



Gosford Hill School

KS4 Options Booklet For September 2026



Welcome from the Headteacher

Dear Parents, Carers and Students,

Our KS4 Options Process is an exciting time for you as you make important decisions on what you will choose to study at GCSE. It also marks a significant milestone, as this is the first time during your school career that you've been able to have a choice in what you study.

We are incredibly proud of you and all colleagues in school are here to support you in making the decisions that are the best for you as an individual, and your future. My best advice is to keep your choices broad, as the skills needed to be successful in the job market is changing all the time.

Also remember to set your sights high, believe in yourself, challenge yourself and have ambition. Then it's our job as teachers in school to support you in achieving those ambitions.

The KS4 Options Process starts with our introductory evening but the process of supporting and guiding you will be ongoing over the coming weeks. Make sure that you ask the questions that you want to ask, and get the information that you need in order to make the decisions that will shape your future.



Mr N J Sellars
Headteacher

Welcome from the Head of Year 9

Dear Parents, Carers and Students,

As you read this, you are reaching the halfway point of your secondary education journey with us at Gosford Hill School. This is an exciting and important moment. Over the next two years, the choices you make will help shape your future learning and prepare you for the next stage of your education and beyond.

The KS4 Options Process is the first step in this journey. It provides the foundation on which your achievements and successes will be built, and we want to ensure that every student feels confident, informed, and supported as they make these decisions.

Many of you will already have been thinking carefully about the subjects you would like to study. When making your choices, we encourage you to

consider three key things: subjects you enjoy, subjects you are good at, and subjects that will support your future aspirations and career goals. Choosing a balanced and appropriate pathway is far more important than trying to second-guess what others may choose.

Parents and carers, thank you for your continued support. We recognise that these decisions often involve thoughtful discussion at home, and we greatly value the role you play in guiding and encouraging your child. Please be assured that there is plenty of support available from the school, and we are always happy to help answer questions or offer guidance throughout this process.

We look forward to working with you all as you take this important next step together.



Miss H Curtis
Head of Year 9
(hcurtis@gosfordhillschool.org)

Frequently Asked Questions

What subjects does everyone have to take?

English Language and English Literature
Mathematics
Science
Physical Education (Core)
PSHE

How many options will I have to choose?

Students will choose **four** options from the following list of subjects:

- 3D Design
- Business Studies
- Computer Science
- Drama
- Fine Art
- Food Preparation & Nutrition
- French
- Geography
- German
- Health & Social Care (BTEC)
- History
- iMedia (CNAT)
- Music
- Physical Education (GCSE)
- Religion, Philosophy & Ethics
- Triple Science

Are there any restrictions on subjects I can choose?

It is important that all students choose a broad and balanced curriculum. There are a few points to note when considering option choices:

- A high level of scientific ability is needed for Triple Science.
- A high level of mathematical ability is needed for Business Studies and Computer Science.

- Some combinations are prohibited.
 - o Students are not allowed to choose both iMedia and Computer Science.
 - o Students are not allowed to choose both Fine Art and 3D Design.

EAL (English as an Additional Language)

The EAL (English as an Additional Language) option is designed to provide targeted support for students who are developing their academic English skills. Through small-group intervention work, students focus on improving proficiency in reading, writing, speaking and listening, enabling them to access the wider GCSE curriculum with increasing confidence and independence. Support is personalised and enhanced through the use of specialist platforms such as Lexia and Flash Academy. Where appropriate, students may also have the opportunity to be entered for a Heritage Language GCSE, recognising and valuing their bilingual skills. This option is intended for a specific group of learners, and students for whom the EAL block is suitable will be identified and approached directly by the school.

When do I need to decide by?

You need to submit your application by Friday 13th March 2026. Options will be confirmed to students during the week commencing 22nd June 2026.

Can I change my mind once I have been allocated my options?

We understand that you may rethink and wish to change one of your option choices. If this is the case, please contact either Miss Curtis or Mrs Gillingham. We will consider each request on a case-by-case basis. **However, please note that no further changes will be allowed after the end of September.**

KS4 Option Blocks

This is for information only – students will be selecting their preferences via a Google Form.

Option Block A	Option Block B	Option Block C	Option Block D
Business Studies	3D Design	Fine Art	Creative iMedia (CNAT)
Drama	Business Studies	Business Studies	French
EAL (<i>See page 4 for details</i>)	Geography	Computer Science	Geography
Food Preparation & Nutrition	German	Drama	Health & Social Care (BTEC)
PE (GCSE)	Health & Social Care (BTEC)	Food Preparation & Nutrition	History
Religion, Philosophy & Ethics (Religious Studies)	History	History	Music
Triple Science			PE (GCSE)

KS4 Core Curriculum

All students will be required to take compulsory subjects which are part of the core curriculum at KS4. These subjects are:

Subject	Page Number
English Language	6
English Literature	7
Mathematics	8
Science	9

Further to this, students will take the following subjects, which will not be examined.

Subject	Page Number
Physical Education (Core)	10
PSHE	N/A

As well as the subjects listed above, students will study a further four subjects.

Core Curriculum – Subject Leaders

- English Language – Miss L Clifton (lclifton@gosfordhillschool.org)
- English Literature – Miss L Clifton (lclifton@gosfordhillschool.org)
- Mathematics – Mrs A Carney (acarney@gosfordhillschool.org)
- Science – Mrs E Sweeney (esweeney@gosfordhillschool.org)
- Physical Education (Core) – Mr L Smith (lsmith@gosfordhillschool.org)
- PSHE – Enquires to Mr J Darvell (jdavell@gosfordhillschool.org)

English Language



Exam Board: **AQA**

Syllabus: **8700**

Course Description

The English Language course has been designed to inspire and motivate students, providing appropriate stretch and challenge, whilst ensuring that the assessments and texts are accessible to all students. The course will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods, as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

The course aims to encourage students to develop:

Reading skills – students will be able to read accurately and fluently; understand, respond to and engage with a range of texts, both fiction and non-fiction; analyse and evaluate how authors create meaning.

