified as more able are advised to study these facilitating subjects with a view to future study at super selective universities or degree apprenticeships.

Pathways

A small number of students who may have special educational needs or disabilities (SEND), language difficulties (early stage EAL) or have had significant issues within the KS3 curriculum may have the opportunity to be selected for our pathways programme. Students in this pathway will be recommended by either the HoY (Head of Year) or SENDCO (Special Educational Needs & Disabilities Coordinator) in conversations with the heads of English and Maths. Students on this pathway will be able to choose just two options (preferably one EBacc option). This will enable those students to receive extra English and Maths support and engage in an [ASDAN](#) qualification. This will help students achieve in core subjects and will also relieve some of the expectations present when studying a full suite of traditional subjects.

Key Stage 4 Curriculum

The Key Stage 4 curriculum at Chelsea Academy offers a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in much a wider framework. Our curriculum visions states that:

*Throughout their time at Chelsea Academy each student will flourish, benefiting from a **rich academic curriculum and strong pastoral care**. Learning will **excite, inspire and challenge**. Beyond the taught curriculum there will be many opportunities for students to develop their interests and passions. We aspire to **acknowledge and embrace vulnerability**. All students will develop: resilience, wisdom, hope and skills with which to lead **happy, healthy and fulfilling lives**.*

In order to achieve that, our curriculum...

1. Is rooted in our Christian Values.
2. Educates the 'whole child'.
3. Provides pathways for academic success and lifelong learning
4. Values all subjects, both core and creative, academic and vocational.
5. Is fully inclusive and celebrates diversity.
6. Prepares students beyond knowledge and skills to be successful in tomorrow's world.
7. Develops students' ability to persevere in times of challenge, forgive in times of conflict, lead as role models through service of others, share their skills and talents through charitable works and actions and to celebrate joy and success with all.



Chelsea Academy offers a broad and balanced curriculum with sights set firmly on the highest possible percentage of students attending university or higher and degree apprenticeships. Through high expectations, expert teaching and targeted intervention, students from all beliefs, backgrounds and starting points will flourish.

Key Stage 4 runs over two years, with students completing courses at the end of Year 11. The Religious Studies GCSE as a full course is the exception, with students sitting the exam at the end of Year 10. This allows students to focus intensely on their RS exam in Year 10, then in turn give them the maximum amount of time to focus on their remaining subjects in Year 11. As a Church of England academy we are proud of the time and commitment we provide to ensure that all students achieve an RS GCSE.

It is vital for their life chances that students do well in English, Mathematics and Science. There is a strong focus on the core in Chelsea Academy's curriculum, as reflected in the allocation of time to core subjects in Key Stage 4. It is our pledge to parents and carers to do everything in our power to ensure that students achieve minimum good passes in these qualifications.

All students will study English (Literature and Language), Maths, Combined Science (taught equally by specialist biologists, chemists and physicists), RS (Religious Studies) and core - PE (Physical Education). Computing skills are embedded across the curriculum throughout KS4. Students will also have three option choices across a wide range of subjects, allowing them to maintain a balanced variety of subjects that suit all learners.

Additional academic options include Computer Science, Business Studies, Information Technology (IT) Media Studies and Sociology. Business Studies provides progression for students wishing to continue their studies in A Level Economics, A Level Business Studies, or degree level study in either. Computer Science and IT enable students to explore how computers work (the hardware) but also programming languages, problem solving and analytical skills. Media Studies offers students the opportunity to learn the skills, knowledge and hands-on experience needed for an ever growing media dominated society. By studying sociology, students will develop transferable skills including how to investigate facts and make deductions. develop opinions and new ideas on social issues. analyse and better understand the social world.

Subjects studied (subject to change):

Core Subjects	EBacc Academic Options
English Literature	Geography
English Language	History
Mathematics	Spanish
Biology	French
Chemistry	*Computer Science
Physics	
RE (Religious Education)	
Core PE (Physical Education)	
Open Academic GCSE Options	
Art	Food Preparation & Nutrition
Citizenship	Media Studies
Business Studies	Music
Design & Technology	Physical Education
Drama	Sociology
Cambridge Nationals IT	

* Computer Science is an Ebacc subject but not consider as one of the four compulsory choices which must include a language and/or a humanities (history or geography)

Key Stage 4 Timetable

Subject	Year 10	Year 11
English	5	6
Mathematics	5	6
Science*	6	6
RE**	2	2
Core PE	2	2
Citizenship***		2
Option A	3	3
Option B	3	3
Option C	3	3
Total	29	29

*All students are taught in 3 separate Science specialisms with specialist Science teachers. A decision will be made in Year 10 about which students will work towards GCSE qualifications in the separate sciences, and which students will work towards the combined science award.

**Early entry, Full course GCSE for all students in Year 10.

***Following the completion of the RS course in May, a series of Citizenship lessons is delivered in the remaining curriculum time. Drop down days and the pastoral curriculum delivered in Coaching Time further support the delivery and development in this area.

What are we aiming to achieve?

Breadth and Depth in the Curriculum

Our intent is that the Key Stage 3 curriculum will challenge and inspire students throughout the 3 years. Throughout their 3 years of study, students will develop a firm foundation that enables them to flourish and progress into Key Stage 4. Our Key Stage 3 offer is broad and balanced, inspires a rich love of learning and the accumulation of knowledge. There is an emphasis on developing reading, writing and oracy skills across all subjects. Each subject is delivered in a modular format, based on the National Curriculum and carefully sequenced to build on prior learning. Students demonstrate their learning through key summative assessment points; this ensures that their knowledge and understanding is secure and that key knowledge can be transferred to long term memory. Regular formative assessment and incisive feedback allows for swift identification of learning gaps or misconceptions and crucially for knowledge to be embedded. This ensures students can confidently progress into Key Stage 4.

At Key Stage 4 our intent remains the same but with the additional rigour of ensuring students extend their retrieval and retention skills and can apply knowledge successfully in their GCSE examinations. Students have three options across a variety of subjects, including technology, the arts, sport, business, sociology and a choice of computing qualifications, thus ensuring that a balanced variety of subjects to suit all learners is maintained. There is also an excellent choice of extended curriculum activities to further enhance students' breadth of experience.

Skills and qualifications for life

It is vital for their life chances that students do well in English and Mathematics. There is a strong focus on the core in Chelsea Academy's curriculum, as reflected in the allocation of time to core subjects in Key Stage 4. It is our pledge to parents to do everything in our power to ensure that students achieve minimum good passes in these qualifications. Where students are behind in core subjects, additional Mathematics and English lessons/tuition is provided during school and after-school hours to ensure they have the best possible opportunity to reach grade 5s at GCSE level. Further depth in students' learning is achieved through our strong commitment to independent learning as a means of continuing progress outside the classroom as well as suggested reading lists to improve background knowledge.

All courses we run are recognised and valued by colleges, universities and employers, and lead on to either further study or employment.



Digital Technology / Learning

Chelsea Academy is committed to investing in digital learning to support learning for all students. The Google Education Suite, and in particular Google Classroom, enables students to access all programmes wherever they are providing more regular and immediate feedback between teachers, individual students, and whole classes. Subject-specific apps are used with the particular purpose of extending students' learning outside the classroom and adding variety to the types of tasks available, for example Seneca Learning, GCSEPod, Sparx Maths and Carousel in Science for activities across a range of subjects. Technology plays an increasingly significant role in ongoing engagement with parents and carers with all Independent Learning tasks set on google classroom. The Academy also uses EduLink to improve the communication between the Academy and the home.

Linear Assessments and Revision Skills

What you need to know about Linear Assessment (GCSEs only):

In the past, many GCSEs had Controlled Assessments worth anything from 25 - 60% of the overall GCSE grade awarded. However, following recent government changes to GCSE courses, the majority of courses now run in a linear format. This means that for most subjects, a student's entire grade will depend on their exam performance at the end of the course. Please see the information on each individual subject to find out more.

What does this mean for students?

- High level revision and study skills will be essential.
- End of term and especially end of year exam performance will be more important.
- One of the major advantages of this assessment system is that more time can be spent on teaching rather than on testing students.

Revision skills

Given the style of most GCSE courses, it is vital for students to be perfecting revision skills from an early stage. Our top tips for effective revision are as follows:

- Know exactly **what** it is you need to revise ('Personalised Learning Checklists' or student-friendly course overviews are available for each subject area).
- Have the **resources** that you need to revise. Each subject area will be able to give guidance on the best resources.
- Have a range of strategies / techniques at your disposal to help you remember what you are revising. Again, subject areas will be best placed to give subject-specific guidance on which strategies are most effective



7 Questions Families Can Use at Home to Help Guide the Process

Ask your child to consider these questions when putting together their final list of choices...

Should I choose subjects I'm good at for GCSE? Often, the answer is yes – your child will get good results, which will help build their confidence and understanding.

Should I choose GCSE subjects based on my likes and interests? Enjoyment helps students progress in their studies. It's fine to do a subject just because you like it. For example, drama could lead to a career in theatre – but it could also help your child learn to express themselves with confidence AND memorise and retain information. These transferable skills are useful in any future career. Your child should consider if they would be interested in the things they'd be learning, and if they could build the skills the subject requires.

Should I choose a GCSE subject because I like the teacher? Teachers come and go – but they can also inspire a child to do their best. There is no guarantee that a student will be allocated a specific teacher in their timetable. The person the child most needs to impress is themselves.