Writing skills – students will be able to construct and convey meaning in written Standard English, including the use of compositional skills, to develop ideas and communicate ideas to the reader. They will expand their vocabulary, organise and structure their sentences with grammatical accuracy and construct whole texts cohesively.

Speaking and listening skills – students will develop their ability to formulate, clarify and express their ideas and adapt their speech for different purposes and audiences. They will also listen and

respond to others using the vocabulary and grammar spoken in Standard English.

Method of Assessment

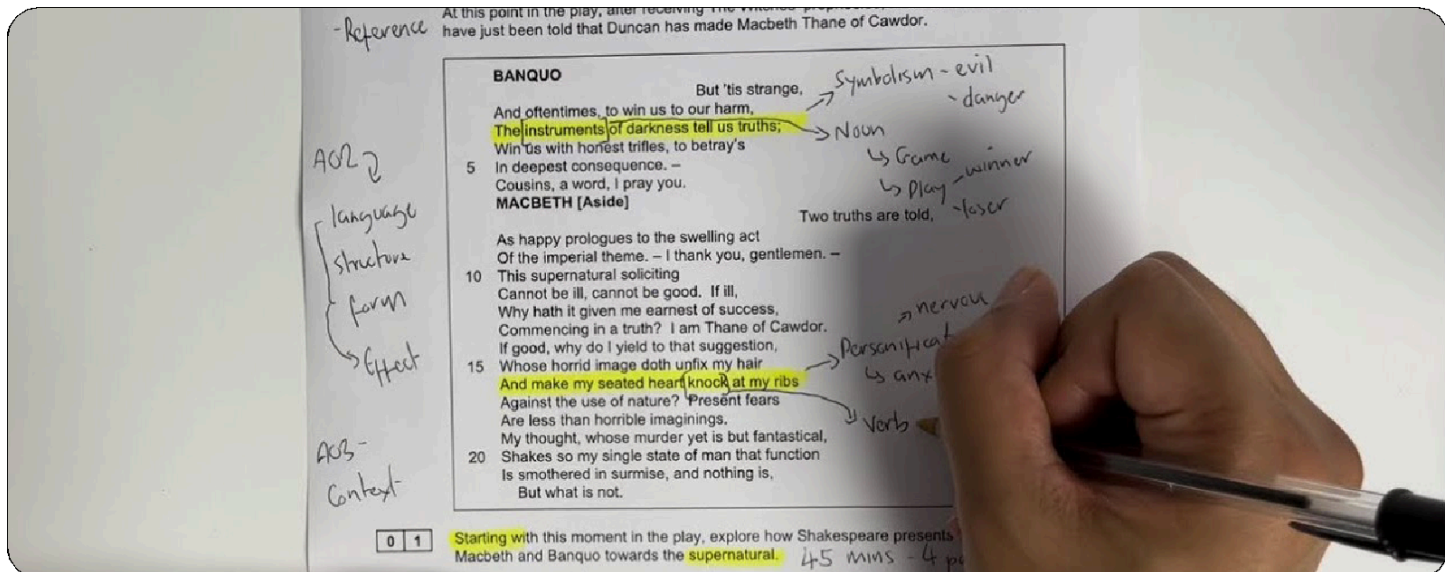
The English Language qualification requires students to sit two equally weighted exams:

- **Paper 1: Explorations in Creative Reading and Writing** will assess students on their ability to interpret and analyse an unseen extract from a literature fiction text and to complete a piece of descriptive or narrative writing.
- **Paper 2: Writers' Viewpoints and Perspectives** will assess students on their ability to analyse and compare two linked non-fiction sources from different time periods and to complete a piece of writing that presents a viewpoint.
- **Spoken Language** is a non-examination assessment and comprises one class-based task. Students are assessed on their presenting skills, their ability to respond to questions and feedback and their use of Standard English.

Progression Routes after Year 11

Being good at English is important in all professions. Communicating well in speech and writing is crucial to anyone who has to give or receive messages, letters or reports, argue a case; the list is endless. However, there are some kinds of work where being adept at English is especially important if you are to be successful, such as law, medicine, marketing, journalism and teaching, for example.

English Literature



Exam Board: **AQA**

Syllabus: **8702**

Method of Assessment

Course Description

The English Literature course has been designed to inspire, challenge and motivate every student, no matter what their ability, while supporting students in developing their skills and knowledge in reading, writing and critical thinking. During the course of their studies, students will encounter a range of interesting and seminal literature – from Shakespeare to contemporary poetry – to build cultural capital and acquire knowledge of the best that has been thought and written.

The course aims to encourage students to develop:

Reading skills – students will explore aspects of plot, characterisation, and setting, distinguishing between what is explicitly stated and what is implied. They will also develop the skills to evaluate the writer's choice of vocabulary, grammar, and structure, as well as apply an understanding of the writer's social, historical, and cultural contexts and how these have influenced the text.

Writing skills – students will produce clear and coherent texts by discussing and maintaining a point of view, use relevant quotations and detailed textual references and apply standard, accurate English: spelling, punctuation and grammar.