Should I choose a GCSE subject because my friends are doing it? Your child will most likely retain their current friendship groups and also make new friends through their choice of subjects. Doing different GCSEs shouldn't have any effect on a child's friendships.

Should I think about high paid jobs when I'm choosing GCSEs? If your child is thinking about future money goals, it may be that they are still open to options and don't have a set career in mind. They will feel happiest if they progress into jobs they enjoy and feel able to do well and grow in. Time and passion leads to a higher salary in a wide range of jobs, and GCSE options need not play a huge part in this aspect of decision making.

Are my A-level choices affected by my GCSE choices? Some A-level options don't require you to have studied them at GCSE first – for example, psychology, economics, media studies or politics. For other subjects your child will most likely need the GCSE, so they can check with a teacher to make sure. For example, to study a science at A Level, it is usually required that they have good grades in Science at GCSE.

Do my GCSE options affect my university chances? Most universities need you to have English and maths GCSEs... which is good, because you'll be studying them as core GCSE subjects anyway.

For some degrees, or careers, their requirements for GCSE and A-level subjects aren't too limiting. For example, most universities don't mind which subjects you've studied before if you want to do a law degree – they just want you to have done well in the subjects you chose and that you chose a broad range of choices.

In some cases, your child may need specific A-levels (and therefore the GCSEs they need to do those A-levels) to get on certain university courses (e.g. the sciences, history or foreign languages).

GCSE OPTIONS TIMELINE 2025

Date	Event	Information
23 / 24.01.25	LCCD 2	You will meet your Learning Coach and reflect on your academic journey thus far.
30.01.25	Progress evening	You will meet your subject teachers, along with your parent / carer to discuss your academic progress in your subjects. Ms Marshall will give a presentation about the Options process.
	Options booklet	The booklet will be uploaded to the website with key information about each subject and the options process generally.
25.02.25 - 04.04.25	Coaching time	Up until Easter, you will explore careers opportunities and how these link to your options choices in Coaching Time. Use this time wisely to have meaningful discussions with your Learning Coach.
	Interviews (ongoing)	Some of you will have interviews with various members of staff to ensure that you are able to make informed choices.
23.04.25	Options fair -	You will have the chance to explore all options subjects during a fair, as well as attend a careers/ options talk in the theatre. After this, the options submissions platform will open.
01 / 02.05.25	LCCD 3	This will be your final opportunity to discuss your options with your Learning Coach. Make sure you come equipped with a sound idea of what you want to pick!
02.05.25	Decision time	The deadline for options submissions on Admissions+ is Monday 5th May 2025 at 9am.
	Options confirmation	Students will receive confirmation of their options for September 2025 in Half Term 6. Letters will be sent home to parents/ carers.

GCSE Option Blocks - *An Example*

	Option A	Option B	Option C
EBacc Subjects (<i>Choose at least 1</i>)			
EBacc Options	Geography	Geography	Geography
	History	History	History
	Spanish	Computer Science	French
	French	Spanish	Spanish
Open Options (<i>Choose Max 2</i>)			
Open Options	Art	IT	Citizenship
	Food and Nutrition	Business	Drama
	Media Studies	Citizenship	Art
	Music	Design and Technology	Physical Education
	Physical Education	Drama	Sociology

****Blocks may change***

Conditions:

- EBacc subjects:** All students must choose **at least one of the subjects referred to as the 'English Baccalaureate' or 'EBacc' subjects**. They are highlighted above as Languages: French or Spanish or a Humanities subject: Geography or History. Higher Achieving students are strongly encouraged to take the EBacc suite which includes History or Geography (Humanities) AND French or Spanish (a language).
- In order to promote a balanced curriculum** students are encouraged to take a range of subjects that give them an opportunity to explore the creative arts, humanities and social sciences.
- Computer Science:** Students wishing to study Computer Science should have demonstrated a particular aptitude for Maths, evidenced by their success against their most recent assessment results. Due to the high level of mathematical content in this subject, students must be working at a GOLD or higher.

Ebacc: You must choose at least one, in no particular order, from a block

Any two from open options and/or Ebacc options

<p>Remember! <i>First Choice must be different to Reserve Choices - this is especially important in the Open Options as classes and class sizes are limited therefore in greater demand.</i></p> <p>First Choices: Option A: Geography, Option B: Art, Option C: Citizenship.</p> <p>Therefore you cannot select the following as Reserve Choices as they are the same:</p> <p>Reserve Choices: Option A: Art, Option B: Citizenship, Option C: Geography</p> <p>Your Reserve Choices could be: Option A: History, Option B: Drama, Option C: Sociology.</p>	<p>Example 1 Option A: ART Option B Drama Option C: Geography</p>	<p>This successfully meets the criteria as there is 1 Ebacc choice from Block C and two open choices from Block A and Block B. This does not meet the criteria for the Ebacc Suite as it does not include a language.</p>
	<p>Example 2 Option A: Spanish Option B Business Option C: History</p>	<p>This successfully meets the Ebacc criteria as there are 2 Ebacc choices from Block A and Block C and one open choice from Block B. This fully meets the criteria for the Ebacc Suite as it includes both a <i>language</i> and a <i>humanities</i> subject.</p>
	<p>NON- EXAMPLE 1: Option A: Art Option B: Business Option C: Sociology</p>	<p>This combination of choices is not acceptable as it does not include one Ebacc choice therefore it does not meet our criteria and the student will be asked to change one of the choices to include a subject from the Ebacc suite in the top section of each block.</p>
	<p>Example 3 Option A: History Option B Computing Option C: PE</p>	<p>This successfully meets the criteria as there is 1 Ebacc choice from Block A and B and one open choice from Block C. This does not meet the criteria for the Ebacc Suite as it does not include a language. computing is an Ebacc subject but considered a science therefore this selection does fulfil the suite of Ebacc subjects.</p>
	<p>Example 4 Option A: French Option B: Geography Option C: Drama</p>	<p>This successfully meets the criteria as there are 2 Ebacc choices from Block A and Block B and one open option from Block C. This fully meets the criteria for the Ebacc Suite as it includes both a language and a humanities subject.</p>
	<p>NON- EXAMPLE 2: Option A: Music Option B: Citizenship Option C: Citizenship</p>	<p>This combination of choices is not acceptable as it does not include one Ebacc choice. The choices in Block B and C are also the same which cannot be counted. Therefore it does not meet our criteria and the student will be asked to review their choices to include a subject from the Ebacc suite in the top section of each block and ensure that they choose a different subject in each block.</p>
	<p>*A student must have Gold or higher on their March 2024 Progress Report to choose Computer Science</p>	
	<p><i>Ebacc Subject suite</i></p>	

Course Information

English Language and English Literature GCSE

Why study English?

English Language enables students to develop critical reading and communication skills which are transferable. Consequently, this subject is valued highly by universities and colleges.

The English Literary Heritage consists of some of the most highly valued literature in the world. Many of the texts you will be studying have made their mark on the BBC's 'Big Read' list – a quest for the nation's most loved books. Find out more at: <http://www.bbc.co.uk/arts/bigread/>.

Study of language and literature interests opens up hundreds of career opportunities.

Examining body: AQA

Course overview:

This English Language and Literature course will introduce you to a range of pre and post twentieth century non-fiction and literary texts.

The following topics will be covered in the English Language GCSE course:

- Explorations in Creative Reading and Writing
- Writer's viewpoints and perspectives
- Spoken Language

A range of Functional English skills are taught alongside the topics above, such as extended writing and communicating effectively through speaking and listening.

The following topics will be covered in the English Literature GCSE course:

- Shakespeare and the 19th Century novel
- Modern texts and poetry

In addition, these units may draw on multi-modal versions of texts, such as film, stage productions, or audio versions to enrich and inform your understanding of the text.

Assessment:

English Language:

Paper 1 - Explorations in Creative Reading and Writing

- Written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Paper 2 – Writers' Perspectives and Viewpoints

- Written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

English Literature:

Paper 1 – Shakespeare and the 19th Century Novel

- Written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Paper 2 – Modern Texts and Poetry

- Written exam: 2 hours 15 minutes
- 96 marks
- 60% of GCSE

Extended Curriculum Opportunities:

Where possible, we aim to organise trips to relevant productions of the studied texts.

During year 11 we offer revision intervention.

Progression:

GCSE English Language and Literature lead onto A Level English Language or Literature and subsequently to degree level study. As a student of English, you may consider a career in journalism, film-making, publishing, advertising or teaching.

Find out more:

- Type in this link to the internet to look at the full specifications: [AQA | GCSE | English Language | Specification at a glance](#)
- or [AQA | GCSE | English Literature | Specification at a glance](#)
- Look at other career paths which involve English: [What can I do with an English degree? | Prospects.ac.uk](#)



Mathematics GCSE

Why Study Mathematics

Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. We aim to support and enable students to engage with, explore, enjoy and succeed in maths, as well as getting the very best outcomes for themselves.

Examining body: AQA

Course Overview:

The broad topics covered will be:

- Number
- Algebra
- Ratio, proportion and rates of changes
- Geometry and measures
- Probability
- Statistics



These six topics build on the KS3 curriculum and students will study further content and applications in each along with learning about how these areas of mathematics link together. Students will also spend time each week developing their problem solving skills which will support them in tackling mathematics in other subjects and in later life.