The English Literature qualification requires students to sit two exams:

- **Paper 1: Shakespeare (*Macbeth*) and the 19th Century novel (*Jekyll and Hyde* by Robert Louis Stevenson)** - worth 40% of the overall qualification.
- **Paper 2: Modern Texts (*An Inspector Calls* by J.B Priestley) Poetry (Power and Conflict Anthology) and Unseen Poetry** - worth 60% of the overall qualification.

Students will be assessed on their ability to read, understand and respond to texts, support interpretations with references to the text and analyse the language form and structure of texts.

Progression Routes after Year 11

Across numerous industries, there is a widespread demand for students with strong communication skills, both oral and written. Therefore, the essential skills developed through studying English literature open up a wide range of potential career paths, such as management, leisure and hospitality, advertising and marketing, journalism, teaching and careers in law.

Mathematics



Exam Board: **AQA**

Syllabus: **8300 series**

Progression Routes after Year 11

Course Description

The GCSE Mathematics course covers:

- Number
- Geometry and Measures
- Algebra
- Statistics and Probability
- Ratio
- Proportion
- Rates of Change

Rates of Change (formerly included as part of Number) has now become increasingly more important, with more application in different contexts.

- Employers will often look at student's GCSE grades in Mathematics as a good judge of problem solving skills.
- Students who achieve a high grade in Mathematics will have the opportunity of continuing their studies at A Level by completing a Mathematics or Further Mathematics A Level.
- Many university courses have GCSE Mathematics as a requirement.
- Possible careers include: financial services, programming and statistics, engineering, actuary and many more.

Method of Assessment

- You will be assessed by written examination at the end of Year 11.
- There are 3 papers, each 1.5 hours long.
- The first paper is non-calculator.
- All papers contain a mixture of all topics.

Science



Exam Board: **AQA** Syllabus: **8464** (Combined)
8461 (Biology)
8462 (Chemistry)
8463 (Physics)

Course Description

Our curriculum is structured in such a way that students begin working towards their GCSE in Science from Year 7. We teach students overarching 'big ideas' that are returned to and developed each year. Combined Science is the compulsory subject that all students must follow and students achieve two grades when following this route.

For our most able students we also provide an option as part of Guided Choices of studying Triple Science from Year 10. Triple Science means

studying the three disciplines within Science as separate subjects and students are awarded three separate grades at the end of the course. Students will be advised by their teachers if they should consider taking the Triple Science option.

Progression Routes after Year 11

Both Combined and Triple Science offer the opportunity to study A Level sciences in the future, however the transition might be easier for students that studied Triple Science. Many careers and courses will require Science GCSEs. Further studies at A Level in Sciences including Psychology would require two good grades (5 or above) – this could come from Combined or Triple Science.

Method of Assessment

	Combined Science: Trilogy (Compulsory)	Triple Science (for each subject, Biology, Chemistry and Physics)
Exam papers	Two Biology, two Chemistry and two Physics. Each will assess different topics.	Two papers for each subject, Biology, Chemistry and Physics.
Duration	1 hour and 15 minutes each.	1 hour and 45 minutes each.
Tiers	Foundation and Higher.	Foundation and Higher.
Weighting	The papers are equally weighted. Each is worth 16.7% of the grade and has 70 marks.	The papers are equally weighted. Each is worth 50% of the grade for each subject, Biology, Chemistry and Physics and has 100 marks.
Question Types	Multiple choice, structured, closed, short answer and open responses.	Multiple choice, structured, closed, short answer and open responses.
Practical Element	16 required practical experiments completed throughout the years and will be examined in the question papers.	8 required practical experiments completed throughout the years and will be examined in the question papers, for each subject, Biology, Chemistry and Physics.

Physical Education (Core)



Course Description

Core Physical Education is a nationally compulsory subject for all students. All students are expected to participate in a range of indoor and outdoor sporting/fitness activities to the best of their ability. Upon reaching KS4, students will be able to opt to follow one of three pathways: Team ME Pathway, Competitive ME Pathway or Healthy Lifestyle ME Pathway. Each pathway follows a bespoke programme of activities designed to appeal to students' interests, as well as supporting their personal development, so they develop a sense of belonging in sport and become lifelong participants.

Depending on the pathway that students choose, they will study sports from the following:

- Rugby (Boys only) / Netball (Girls only)
- Hockey
- Football
- Basketball
- Rounders or Softball
- Badminton
- Table Tennis
- Trampolining
- Techno-Gym
- Cricket
- Alternative Games
- Athletics

- Health & Fitness
- Dance
- Handball

Method of Assessment

In KS4 Core PE, we only assess students' personal development. This means assessing their effort, behaviour, development of key character skills and their organisation in bringing kit to lessons.

Why is PE an important subject?

Learning and undertaking activities in Physical Education contributes to achievement of curriculum aims and the well-being and progress of students. The subject supports all students to become:

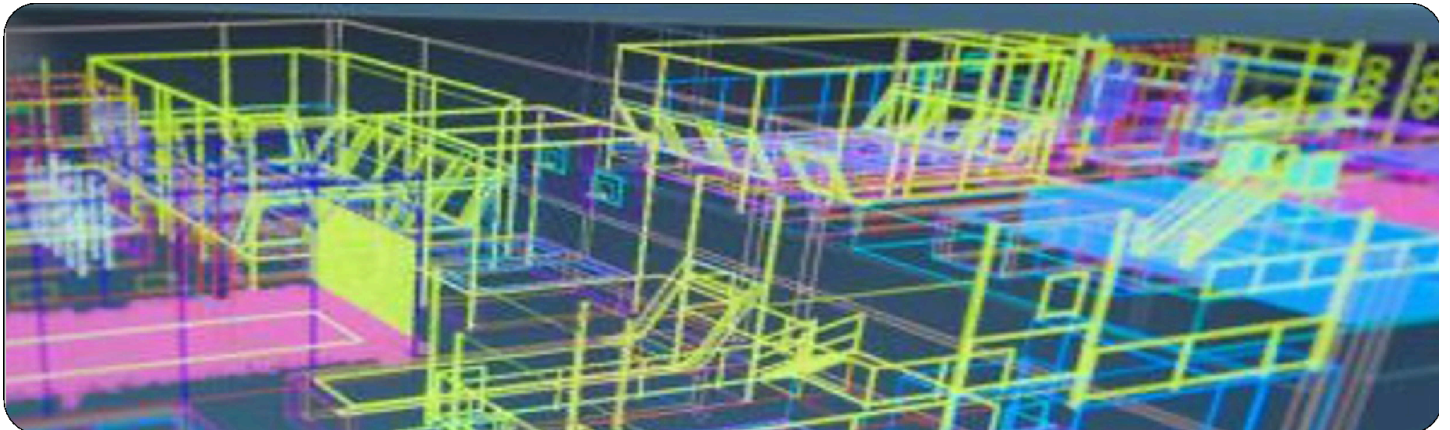
- Successful learners, who make progress and achieve their full potential
- Physically, emotionally and socially healthy
- Confident individuals who have the key transferable skills needed to make a positive contribution to their school and wider society

Options Subjects

Students will study a further **four** subjects from the following:

Subject	Subject Leader	Page Number
Art & Design: 3D Design	Mrs J Hitchcox (jhitchcox@gosfordhillschool.org)	12
Business Studies	Mr M Williams (mwilliams@gosfordhillschool.org)	13
Computer Science	Mr P Lee (plee@gosfordhillschool.org)	14
Drama	Miss J Brimble (jbrimble@gosfordhillschool.org)	15
Art & Design: Fine Art	Ms E Hallmark (ehallmark@gosfordhillschool.org)	16
Food Preparation & Nutrition	Mrs J Hitchcox (jhitchcox@gosfordhillschool.org)	17
French	Miss A White (awhite@gosfordhillschool.org)	18
Geography	Miss E Black (ebblack@gosfordhillschool.org)	19
German	Miss A White (awhite@gosfordhillschool.org)	20
Health & Social Care (BTEC)	Ms G Barnes (gbarnes@gosfordhillschool.org)	21
History	Miss E Hall (ehall@gosfordhillschool.org)	22
iMedia (CNAT)	Mr P Lee (plee@gosfordhillschool.org)	23
Music	Mr A Purtell (apurtell@gosfordhillschool.org)	24
Physical Education (GCSE)	Mr L Smith (lsmith@gosfordhillschool.org)	25
Religion, Philosophy & Ethics	Miss A Campbell (acampbell@gosfordhillschool.org)	26
Triple Science	Mrs E Sweeney (esweeney@gosfordhillschool.org)	9

3D Design



Exam Board: **AQA**

Syllabus: **8205**

Course Description

Students will experience at least two of the following area(s) of three-dimensional design:

- architectural design
- sculpture
- ceramics
- product design
- jewellery and body adornment
- interior design
- environmental/landscape/garden design
- exhibition design
- 3D digital design
- designs for theatre, film and television.

Students will develop the following knowledge:

- Research and design skills
- How sources relate to historical, contemporary, cultural, social, environmental and creative contexts
- How ideas, feelings, forms, and purposes can generate responses that address specific needs of an intended audience or details of a specific commission.

Students will learn to:

- Research, plan design and realise creative ideas
- Use three-dimensional techniques and processes, appropriate to students' personal intentions, for example:
 - o Planning and designing

- o model making
- o constructing
- o surface treatment
- o assembling

- use media and materials, e.g.
 - o drawing materials
 - o clay,
 - o wood
 - o metal
 - o plaster
 - o plastic
 - o found materials.

Method of Assessment

Portfolio:

- No time limit
- 96 marks (60% of GCSE)

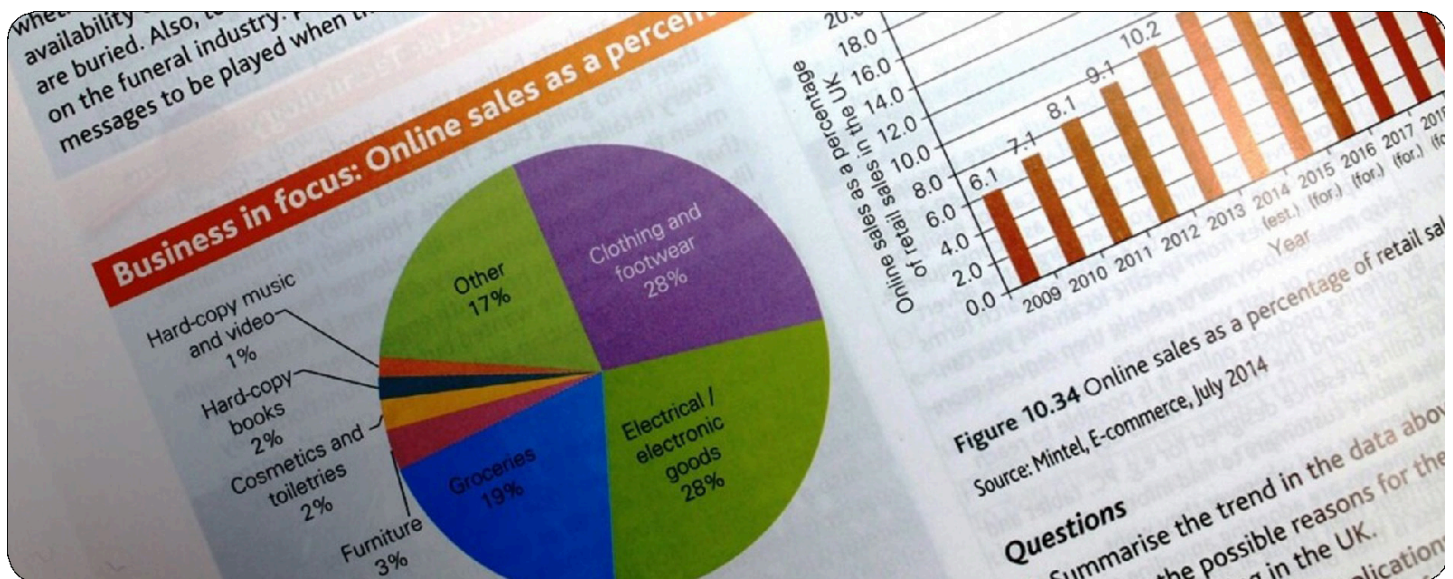
Externally assessed assignment:

- Preparatory period followed by 10 hours of supervised time
- 96 marks (40% of GCSE)

Progression Routes after Year 11

Companies are increasingly looking for employees who have design and presentation skills. This course allows you to develop a portfolio of work to show future employers. 3D Design develops students creative and presentation skills. These help you to present ideas, concepts and design creative outcomes for project themes of briefs. 3D Design has strong links with Engineering and Media Studies, develops your analytical writing skills, as well as improving your spatial awareness which is key for maths and science.

Business Studies



Exam Board: **AQA**

Syllabus: **8132**

Method of Assessment

Course Description

All students who take the AQA GCSE Business Studies course will have the opportunity to explore real business issues and how businesses work.

Students will consider the practical application of business concepts by exploring theories and concepts in the most relevant way, through the context of events in the business and economic world.

The course is divided into six units:

1. Business in the Real World
2. Influences On Business
3. Business Operations
4. Human Resources
5. Marketing
6. Finance

There are two written exams and no coursework. Both are worth 50% of the course, each marked out of 90 and last 1 hour and 45 minutes. The units appear on each paper as follows:

Paper 1: Unit 1, 2, 3 and 4

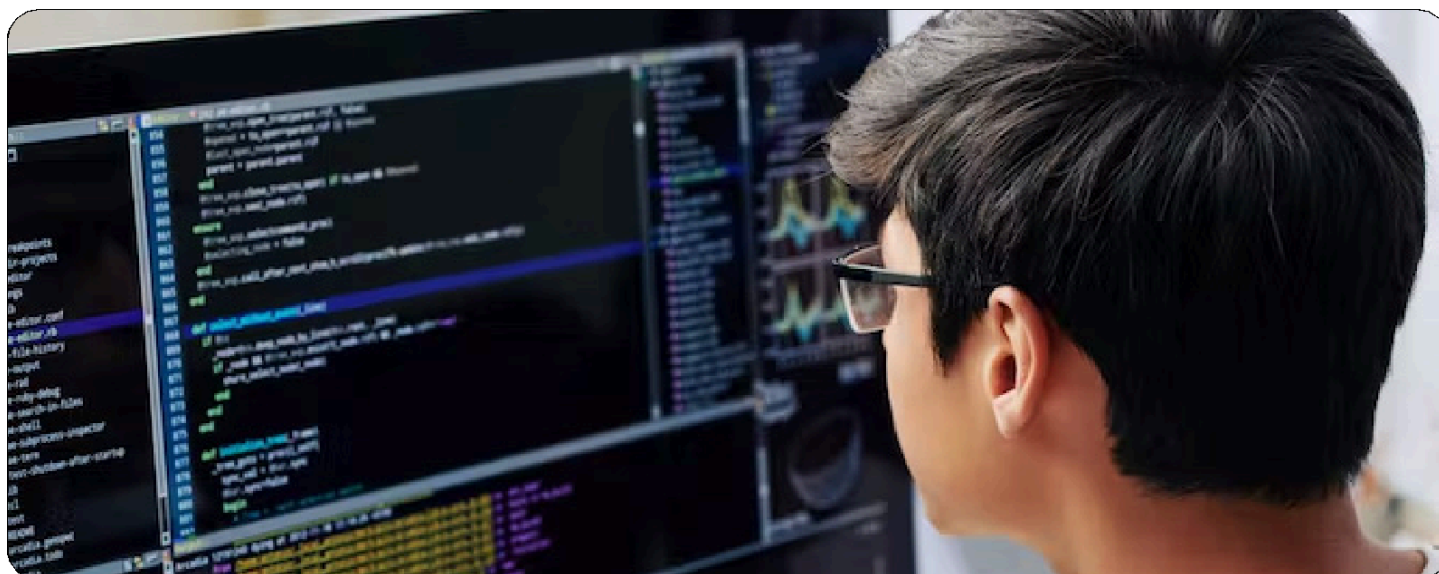
Paper 2: Units 1, 2, 5 and 6

Progression Routes after Year 11

Business Studies is an excellent starting point for students interested in a career in industry or academia. This course will develop students' critical thinking skills and their ability to write and communicate ideas. Students will also learn to apply their knowledge and calculate key formulas to analyse and evaluate specific business 'insights' and case studies.

Business Studies is a respected subject by Sixth Forms, colleges and employers. It strengthens writing skills, numerical literacy, critical thinking and analysis. Business Studies GCSE will complement core subjects, providing a stronger foundation for A Levels, such as: Business, Geography, History and Social Sciences.

Computer Science



Exam Board: **OCR**

Syllabus: **J277**

Method of Assessment

Course Description

This is an exciting course through which students will learn how digital systems work, how they are designed and programmed, and the fundamental principles of computing. Computer Science equips students to understand modern computing and to create products and solutions. Studying Computer Science opens up a massive world of future possibilities.

Computing is of enormous importance to the national and global economy, and Computer technology continues to advance rapidly. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. Businesses today require an ever-increasing number of technologically competent individuals. This is even more so in the tech development, gaming, mobile and web related industries. The Computer Science GCSE course is the start of the journey into these worlds.

You will be assessed throughout the course through forms of formative and summative assessments. At the end of Year 11 you will be required to sit 2 external assessments.

Unit	Time	Weighting
Unit 1 – Computer Systems	1 hour and 30 mins	50%
Unit 2 – Computational thinking, algorithms and programming	1 hour and 30 mins	50%

Progression Routes after Year 11

Computer Science ensures that students become digitally literate – able to use and express themselves through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Students who've taken a GCSE in Computing and who then progress to study the subject at A Level or university will have a significant advantage over their colleagues who are beginning the subject at these levels.

Drama



Exam Board: **Edexcel**

Syllabus: **1DR0**

Course Description

Drama GCSE is not just for those who want a career in Drama! Whilst practising this subject, students will develop essential skills in areas such as: co-operation, communication, confidence, verbal literacy, self awareness and group work. These are skills that will serve you well in any career path you choose.

This is an exciting course that is broken into three main components, which look at students' ability to explore a wide range of themes/topics as well as professional scripts. The final unit culminates with the opportunity to demonstrate knowledge and understanding of practical drama skills, understanding of a playtext and their own interpretations of live theatre within a written exam. Students will also learn about the role of the director and designers in theatre including lighting, sound, costume and set.

This course is aimed at those who enjoy accessing learning from a practical perspective but also develops written analysis and evaluation through a variety of essays. Drama is one of the most successful subjects in the school at GCSE and Gosford Hill School is in the top 5% of the country for its drama results. You will need to be prepared to work to high expectations and to commit yourself to the work of the group.

Method of Assessment

Component 1 – Devising will be assessed at the end of Year 10 and is worth 40%. This unit is a mix of a written portfolio of 2000 words and a 20 minute devised performance.

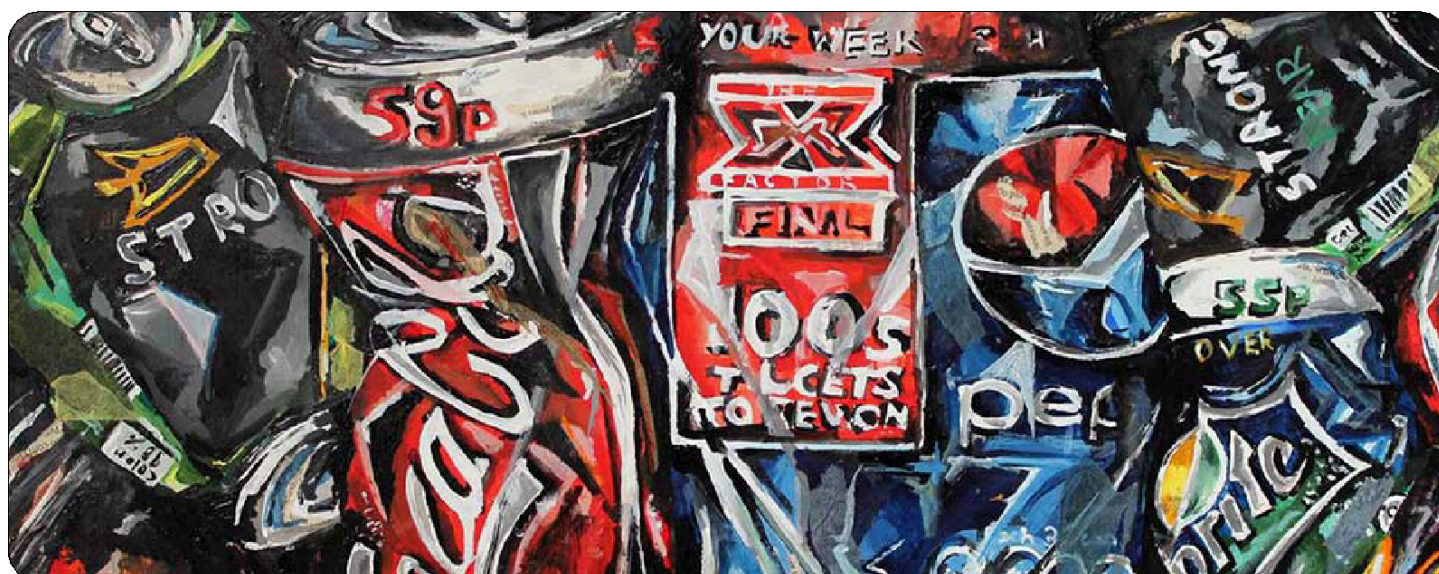
Component 2 – Text in Performance is a scripted unit where students need to perform a group piece and a monologue/duologue and is worth 20%. Students perform in February of Year 11.