Extended Curriculum Opportunities

We offer a number of opportunities for students of all abilities to engage with and enjoy maths. We offer the further maths GCSE to students looking to challenge themselves and for students needing additional support, we offer after school interventions throughout year 11. Alongside this, students have the opportunity to complete the intermediate and senior maths challenges, AMSP Year 10 Maths Feast, and Team Challenge at London Academy of Excellence.

Assessment

GCSE Mathematics has a Foundation tier (grades 1-5) and a Higher tier (grades 4-9). Students will sit three exam papers all in the same tier. In each paper there will be a mix of question styles from short, single-mark questions to multi-step problems. All content can be assessed on any of the three question papers.

Paper 1 - 33.3% of the GCSE Mathematics assessment

What's assessed: content from any part of the specification may be assessed

How it's assessed:

- written exam: 1 hour 30 minutes
- 80 marks
- non-calculator

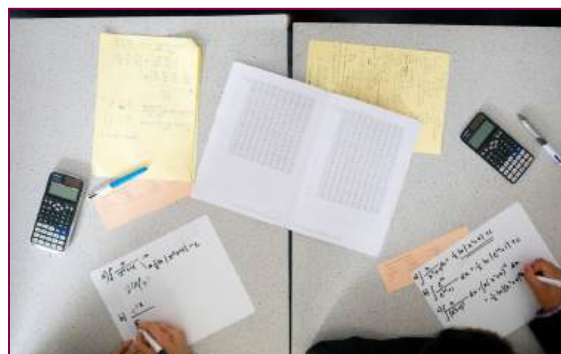
Paper 2 - 33.3% of the GCSE Mathematics assessment

What's assessed: content from any part of the specification may be assessed

How it's assessed:

- written exam: 1 hour 30 minutes
- 80 marks

- calculator



Paper 3 - 33.3% of the GCSE Mathematics assessment

What's assessed: content from any part of the specification may be assessed

How it's assessed:

- written exam: 1 hour 30 minutes
- 80 marks
- calculator

Progression

Successful completion can lead you onto A Level Mathematics and even Further Mathematics. It can also help you when applying for courses at College and University as it is highly respected amongst top universities in the UK for the study of Mathematics, Sciences, Engineering and most other degrees.

What careers is Maths good for?

Just about everything! People with degrees and other qualifications which require GCSE and A Level Mathematics can go into: medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming, the civil service, design, construction, astrophysics and many more.

Find out more:

- You can find information about the exam specification and subjects at:
<http://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-8300-SP-2015.PDF>
- You can find specification and exemplar new spec papers at:
<http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/assessment-resources>
- You can order CGP student workbooks and revision guides from:
https://www.cgpbooks.co.uk/Student/books_gcse_maths

Other useful websites:

- Wherestemtakeyou.co.uk - Find out more about what you can do with skills in maths, engineering, technology and science subjects.
- Mathscareers.org.uk - This site is packed full of advice for every stage of your education. Have a go at their [career quiz](#) and see where your maths skills could take you.
- [GCSE Bitesize maths revision](#) A great website for students who need maths help
- Sparx Maths: Sparxmaths.uk aimed at Key Stage 3 and 4
- Corbett Maths: <https://corbettmaths.com/> aimed at Key Stage 3 and 4
- MathsBot: <http://mathsbot.com/> aimed at Key Stage 3 and 4

Religious Education GCSE

Why do we study RE?

RE enables students to flourish in a multicultural and ever changing society by encouraging students to respect the beliefs of others and consider their own worldview. It encourages students to explore, question, celebrate and respect both their own and others' religious, spiritual and philosophical ways of living. RE helps students to develop critical thinking and evaluative skills which are beneficial for a range of careers and further study options.

Examining body: Edexcel

Course overview:

Specification B - Papers 1B and 2C

This course is divided into **two** papers, which are 1 hour 45 minutes each:

Area of Study 1: Religion and Ethics (Christianity)

The focus of this area of study is on Christianity as a lived religion within the United Kingdom and throughout the world, exploring the core beliefs and practices of the religion.. You will start to explore religious and non-religious responses to ethical and philosophical contemporary issues, in particular beliefs about marriage and the family and matters of life and death. You will also look in depth at Christian ideas and beliefs.

This paper will include the following topics:

- Christian beliefs
- Living the Christian life
- Marriage and the family
- Matters of life and death

Area of Study 2: Religion, Peace and Conflict (Islam)

This area of study comprises an in depth study of Islam as a lived religion within the United Kingdom and throughout the world, and its core beliefs and practices. This paper will explore religious, philosophical and ethical perspectives on crime and punishment and on peace and conflict.

This paper will include the following topics:

- Muslim beliefs
- Living the Muslim life
- Peace and Conflict
- Crime and Punishment

Assessment:

Both units in the GCSE course are assessed through a written examination in Year 10, each. The exams each consist of four sections, one on each topic. There are a mixture of both short answer questions, which assess description and explanation, and longer essay style questions, which assess analysis and evaluation.

Extended curriculum opportunities:

- Trips to places of worship
- Trips to museums
- Trips to the theatre
- Visiting speakers

Progression:

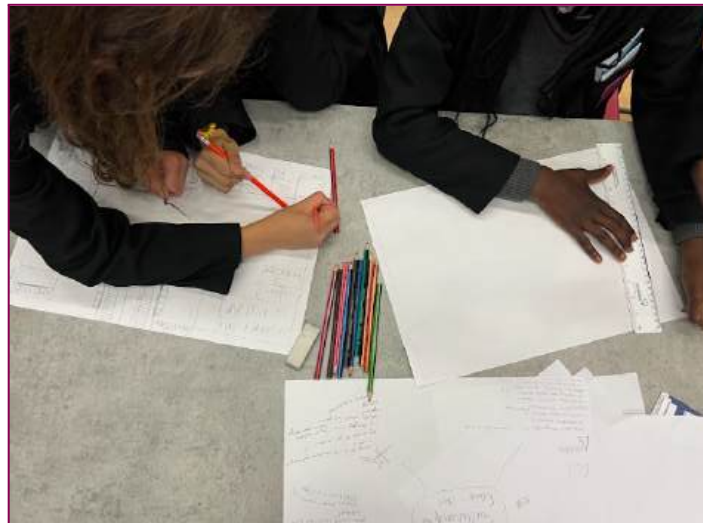
Studying this subject can lead you onto AS and A Level Religious Philosophy and Ethics, Sociology, History, Psychology and English. It can also help you when applying for courses at College and University as it is highly respected amongst top universities in the UK. You can study a wide variety of subjects with the skills you will learn, such as debating, critical thinking, independent enquiry skills, and listening skills. It is particularly applicable to students who wish to apply for journalism, law, criminology, medicine, business, teaching, social work and health care at university level. It is also a subject that allows you time to reflect on your own beliefs as well as the opinions of others, discussing them in a constructive and respectful environment.

Find out more:

- You can find specification and past paper questions on:
[Edexcel GCSE Religious Studies B \(2016\) | Pearson qualifications](#)
- You can get a student guide at:
[Edexcel GCSE \(9-1\) Religious Studies B Paper 1: Religion and Ethics - Christianity Student Book by Lynne Gibson | Waterstones](#)
[Religion and Ethics – Christianity Student Book \(Edexcel GCSE \(9-1\) Religious Studies Spec B\): Amazon.co.uk](#)

Other useful RE websites with information, quizzes and games include:

- <http://www.bbc.co.uk/religion/>
- <http://www.request.org.uk/>
- <http://www.reonline.org.uk/>



Science GCSEs

Why study Science at GCSE?

Studying science can be extremely interesting and engaging, as it allows students to learn about the world around them and how it works. Science is a subject that is constantly evolving, so there is always something new to discover. Studying science can also help students develop critical thinking and problem solving skills, which are valuable in a variety of careers and further education opportunities.

Examining body: OCR B - Twenty First Century Science

Students will sit either Combined Science GCSE, worth two GCSE grades, or separate Biology, Chemistry and Physics GCSEs ("separate science"). Course choice will be decided based on attainment throughout KS3 and year 10.

Combined Science (Double Award)

Students study science using a narrative-based approach. Ideas are introduced within relevant and interesting settings which help learners to understand the range of scientific concepts required at GCSE level and to prepare them for A-level. Practical skills are embedded within the specification and learners are expected to carry out practical work in preparation for a written examination that will specifically test these skills.

Biology, Chemistry and Physics

The content of the Combined Science GCSE is contained within the separate Science GCSEs but there is increased depth and some additional, more challenging topics.

Assessment:

Students studying Combined Science GCSE will sit four exams that are each 1hr 45 minutes long. These will consist of separate Biology, Chemistry and Physics exams as well as an exam which assesses the content learnt in all three subjects.

Students studying separate Biology, Chemistry and Physics GCSEs will be required to sit two 1hr 45 minute exams for each separate GCSE. One of these papers will assess the breadth of their knowledge, while the other one will assess depth of knowledge.

Extended curriculum opportunities:

Collaboration with linked organisations involved in shaping our Sciences specialism including Imperial College London, The Natural History Museum and The Science Museum.

Progression:

Through studying the Sciences at GCSE level, students will be well prepared for courses in any of the natural or social sciences in the Sixth Form. In combination with the study of Mathematics at GCSE, students will be on the right track to successfully apply for degree courses in a broad range of scientific disciplines, including medicine, engineering and veterinary science.

There are numerous career opportunities available to those who study science. Careers in Science, Technology, Engineering, and Mathematics (STEM) are often in high demand and can lead to lucrative and fulfilling jobs. Studying science can also lead to careers in healthcare, research, and education, among others.

Art GCSE

Examining body: AQA

Why should you choose this subject?

You want to improve and do lots more drawing and painting

You like to learn skills linked to visual Fine Art practice such as printmaking, photography, digital media and 3D making

You are reflective and want to record your creative process explaining how your ideas change and develop in a personalised and imaginative way

You are fascinated by how artists, both Contemporary and Historical, from different times, places and cultures see the world and respond to it

You want to explore exciting new visual techniques and take creative risks as discussed with your teacher

Course overview:

Following the Fine Art title you will respond to project themes and starting points by exploring drawing and painting techniques. Central to this is a 'sketchbook culture' that records initial ideas, observational drawing from primary sources, artist research and the testing of different materials and techniques. Drawing is a skill that can only be developed through constant practice. Painting involves building up skills across media such as watercolour and acrylic. In-depth research and thorough ideas development is a key part of succeeding in Art. As their skills and knowledge grow students will have opportunities to engage with sculpture, printmaking and photography. 21st Century visual culture such as graphics, fashion and architecture will also inform ideas. Projects are resolved by creating a final piece outcome response such as a large scale drawing, painting or other piece. Work submitted for assessment will include sketchbook work that tells a clear story of how a creative process has developed. The visual art outcomes made will reflect a student's skill, imagination and personal intention..

Assessment:

Coursework and exam work are marked by applying for Assessment Objectives:

AO1:Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding

AO2:Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes

AO3: Record ideas, observations and insights relevant to their intentions in visual and / or other forms **AO4:Present** a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

Component 1: Coursework Portfolio (60% of final grade)

Component 2: Exam Externally Set Assignment (40% of final grade) - finishing with a ten hour practical exam

Achievement Grades: 9 to 1

Extended curriculum opportunities:

- Attend one to one intervention to provide additional support and guidance
- Access purpose Art classroom/creative spaces to make work in lessons and after school
- Visit a major London gallery, museum or exhibition
- Submit work for prestigious school Art competitions and win prizes

Progression:Successfully completing a GCSE in art could lead to studying the subject at A Level. Creativity and the ability to visualise ideas underpins a great many career paths. Students could progress onto courses such as fine art, graphic design, fashion and architecture at university.

Business Studies GCSE

Examining body: Edexcel

Why should you choose this subject?

Choosing GCSE Business will enable you to:

- Actively engage in the study of departmental functions within a range of businesses.
- Use an enquiring, critical approach to distinguish between theoretical models that are backward and forward looking.
- Apply your knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.

Course overview:

Unit 1: Investigating small business

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

Unit 2: Building a Business

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

Assessment:

- Paper 1 - Investigating small business - 90 marks - 1 hour 45 - 50% of GCSE
- Paper 2 - Building a Business - 90 marks - 1 hour 45 - 50% of GCSE

Extended curriculum opportunities:

- Cadbury world and Bank of England trip

Progression:

This course provides progression for students wishing to continue their studies to A Level Business and degree level. It is also the ideal course for any student who is interested in a career in the following professions: chartered accountant, economist, financial analyst, investment analyst, statistician.

Find out more:

- Type in this link to look at the full specification:
<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/gcse-business-spec-2017.pdf>

Citizenship GCSE

Examining body: Edexcel

Content: Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally. Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. They will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts. They will experience taking citizenship action and learn from trying to make a difference themselves.

Course overview:

Over the course of the qualification students will study a range of themes and topics. The course content is divided into five themes:

- A: Living together in the UK
- B: Democracy at work in the UK
- C: Law and justice
- D: Power and influence
- E: Taking citizenship action

Assessment:

Students will complete the following assessments in Year 11:

Paper 1 - Written examination: 1 hour and 45 minutes.

50% of the qualification
80 marks

Section A

Questions are focused on specification *Theme A: Living together in the UK*.

Section B

Questions are focused on specification *Theme B: Democracy at work in the UK*.

Section C

Questions are focused on specification *Theme C: Law and justice*.

Section D

Extended response questions related to two or more of the specification *Themes A - C*.

Paper 2 - Written examination: 1 hour and 45 minutes

50% of the qualification
80 marks

Section A

Questions relate to the students' own citizenship action, as specified in specification *Theme E: Taking citizenship action*.

Section B

Questions require students to comment on others' actions and relate to specification *Theme D: Power and influence*.

Section C

Questions are focused on specification *Theme D: Power and influence*. One question will also link to content in one of Themes A - C.

Extended curriculum opportunities:

- Visits to Parliament to see how democracy works
- Talks from local MPs to see how we can make a change in society
- Citizenship Ambassador
- Magistrates Court

Progression:

The study of Citizenship is integral to becoming an informed and active citizen and will equip you with essential skills needed to participate in democratic themes such as advocacy and representation, negotiation and debate. GCSE Citizenship studies will prepare students considerably for a number of A Level subjects including Government & Politics, Sociology and Psychology. Also, students could progress to vocational qualifications focusing on work in the community such as BTEC Public Services and BTEC Health and Social Care.

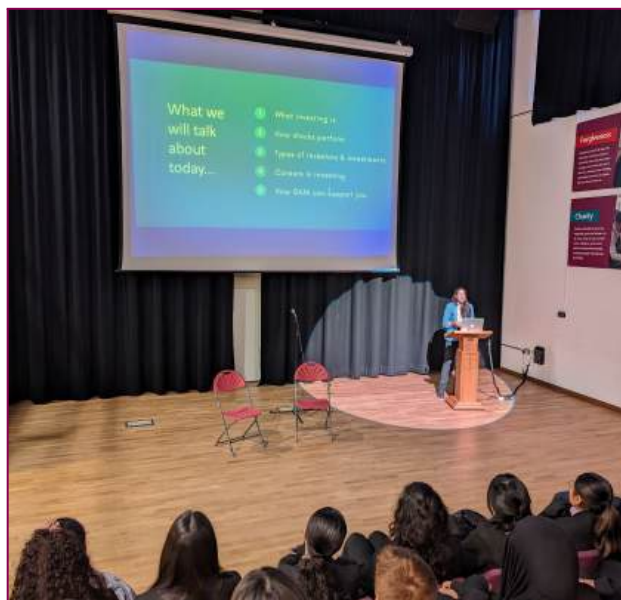
Find out more:

You can find the full specification here:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Citizenship%20Studies/2016/Specification%20and%20sample%20assessments/specification-gcse-11-l2-in-citizenship.pdf>

If you want to find out more about the topics you will be learning about, have a look at these websites:

- Oxfam gives you examples of the international issues: (www.oxfam.org.uk/coolplanet/kidsweb)
- The Youth Parliament shows you how you can make a difference (www.ukyouthparliament.org.uk)



Computer Science GCSE

Examining body: OCR (J277)

Course overview:

The new OCR GCSE (9-1) Computer Science has taken the best parts from our extremely successful GCSE Computing specification and we have modernised and reformed it into a specification that is teacher friendly, dependable and worthwhile.

Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real world problems. It is an intensely creative subject that involves invention and excitement. Our Computer Science qualification will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so. These skills will be the best preparation for learners who want to go on to study Computer Science at AS and A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

Assessment:

The new specification is split into two components:

J277/01: Computer Systems.

Written paper: 1 hour and 30 minutes

50% of total GCSE

- The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory.

J277/02: Computational Thinking, Algorithms and Programming

Written paper: 1 hour and 30 minutes

50% of total GCSE

- This component is focused on the core theory of computer science and the application of computer science principles.

Why should you choose this subject?

A modern course for a modern world

This is a course that has real relevance in our modern world. While learners will no doubt already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. As part of this, they will investigate computer programming, which many learners find interesting.

The joy of computing

Through this study of computer programming, the course will help learners develop critical thinking, analysis and problem solving skills. For many, it will be 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 way, the course will stimulate interest and engagement with technology and technology related careers.

Looking to the future

In fact, information technologies continue to have a growing importance. This means there will be a bigger demand for professionals who are qualified in this area. If learners want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping stone.

Learners who have taken a Computing based GCSE and who then progress to study the subject at A Level or university will have a sound underpinning knowledge of this subject area.

Extended curriculum opportunities:

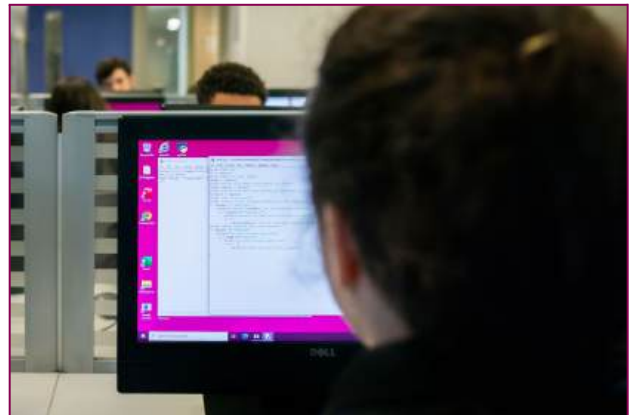
- Visit to the Apple Store, Regent Street
- Visit to Imperial University
- Opportunity to help in delivery of Computer Science related Enrichment programmes to Year 7 and Year 10 students

Progression:

Can lead to further study i.e. need GCSE to study A Level Computer Science at most Colleges, Computer Science related study at degree level. Study of Computing can eventually lead to employment in Software Development, Video Games Design, Database Development, Network Management, IT Consultancy and many other areas.