Component 3 – Theatre Makers in Practice is a written exam where the students will study a set text and answer questions from the perspective of the performer, designer and director. Students will also see a piece of live theatre which will be analysed in the exam during the exam season at the end of Year 11. This unit is worth 40%.

Progression Routes after Year 11

Being good at drama is important in all professions due to the communication skills that you will gain from both a verbal and written sense. Drama is an excellent subject to study if you are thinking of a career in acting, journalism, media, law, marketing or any presentational or sales type of work due to the confidence and communication needed. We offer a very successful Drama and Theatre studies A Level at Gosford Hill School should you choose to take your drama studies to the next level.

Fine Art



Exam Board: **AQA**

Syllabus: **8202**

Method of Assessment

Course Description

Students must explore and create work associated with areas of study from **at least two** areas listed below.

- Drawing
- Painting
- Printmaking
- Mixed media
- Sculpture
- Photography
- Digital Art

Areas of study: alongside developing practical skills & expertise, students learn transferable skills valued in both higher education and the world of work such as creative problem-solving, working independently & how to communicate effectively.

They will explore both traditional and new media such as drawing & photography. Students may use sketchbooks & digital portfolios to underpin their work where appropriate.

Fine Art GCSE is a great companion to all other subjects as creativity, imagination and problem-solving skills are essential for all subjects and futures in the wider world.

Portfolio:

- No time limit
- 96 marks
- 60% of GCSE

Externally assessed assignment:

- Preparatory period followed by 10 hours of supervised time
- 96 marks 40% of GCSE

Progression Routes after Year 11

Professional artists, craftspeople and designers all start somewhere. Studying an Art & Design-related degree at university can give you all sorts of exciting career opportunities, including:

Careers such as an artist, graphic designer, photographer, architect, fashion designer, textile designer, digital artist, theatre set designer, costume designer, movie maker, animator or in the world of advertising – to name but a few.

Food Preparation and Nutrition



Exam Board: **AQA**

Syllabus: **8585**

Course Description

Food Preparation and Nutrition is an exciting and practical led course. The course requires a sound understanding of nutrition, food safety, food provenance, factors that influence food choice and the working characteristics of ingredients. This qualification inspires students practical cookery skills and gives them a strong understanding of nutrition. Students must also be prepared to complete theory work, science type investigations and reports on knowledge gained from practicals. This course provides many transferable life skills and supports and complements the curriculum of other GCSEs.

It is a course requisite that students must be committed and organised to bring in ingredients from home most weeks to cook a range of recipes that will practise the skills needed for the course syllabus. Recipes made in school will be taken home for families to enjoy. Students will cook approximately one lesson each week.

Method of Assessment

There are three assessments for this course. Two controlled assessments completed in Year 11 and a final written exam in the summer of Year 11.

- Non Exam Assessment 1: a food science investigation (10 hours) worth 15% of the GCSE grade
- Non Exam Assessment 2: food preparation assessment (20 hours). This is based on a brief set by the exam board, which includes a 3 hour cooking exam. NEA Task 2 is worth 35% of the GCSE grade.

The remaining 50% of the GCSE course is assessed by a written theory exam (1 hour and 45 minutes) based on all the key topics covered in Year 10. The exam is a mixture of long and short answer questions. Other formal and informal assessments will take place over the two-year course, to ensure students are fully prepared for Year 11.

Progression Routes after Year 11

After completing GCSE Food Preparation and Nutrition, you could go into a variety of subjects or further careers. Opportunities include BTEC Level 2 or 3 catering courses or A Levels in Hospitality or Food Technology. Future careers include: nutrition, food technologist, product development, food marketing and many more.

French



Exam Board: **Edexcel**

Syllabus: **1FR1**

Course Description

The new French GCSE course is dynamic, varied, engaging and, above all, enjoyable. The course provides an opportunity for students to develop an ambition and aptitude for communicating with others in French, helping them acquire a real skill for life. Students will deepen their knowledge about how language works, giving an invaluable basis for the future study of additional languages. The topics covered are wide-ranging and allow scope for opinions and discussion, such as personal identity and relationships, home and local area, lifestyle and wellbeing, media and technology, the world of work and travel and tourism.

Learning about the cultural background of the many French-speaking countries is integral to the course and through this students will be encouraged to appreciate new ways of seeing the world. The use of authentic spoken and written materials in lessons also provides a direct link with the French-speaking world.

Method of Assessment

The Edexcel French GCSE consists of four externally examined papers based on the following skills: listening, speaking, reading and writing, each accounting for 25% of the final GCSE. Students will sit their speaking assessment with their teacher in April/May of Year 11 and the other papers will be sat in May/June. Each paper is available at

Foundation tier or Higher tier, but students must be entered for the same tier across all four papers. There have been some exciting changes to the GCSE and from next year the following elements will be included: reading aloud in the speaking exam, dictation in the listening exam and a much more clearly defined list of vocabulary to be used in 98% of all content on the exam papers. These three elements will follow on seamlessly from what we are already doing with students at KS3.

Progression Routes after Year 11

The benefits of studying a foreign language at GCSE are far reaching. Along with literacy and numeracy, knowledge of a foreign language is a skill and a qualification highly regarded by employers, both in the UK and abroad. It is especially sought after in areas such as travel and tourism, retail, transport, public relations and secretarial work. Being able to speak and understand another language has never been more important than it is in both the national and global contexts of today. It not only signals a degree of academic ability, but also indicates a certain open-mindedness and tolerance. As such it is looked upon very favourably in the university application process.

GCSE French can, of course, lead to studying the language at A Level and then at university. A Modern Foreign Language at A Level combines well with many other subjects, and this is also seen at university where there are many combined degrees, such as Film Studies and French, International Relations and French, and Journalism and French.