Find out more:

- Full course specification is at: <https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>
- For some fun taster activities: <http://www.cs4fn.org/>
- Python challenges: <http://www.pythonchallenge.com/>
- Further information about Computing in Schools: [Computing at School](#)
- Learn to code on <http://www.codecademy.org>



Cambridge Nationals in IT

Examining body: OCR (J836)

Why should you choose this subject?

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- using different applications and tools to design, create and evaluate IT solutions and products
- creating a data manipulation solution
- creating an Augmented Reality prototype.

This will help you to develop independence and confidence in using skills that would be relevant to the IT sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- planning and designing IT solutions and products for a given purpose
- selecting the best tools and techniques to solve a problem
- solving problems by exploring different software application tools and techniques
- creating IT solutions and digital products
- use of planning techniques to complete tasks in an organised and timely way
- finding imaginative ways to solve IT problems.

Course overview:

R050: IT in the digital world

In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world. Topics include:

- Design Tools
- Human Computer Interface (HCI) in everyday life
- Data and testing
- Cyber-security and legislation
- Digital Communications
- Internet of Everything (IoE).

R060: Data manipulation using spreadsheets

In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements.

You will be able to evaluate your solution based on the user requirements. Topics include:

- Planning and designing the spreadsheet solution
- Creating the spreadsheet solution
- Testing the spreadsheet solution
- Evaluating the spreadsheet solution.

R070: Using Augmented Reality to present information

In this unit you will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements. Topics include:

- Augmented Reality (AR)
- Designing an Augmented Reality (AR) model prototype
- Creating an Augmented Reality (AR) model prototype
- Testing and reviewing.

Assessment:

Students will need to complete 3 units:

R050: IT in the digital world	Written exam worth 40% of the total qualification
R060: Data manipulation using spreadsheets	Coursework worth 30% of the total qualification
R070: Using Augmented Reality to present	Coursework worth 30% of the total qualification

All results are awarded on the following scale:

Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2) [*P2 is equivalent to a GCSE Grade 4*]

Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.

Extended curriculum opportunities:

- Industry recognised Google certification for students invested in data analysis
- Creating spreadsheets to manage aspects of daily life (budgeting, prediction modelling, tracking)

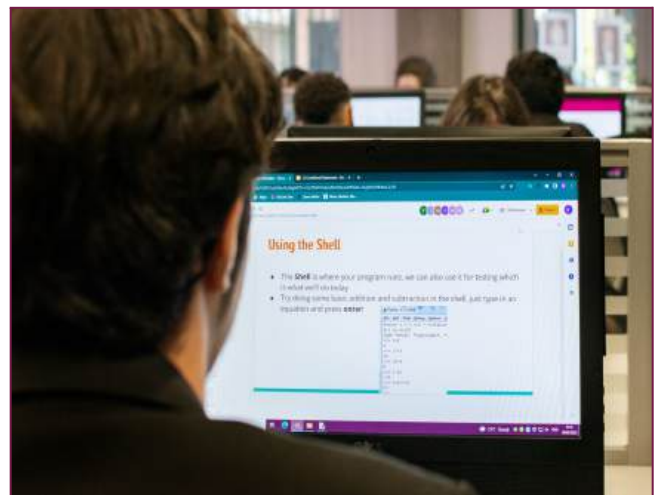
Progression:

IT can lead to further study of the subject, i.e. A Level ICT, Cambridge Technicals Level 3 IT or apprenticeships.

Studying IT can eventually lead to employment in the technology sector in areas such as (but certainly not limited to) data analysis, cyber security, UX/UI design.

Find out more:

- Full course specification is at: <https://www.ocr.org.uk/qualifications/cambridge-nationals/it-level-1-2-j836/>



Design and Technology GCSE

Examining body: AQA

Why should you choose this subject?

- This is an exciting subject, which would suit any student with creativity, who enjoys problem solving, and has a passion for design.
- It will provide you with a great foundation for careers in design, engineering, business, electronics or advertising.
- It will give you the unique opportunity to *apply* your knowledge of mathematics, science, art and design, computing and humanities.

Course overview:

Design and Technology teaches students to design prototype products with creativity and imagination and that solve real life problems. Students need to know about a wide range of materials and be able to apply this knowledge in a practical way to make their prototype ideas. Design & Technology is no longer separated into material areas so students will study a wide range of materials, including mechanical and electrical systems, to design ideas which are realistic in the 21st century. As part of this process students will be applying their knowledge of mathematics, science and computing.

What will you learn?

- Core technical knowledge; new technologies, energy generation and storage, developments in new materials, mechanical devices, materials and their working properties.
- Specialist technical knowledge; an in-depth study of the technical principles related to at least one type of material. Selection of materials, forces & stresses, ecological and social footprint, scales of production, specialist techniques and processes including surface treatments and finishes.
- Designing and making principles; understanding how to develop prototype products within a variety of contexts, demonstrating the application of core and specialist principles.

Assessment:

50% Non-exam assessment (NEA)

A design-and-make task where you will produce a prototype of your developed idea and a portfolio of evidence to show your designing and making. This will take approximately 35 hours and be worth 100 marks which is 50% of the whole GCSE. AQA will set the context for the task on 1st June when you are in Year 10.

50% Written examination

A written paper of 2 hours worth 100 marks which is 50% of the whole GCSE. There will be 3 sections to the paper: Section A - core technical principles tested through short answer and multiple choice questions and Section B - specialist technical principles tested through short answer questions and one longer, extended response question and Section C - designing and making principles tested through a variety of short and long answers.

NB Assessment of Design and Technology will explicitly test students' ability to apply mathematical and scientific principles as listed in the specification.

Extended curriculum opportunities:

- After-school use of workshops to extend work from class
- Visits to the Design Museum, Victoria & Albert Museum and design studios

Progression:

GCSE Design and Technology leads to A Level Design & Technology: Product Design and subsequently to a range of degree level courses. It would be an excellent foundation for any design based discipline at degree level such as architecture, industrial design, jewellery design and graphic design as well as subjects such as engineering, business and electronics. The skills learned are not just applicable to careers in design and engineering but also to more vocational and craft jobs. The process of developing a product from initial idea to completion is a skill set used in many careers such as business, marketing and project management.

Find out more:

- We have chosen to follow the AQA specification for Design & Technology, details of which can be found here: <http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>



Drama GCSE

Examining body: AQA

Why should you choose this subject?

- You love to perform and would like to develop the skills to do this to a really high standard
- You would like to be able to express yourself more clearly with more confidence
- You love going to the theatre; you will have lots of opportunities on this course
- You have enjoyed drama in Year 7, 8 and 9 and would now like to take it much further with other people who want to do well
- Did you know that over 60% of lawyers in Britain have GCSE drama?

Course overview:

Drama is assessed both practically and through written work. You will not only get a chance to act in plays but also make your own dramas and watch professional productions. You will read at least one full play during your GCSE course. You will learn co-operation and self-expression.

Assessment:

Component 1: Written Examination You will prepare for the examination by studying one entire play text. You will answer questions about an unseen extract from this text, how you would perform it, and why. You will also answer a question about a production that you have seen; we will take you to see lots of productions over your 3 year course, so you will feel very prepared for this (40% in total - written).

Component 2: Devising Drama You will devise your own piece of drama from start to finish. Your final assessment will be based not only on your performance but also on your involvement in the development process. You can write about this or you can talk about it on video coursework (40% in total – 30% on coursework and 10% performance).

Component 3: Performance from Text - You will learn lines for, and rehearse two sections of a play and perform to an outside examiner who has never met you before. You get one chance to shine! (20% total - practical).

Extended curriculum opportunities:

- A variety of theatre trips
- Drama club / technical theatre club
- School plays / musicals
- Possible overseas trip

Progression:

- GCSE Drama leads on well to A Level Drama and Theatre Studies
- You can go on to take many practical drama courses at University
- It is a subject that teaches transferable skills which will be useful in Sixth Form interviews and even job interviews one day; skills such as expressing yourself with confidence, working as a team, interpretation of text, empathy and public speaking. All of these are skills which are really important, and highly valued, in today's society.

Find out more:

- Take a look at the AQA site to look at the course in detail: <http://www.aqa.org.uk/subjects/drama/gcse/drama-8261>
- You can also try the GCSE Bitesize drama page and forums to find out more:
[GCSE Drama - BBC Bitesize](#)



Food Preparation and Nutrition GCSE

Examining body: AQA

Why should you choose this subject?

- You love food; finding out about it and exploring new ways of sourcing and eating
- You are interested in a job within the food or hospitality industry

It is a great way to develop your understanding of food ingredients and processes and how to manipulate them to develop new ideas

Course overview:

Food Preparation and Nutrition is a scientific-practical based course. It has been written to provide learners with the knowledge and skill required to cook and apply principles of food science, nutrition and healthy eating, whilst rewarding flair and imagination.

You will no longer be taught food on a carousel and will receive two lessons of food a week: one theory, one practical. You will study all the content and master skills throughout year 9 and 10 to help prepare you to start both controlled assessment tasks in year 11. There are 8 core topics to be covered:

- Nutrition
- Diet and good health
- The science of cooking food
- Food spoilage
- Food provenance (where food comes from) and reducing waste
- Cultures and cuisines, including dishes from foreign countries
- Technological developments in food, such as nanotechnology and robotics
- And factors affecting food choice, such as lactose intolerance and vegans.

During our practical sessions, we will be focusing on preparing various dishes that showcase a higher skill, such as pastry or pasta making, piping cake decorations or blow-torching a crème brûlée.



It is important for you to master a wide range of higher skills as you will need to demonstrate these when planning and making your 3 dishes for the Food Preparation Task to gain higher marks.

Assessment:

Unit	Type of assessment	When?	Weighting
Principles of Food Preparation and Nutrition	External Exam	End of Year 11	50%
The Food Investigation Task	Controlled assessment (internal)	September - December	15%
The Food Preparation Task	Controlled assessment (internal)	January- May	35%

Extended curriculum opportunities

- Visits to local restaurants, hotels and businesses
- Chef visits and workshops

Progression:

Many students believe this subject is only suitable if you are thinking of becoming a chef, but there are many career and degree opportunities after studying this GCSE:

- Food photographer (magazines and online)
- Food stylist
- Food magazine writer/editor
- Food or restaurant critic
- Nutritionist
- Dietician (private or NHS)
- Food advertising
- Food marketing, including social media
- Food retail management
- Food buying
- Researching foreign cuisines through travelling abroad
- Food service management
- Food product development (designing new products)
- Brewing and drinks manufacturing
- Food hygiene inspector

Find out more:

- Talk to your Food teacher
- Check the displays in the technology corridor
- For more information please visit the AQA website:

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>



French GCSE

Examining body: Edexcel

Why should you choose this subject?

- At least one language (French or Spanish) is necessary to achieve the EBacc at GCSE. EBacc gives students access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.
- French is spoken in 55 countries across five continents by over 200 million people.
- French is the main language for business in the majority of francophone countries in the world.
- Learning French at this level can open the doors to the exploration of cultural entities such as art, music, fashion, food, architecture, cinema and literature
- French is the official working language of the UN, NATO, UNESCO, the International Olympic Committee, the European Union, the International Red Cross and many more key international organisations
- French combined with other interests opens hundreds of expanded career opportunities
- French is the third most common language on the Internet. Connect with pen pals, visit foreign websites and find student exchange opportunities

Course overview:

This French course allows students to develop their ability to communicate with French native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of French-speaking communities and countries.

Students will need to develop and use their knowledge and understanding of French grammar and vocabulary progressively through their course of study.

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes.

They are organised into five themes, each broken down into topics and sub-topics. The five themes are:

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

Assessment:

- Paper 1: Speaking – examination 25% (internally conducted, externally assessed. Foundation 7-9 minutes, Higher 10-12 minutes)
- Paper 2: Listening – examination 25% (Foundation 45 minutes, Higher 60 minutes)
- Paper 3: Reading – examination 25% (Foundation 45 minutes, Higher 60 minutes)
- Paper 4: Writing – examination 25% (Foundation 1 hour 15 minutes, Higher 1 hour 20 minutes)

Extended curriculum opportunities:

- French graphic novel club
- French film club
- Extra conversation classes with native speakers
- French cultural excursions and trips

Progression:

GCSE French leads coherently onto A Level French and subsequently to degree level. As a French speaker, you may consider a career in the diplomatic service, international law, international business and trade, translating, interpreting or teaching, to name but a few. And of course, speaking French puts you at a major advantage when applying to Russell Group Universities and for jobs in international business with global companies such as Air France, Renault, Peugeot, L'Oréal or BNP Paribas.

Find out more:

- Type in this link to the internet to look at the full specification:
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html>
- You will find past papers:
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FExam-materials>
- Look at other careers paths which involve French: www.toplanguagejobs.co.uk (then click on the tab 'Languages', scroll down, then tick in the 'French' box).



Geography GCSE

Examining Body:

AQA - GCSE Geography

Why should you choose to study Geography?

Put simply, *no subject is more relevant to our lives than Geography.*

The study of geography allows you to view the world around you through a geographical lens, encouraging you to become a passionate and informed responsible world citizen. Additionally, geography is dynamic and ever-changing, which makes it one of the most powerful and interesting subjects to study!

If you choose to study geography at GCSE, you will grow as an informed, independent thinker who understands the role and importance of connectivity between people, places and environments in our world. You will also improve your communication and leadership skills through research projects and fieldwork, whilst refining your analytical, IT and extended writing skills.

Course Overview:

Paper 1: Living with the Physical Environment

- Section A: The Challenge of Natural Hazards → Section B: The Living World
- Section C: The Physical Landscapes of the UK

Paper 2: Challenges in the Human Environment → Section A: Urban Issues and Challenges

- Section B: The Changing Economic World
- Section C: The Challenge of Resource Management

Paper 3: Geographical Applications

- Section A: Issue Evaluation
- Section B: Fieldwork
- Section C: Geographical Skills

Assessment:

Paper 1: Living with the Physical Environment

88 marks

Length: 1 hour and 30 minutes

35% of the GCSE

- Section A: The Challenge of Natural Hazards (33 marks) → Section B: The Living World (25 marks)
- Section C: The Physical Landscapes of the UK (30 marks) 1 question will include 3x SPaG marks

Paper 2: Challenges in the Human Environment

88 marks

Length: 1 hour and 30 minutes

35% of the GCSE

- Section A: Urban Issues and Challenges (33 marks)
- Section B: The Changing Economic World (30 marks)

→ Section C: The Challenge of Resource Management (25 marks)
1 question will include 3x SPaG marks

Paper 3: Geographical Applications

76 marks

Length: 1 hour and 30 minutes

30% of the GCSE

→ Section A: Issue Evaluation

→ Section B: Fieldwork

→ Section C: Geographical Skills

Several questions will include 6 SPaG marks in total.

A pre-release booklet is made available 12 weeks before the exam date which is studied in class



Extended Curriculum Opportunities:

Students undertake Fieldwork in 2 settings to allow them to gain experience of Geography outside of the classroom. One day is a physical coastal focus in Whitstable, Kent and one day is a human urban focus to the London Olympic Park and Village in Stratford.

Progression:

Geography helps you to explore and understand and recognise the great differences in cultures, political systems, economies and landscapes. It also provides an ideal framework for connecting and bringing together other fields of knowledge. The world is going through an extraordinary period of change during the Holocene, and the climate crisis will push both our fragile ecosystems and communities to the brink. Geography is a cross between The Sciences and The Arts, that allows you to keep your options open for your journey into A-Level.

Find out more:

Suggested reading:

- Adventures of the Anthropocene by Gaia Vince
- Divided by Tim Marshall
- Prisoners of Geography by Tim Marshall
- Sapiens by Yuval Noah Harari
- Inequality and the 1% by Danny Dorling

AQA specification: <https://filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016.PD>

History GCSE

Examining body: Edexcel

Why should you choose this subject?

- Learn how to find out and understand the reasons why things happen, such as why people in Germany voted to make Adolf Hitler their leader, or why there was so much violence in the History of the USA.
- If you can understand and explain why these things happen, you can make better judgements and decisions about them. This goes for anything happening now or in your own life - the better you can get at understanding why things happen, the better you will be at making good decisions about them.
- History also improves the quality of your written English, as you have to use it to clearly explain complicated events and relationships between them. This is difficult and challenges you to use language in more complicated and sophisticated ways.
- History is also highly respected by Universities. It can set you up to follow a huge variety of careers.

Course overview:

In History you will study a range of topics in British and World History covering at least 1000 years. You will study themes such as politics, control of populations, religion, culture warfare, sexism, racism and much more.

Unit 1: Medicine through time, c1250-present

In this unit you will study the blood, guts and gore of the past thousand years! Why did people die of simple illnesses? How have doctors and scientists come to understand more and more about how the body works and how we get ill? Why have new medicines and cures often been treated with fear, suspicion and anger by people that they could help? What medical problems did soldiers have in WW1? What happened to them when they got shot?

Unit 2.a) Superpower Relations and the Cold War, 1943–91

This topic introduces students to competing capitalist and communist ideologies, and also to a highly tense and prolonged period of international diplomatic relations in which devastating war was a misstep away. In this sense, it helps explain current tensions between Russia, China and the USA, and more local conflicts and tensions (such as Russia-Ukraine, and USA-Cuba). It also helps students to understand how these international relations impact and shape the world they live in.

Unit 2.b) Early Elizabethan England, 1558-1588

Why were people trying to overthrow Queen Elizabeth? Why were people fighting over religion during her time as Queen? Did she do a good job of showing people that a female Queen could be just as strong and effective as a male King?

Unit 3: Weimar and Nazi Germany, 1918-39

In this unit you will investigate one of the most puzzling and horrific questions in History - How could someone like Adolf Hitler become the leader of Germany, a developed and important country? Why were so many Germans attracted to the Nazis and their ideas? Why did this happen in Germany when it did? Could this have happened anywhere else? What was Hitler actually like?

Assessment:

Unit 1 - 30% of total mark

Unit 2a - 20% of total mark

Unit 2b - 20% of total mark

Unit 3 - 30% of total mark

There are NO tiers in GCSE History. You all sit the same exams and ALL have the chance to get the top grades.

Who studied History and went on to big things?**In the arts and media:**

Sacha Baron Cohen (Ali G); Jonathan Ross, TV presenter; James Moir, Controller of BBC Radio 2; Rachel Attwell, Deputy Head of BBC TV News; Lesley Anne Dawson, Head of the ITN Press Office; Jeremy Bowen and Jon Snow, both TV News Journalists; Salman Rushdie, author; Andrew Morton, biographer of Princess Diana, Madonna and the Beckhams; Alan Bennett, playwright; Lauryn Hill, musician.

In politics, the law and civil service:

Tony Blair and Gordon Brown, former Prime Ministers; Kenneth Clarke, cabinet minister; Lord Coe, Chair of the London 2012 Olympic Committee; Diane Abbott, the first UK black woman MP; Michael Mansfield QC, lawyer on the 'Bloody Sunday' enquiry.

In top international business:

Howard Stringer, chairman of Sony Corporation; Sir Roland Smith, ex-director of the Bank of England; Anita Roddick, founder of 'The Body Shop'.

These people have all been successful because they studied history! They have learned to handle large amounts of information, carry out research, speak well in public, look at things from different points of view and reach their own conclusion. Study history, so you can do the same!

Progression:

Excellent preparation for A Levels in history, sociology, economics and politics and for university degrees in law, politics, the arts, accountancy, economics, American studies, archaeology, European studies, classical civilization, banking and finance, African studies and all history courses. This is an excellent career path into law, journalism and the media, heritage, leisure and tourism, accountancy, teaching and academic research, business and finance, politics, theatre and the arts, social work and much more...

Find out more:

- Careers with history: http://www.history.org.uk/resources/public_resource_2914.html
- BBC Bite-size (select 'Schools History Project'):
<http://www.bbc.co.uk/schools/gcsebitesize/history/shp/>
- Edexcel History specification and past exam papers:
<http://www.edexcel.com/quals/gcse/gcse09/history/b/Pages/default.aspx>
- Play some games: <http://www.schoolhistory.co.uk/games/>

Media Studies GCSE

Examining body: OCR

Why should you study this subject?

- You are a creative and practical learner.
- You will have the opportunity to learn about a range of media products and then create your own magazine.
- If you are interested in areas such as film, television, music and magazines, you will have the chance to learn more about how these industries work.
- Media Studies will teach you a range of transferable and useful skills such as teamwork, written communication and how to use editing websites such as Canva. These are increasingly relevant to any career.
- Media Studies is fun! You will watch film and television shows as well as finding out more about the way that social media has come to dominate the modern media landscape.

Course overview:

The GCSE Media Studies course is divided into the following three units:

Paper 1: Television and promoting media (35% of total GCSE)

- Section A: Television. You will engage with one in-depth study covering contemporary and historic television products, responding to questions covering the whole of the theoretical framework and a range of media contexts.
- Section B: Promoting Media. You will study media products from the same global conglomerate producer illustrating the media forms of film, advertising and marketing, and video games.

Paper 2: Music and news (35% of total GCSE)

- Section A: Music. You will engage with one in-depth study covering magazines. students will also engage with music videos and radio. You will respond to questions covering the whole of the theoretical framework.
- Section B: The News. You will engage with one in-depth study covering online, social and participatory media. Students will focus on The Observer newspaper. You will respond to questions covering the whole of the theoretical framework and a range of media contexts.

NEA: Creating media (30% of total GCSE)

You will create a magazine front cover and corresponding double page spread page. You will apply knowledge and understanding of media language and media representations from the theoretical framework to express and communicate meaning to an intended audience.

Through the above topics, you will learn how different media industries operate, how to analyse a range of texts and how to produce media products, using a range of websites such as Canva and Photopea.

Assessment:

- **Unit 1: Examination** – 1hr 45 minutes - you will analyse a TV clip, and explore contemporary and historic television products. You will also write about a range of media products from the global conglomerate producer Warner Bros (35%).
- **Unit 2: Examination** - 1hr 15 minutes - you will discuss a music magazine you have researched in depth (Mojo magazine), the BBC LiveLounge and music videos, and write about a newspaper (The Observer) including online, social and participatory media (35%).
- **Unit 3: Coursework** – you will work individually to research, plan, make and evaluate your own media product (e.g. a music video or magazine) (30%).

Extended curriculum opportunities:

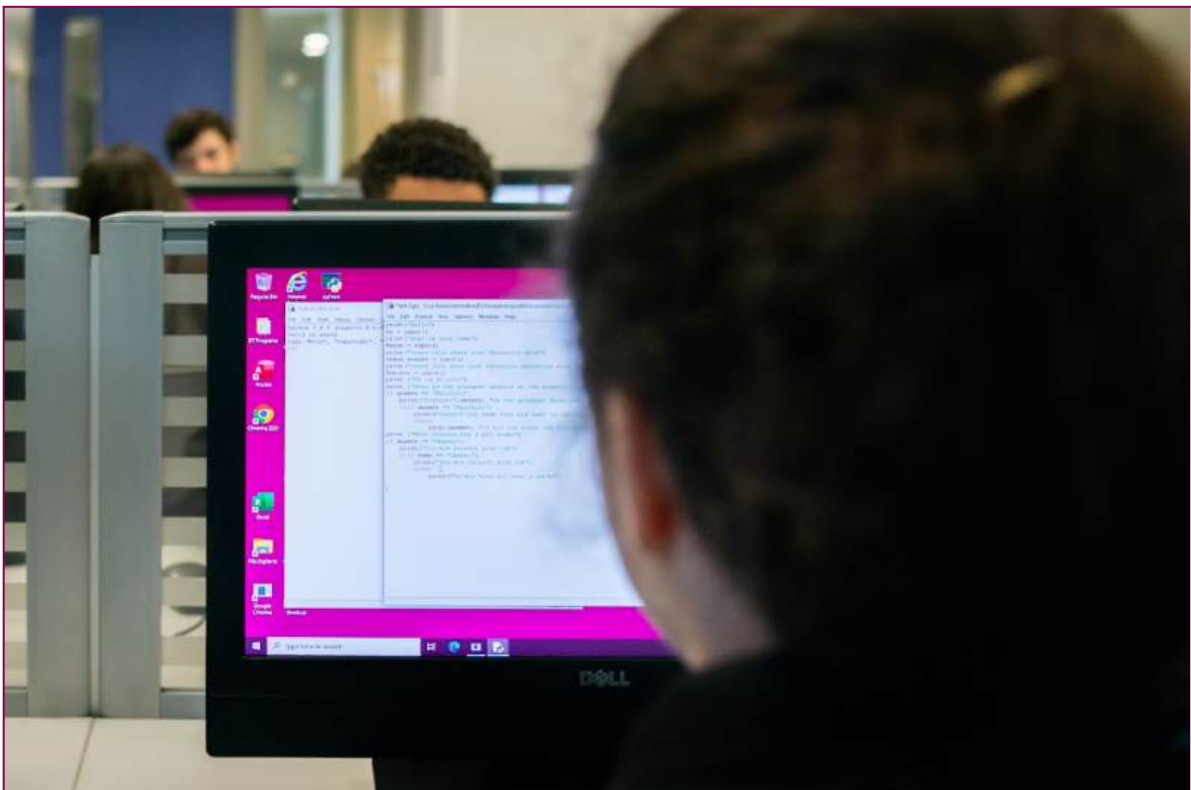
- Study days at the British Film Institute
- A trip to Sky Studios

Progression:

Media Studies will prepare you for A Level study and, in turn, a degree at university. It will equip you with a range of skills, including practical skills, that you can use across a range of different GCSE and A Level subjects as well as future careers. It will also give you an exciting insight into the media industry, one of the most interesting, important and thriving industries in Britain. If you wish to enter the media industry at any level then this course is a must for you.

Find out more:

- You can find the specification and past papers here:
<http://www.ocr.org.uk/qualifications/gcse-media-studies-j200-from-2017>



Music GCSE

Examining body: AQA

Why should you choose this subject?

If you enjoy:

- composing and performing music
- learning an instrument or singing
- creating music on computers
- learning about all types of music, including classical, popular and world

...then GCSE Music is the ideal subject for you.

Prerequisite:

You have already gained many of the basic skills needed for this course at KS3 but to take this course you **must** be able to play at least one instrument or sing and ideally be aiming to have achieved Grade 5 or higher by the end of Year 11.

Course overview:

You will study the following areas in GCSE Music:

Unit 1: Understanding Music - Listening to familiar music (study piece covered during the course) and unfamiliar music (pieces from across a range of musical styles and genres) leading to a 90 minute examination.

The areas of study, study pieces and genres to be covered are:

- **Western Classical Tradition 1650 – 1910** (Mozart: Clarinet concerto)

Coronation Music and Oratorio of Handel; Orchestral Music of Haydn, Mozart and Beethoven; Piano Music of Chopin and Schumann; Requiems of the Romantic period.

- **Popular Music** (Little Shop of Horrors - 3 tracks)

Music of Broadway 1950s-1990s; Rock Music of the 1960's and 1970's; Film and Computer Gaming Music from 1990s to present; Pop Music 1990s to present.

- **Traditional Music** (Santana: Supernatural - 3 tracks) Blues Music 1920-1950; Fusion Music incorporating African and / or Caribbean music; Contemporary Latin Music; Contemporary Music of the British Isles.

- **Western Classical Tradition Since 1910** (Copland: 'Saturday Night Waltz' & 'Hoedown' from Rodeo) Orchestral Music of Copland; British Music of Arnold, Britten, Maxwell-Davies & Tavener; Orchestral Music of Kodály and Bartók; Minimalist Music of Adams, Reich and Riley.

Unit 2: Performing Music – performing a solo piece of your own choice and an ensemble (group) piece for a minimum of four minutes as Non-Exam Assessment (NEA).

Unit 3: Composing Music – you will compose two pieces of music. The first will be from a composition brief provided by the examination board. The second piece will be a free-choice composition. These will also be supplemented by a musical score or detailed written commentary and the pieces must be a minimum of three minutes in total.

Assessment:

- Unit 1: Understanding Music (40%) – 90 minute written and listening examination
- Unit 2: Performing Music (30%) - non exam assessment
- Unit 3: Composing Music (30%) - non exam assessment

There is no tiering in GCSE Music.

Extended curriculum opportunities:

As a GCSE Music student, you will be required to take part in the Academy Extended curriculum groups in Music. Whether you like to sing or not, it is an extremely valuable skill and will help immensely with your performing, composing and listening work as well as developing your performance skills as part of an ensemble.

Progression:

If you enjoy Music at GCSE level then you can consider AS and A2 in Music, Music Technology, or Performing Arts. This can then lead you onto study Music at degree level, with all the top universities highly regarding students who have studied Music. GCSE Music will also give you essential knowledge for working in other areas of the music industry in record companies such as EMI or Universal, recording studios such as Abbey Road, theatre, concert halls, radio or music production. The listening skills you develop will enhance the aural perception needed in language examinations. Your performing skills will give you confidence in playing to an audience – useful if you intend to pursue, for example, drama or law.

Find out more:

To see the specification and exam resources, go to: <http://www.aqa.org.uk/subjects/music/gcse/music-8271>

For more information about different careers in the music industry, visit: <http://www.careersinmusic.co.uk>



Physical Education GCSE

Examining body: Edexcel

Why should you choose this subject?

Sport is a multi-billion pound industry within the UK alone. There are numerous opportunities within the sector, catering for a vast array of skill sets. Typical career paths stemming from this GCSE would be: teaching, physiotherapy, leisure industry, coaching, sports nutrition, sports marketing, private and public sector sports provision, sports development and personal training. Sport is often seen as part of a well-balanced lifestyle by employers and universities and obviously contributes to lifelong well-being. Moreover, the lessons and course as a whole are dynamic and fun. The GCSE course will challenge you to develop skills such as teamwork, personal responsibility and leadership. These skills are highly valued in the world of employment.

Students opting for GCSE PE require a good level of practical ability across three sports. One must be a team sport and one must be an individual sport from a set list. Students may represent Academy teams, attend a range of extended curriculum clubs and / or have a high level of sporting experience outside of the Academy. There is also significant academic content which is assessed in the form of written examinations. The course is heavily scientific and requires a good understanding of human biology.

Course overview:

Students will study the GCSE PE programme for 3 hours per week in Year 10 and 11. Two hours will be in a classroom learning the extensive theory content. One hour will be a practical lesson. Students will learn about a variety of practical activities, narrowing their choice down to three preferred sports by the end of the course. They will design a Personal Exercise Programme where students will be required to analyse and evaluate their own performance. In the classroom students will study topics such as exercise and fitness, diet, physiology, reasons for participation, psychology of sport and injuries in sport in preparation for two written exams at the end of Year 11.

Assessment:

Examination: (60% of the qualification).

- Component 1: Fitness and Body Systems

Written examination (80 marks - 1 hour 30 minutes);

36% of the qualification

- Component 2: Health and Performance Written examination (60 marks - 1 hour 15 minutes);

24% of the qualification

Non-examined Assessment (40% of the qualification)

- Component 3: Practical Performance (3 different sports) - 30% of the qualification.

- Component 4: Personal Exercise Programme (1500 word coursework) - 10% of the qualification.

Extended curriculum opportunities:

There are a multitude of extended curriculum sports clubs. Students can attend as many as they like but they are encouraged to focus particularly on those clubs which potentially form part of their assessment, thus not only enjoying themselves but also contributing to their academic success. Students can also get involved in the many Academy teams to supplement their personal practice and progress towards their target grades.

Progression:

The GCSE course can lead to studying PE and sport at A Level and subsequently degree level. As mentioned above, there are numerous choices of career available through sport, which can combine personal interest with stimulating, motivating and dynamic working environments.

Find out more:

- Speak to your PE teachers
- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>
- <http://www.bbc.co.uk/schools/gcsebitesize/pe>
- <http://www.leisurejobs.com/>
- <http://www.uk sport.gov.uk/jobs-in-sport>



Sociology

Examining body: AQA

Why study sociology?

Sociology empowers students by developing an understanding of the relationships, cultures and institutions which have shaped history and importantly, which shape their own personal experiences and outcomes today, enabling them to live successful lives in a changing and complex society. Studying sociology helps students better understand their own life. The "sociological imagination" allows students to recognise that their own experiences and circumstances are not unique; rather, there are patterns in behaviours, processes, and opportunities that lead to differences in people's lived experiences, in turn leading to disparities in outcomes.

Studying social inequality and social problems often leads to the desire and motivation to change society for the better. Students studying sociology are able to help others understand the way the social world works and how it might be changed for the better. Students have an awareness of ongoing social issues such as, for example, how and why the family unit is changing, who is most likely to commit different types of crime and why and the reasons for the different opportunities and outcomes seen in the education system.

Through our diverse curriculum, we also build a culture of tolerance and respect toward other cultures and traditions that our students can disseminate to their peers.

Course overview:

Studying GCSE Sociology gives students a valuable knowledge and understanding of today's society through studying the topics of families, education, crime and deviance and social stratification.

Students gain transferable skills including:

- Critical and evaluative thinking
- Analytical skills
- Reading, writing, and oral communication skills
- Quantitative literacy and statistical reasoning skills
- Research skills (e.g. data collection, and data analysis)
- Social skills (e.g., communication skills, the ability to engage in discussions and debates with people who hold different viewpoints, cultural competence, and empathy).

ASSESSMENT	
Paper 1	Paper 2
The sociology of families The sociology of education Theory and methodology Written exam: 1 hour 45 minutes 50% of GCSE Multiple choice questions followed by a range of short and extended responses	The sociology of crime and deviance The sociology of social stratification Theory and methodology Written exam: 1 hour 45 minutes 50% of GCSE Multiple choice questions followed by a range of short and extended responses

Extended curriculum opportunities:

Visits from external speakers from a wide range of city based businesses.

Visits to businesses such as CitiBank, Capital Group and BNP Paribas.

Opportunities to attend Karl Marx and Suffragette walking tour.

Progression:

Sociology is a popular A Level option at Chelsea Academy and is highly respected by universities. It is a great choice of subject for people who are interested in the world around them and who seek to explain patterns of behaviour seen in society. GCSE Sociology gives students a firm grasp of key sociological theories and perspectives in order to make the transition to A Level a smooth one.

Sociology is an excellent choice of subject for those interested in following a career path in social work, nursing or medicine and a variety of other careers such as marketing, advertising, PR, journalism, business, law, teaching and government services.

Find out more:

[AQA | GCSE | Sociology | Specification at a glance](#)

[Sociologist Careers](#)

[GCSE Sociology - BBC Bitesize](#)

Spanish GCSE

Examining body: Edexcel

Why should you choose this subject?

- At least one language (Spanish or French) is necessary to achieve the EBacc at GCSE. EBacc gives students access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.
- Spanish is spoken by an estimated 475 million people around the world and is currently the Second most commonly spoken language worldwide (updated in September 2022)
- Geographically, a large number of countries have Spanish as a dominant language: Spain, the United States, Venezuela, Colombia, Argentina, Chile, Equatorial Guinea, the Philippines, Guatemala, Honduras and Cuba to name only a few. Being fluent in Spanish opens the door for you to communicate with a third of a billion speakers worldwide.
- Learning Spanish at this level can open the doors to art, music, fashion, food, architecture and literature. ● Spanish combined with other interests opens hundreds of expanded career opportunities.

Course overview:

This Spanish course allows students to develop their ability to communicate with Spanish native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Spanish-speaking communities and countries.

Students will need to develop and use their knowledge and understanding of Spanish grammar and vocabulary progressively through their course of study.

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are:

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



Assessment:

- ★ Unit 1: Speaking – examination 25% (internally externally assessed. Foundation 7-9 minutes, Higher 10-12 minutes)
- ★ Unit 2: Listening – examination 25% (Foundation 45 minutes, Higher 60 minutes)
- ★ Unit 3: Reading – examination 25% (Foundation 45 minutes, Higher 60 minutes)
- ★ Unit 4: Writing – examination 25% (Foundation 1 hour 15 minutes, Higher 1 hour 20 minutes)

conducted,

Extended curriculum opportunities:

As a GCSE Spanish student, you will have the opportunity to take part in Spanish extracurricular clubs to explore hispanic culture, art and gastronomy. Also, you will be given the opportunity to have extra conversation classes with native speakers to improve your communication skills in the target language. You will also be able to join the cultural excursions and trips

Progression:

GCSE Spanish leads onto A Level Spanish and subsequently to degree level. As a Spanish speaker, you may consider a career in the diplomatic service, international law, translating, interpreting or teaching, to name but a few. And of course, speaking Spanish puts you at a major advantage when applying for jobs in international business with global companies such as Santander, SEAT, Telefónica de España and Iberia.

Find out more:

- Type in this link to the internet to look at the full specification:
<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/spanish-2024.html>
- You will find past papers here:
<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/spanish-2016.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FExam-materials>
- Look at other careers paths which involve Spanish: www.toplanguagejobs.co.uk (then click on the tab 'Languages' scroll down, then tick in the 'Spanish' box).



**Work Hard.
Be Kind.
No Excuses.**