Geography



Exam Board: **AQA**

Syllabus: **8035**

Units covered include:

Course Description

Geography is a bold and exciting course, providing students with a stimulating and motivating course fit for the twenty-first century. Studying geography gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. They will understand how geography impacts everyday life and discover the key opportunities and challenges facing the world. Students will also develop academic and life skills from writing, teamwork and communication to analytical skills.

Students will be engaged, challenged and stretched throughout. The course takes an enquiry approach to extend students' understanding of a range of geographical concepts, places and processes. The course contains core themes that create a balance between contemporary and traditional, human and physical geography. Alongside the core, this new qualification offers optional themes, which allow us to select geographical issues that suit the needs and interests of our students here at Gosford Hill School.

- The Challenge of Natural Hazards
- The Living World
- Physical Landscapes in the UK (Rivers and Coast)
- Urban Issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management
- Fieldwork Application and Investigation

Method of Assessment

- **Paper 1:** Living with the Physical Environment. This is a written examination: 1 hour 30 minutes (35% of qualification).
- **Paper 2:** Challenges in the Human Environment. This is a written examination: 1 hour 30 minutes (35% of qualification).
- **Paper 3:** Geographical Application. This is a written examination: 1 hour 30 minutes (30% of qualification).

Progression Routes after Year 11

Geography is a dynamic, academic and desirable subject for many post-16 paths. The GCSE course can lead into the study of A Level in Geography which combines well with many other subjects. It supports careers in natural and environmental sciences, geology, meteorology, charity and development work, journalism, local government, jobs in transport management, planning and the environment, education or careers based in tourism and leisure, among many others.



Exam Board: **Edexcel**

Syllabus: **1GN1**

Course Description

The new GCSE course is dynamic, varied, engaging and, above all, enjoyable. The course provides an opportunity for students to develop an ambition and aptitude for communicating with others in German, helping them acquire a real skill for life. Students will deepen their knowledge about how language works, giving an invaluable basis for the future study of additional languages. The topics covered are wide-ranging and allow scope for opinions and discussion, such as personal identity and relationships, home and local area, the world of work and international events and global issues.

Learning about the cultural background of German-speaking countries is integral to the course and through this students will be encouraged to appreciate new ways of seeing the world. The use of authentic spoken and written materials in lessons also provides a direct link with the German-speaking world.

Method of Assessment

The Edexcel German GCSE consists of four externally examined papers based on the following skills: listening, speaking, reading and writing, each accounting for 25% of the final GCSE. Students will sit their speaking assessment with their teacher in April/May of Year 11 and the other papers will be sat in May/June. Each paper is available at

Foundation tier or Higher tier, but students must be entered for the same tier across all four papers. There have been some exciting changes to the GCSE and from next year the following elements will be included: reading aloud in the speaking exam, dictation in the listening exam and a much more clearly defined list of vocabulary to be used in 98% of all content on the exam papers. These three elements will follow on seamlessly from what we are already doing with students at KS3.

Progression Routes after Year 11

The benefits of studying a foreign language at GCSE are far reaching. Along with literacy and numeracy, knowledge of a foreign language is a skill and a qualification highly regarded by employers, both in the UK and abroad. It is especially sought after in areas such as travel and tourism, retail, transport, public relations and secretarial work. Being able to speak and understand another language has never been more important than it is in both the national and global contexts of today. It not only signals a degree of academic ability, but also indicates a certain open-mindedness and tolerance. As such it is looked upon very favourably in the university application process.

GCSE German can, of course, lead to studying the language at A Level and then at university. A Modern Foreign Language at A Level combines well with many other subjects, and this is also seen at university where there are many combined degrees, such as Engineering and German, Economics and German, and Journalism and German.

Health & Social Care (BTEC)



Course Description

All students who take the BTEC course (equivalent to a single GCSE) will study Human lifespan development, health and social care services and values and health and well-being. Students will learn more about how we develop through our life stages, the impact of social, cultural, economic and biological influences on our physical and intellectual development, how we cope with life events, the support available to help us cope and the roles of those working in the health and social care sector. The structure of the course allows students to develop their personal skills including organisational, analytical and communication and independent study skills.

Method of Assessment

There are two main sources of assessment in this subject. The first two units are internally assessed through controlled set assignments set by the exam board and account for 67% of the final grade. The third unit (Health and Wellbeing) is an externally assessed exam lasting 2 hours and accounts for 33% of the marks. For the internal assessments students are allowed access to their notes to complete the tasks and will be given the opportunity to resubmit.

There are opportunities during the course to practice answering exam questions and complete internal assessments.

Progression Routes after Year 11

Health and Social Care is an excellent qualification to enable students to develop a wide range of transferable skills, including the ability to analyse and critically evaluate information, work independently and to deadlines.

By focusing on people from a wide range of cultures, abilities and backgrounds students develop an understanding of what it is like to live in a multicultural society. As such, it is a useful subject, respected by Sixth Forms, colleges, universities and employers.

It gives a good foundation for studying A Levels such as: Health and Social Care, Biology, Psychology, Sociology and Sports Studies. Alternatively, it provides the skills necessary for progression into employment or apprenticeships within a wide range of jobs including: nursing, social work, occupational therapy, physiotherapy, teaching, counselling, paramedic science, human resources, early learning and speech therapy.



Exam Board: **AQA**

Syllabus: **8145**

Course Description

The course includes the study of different and contrasting time periods in history. There is one period study, one thematic study, one wider world depth study and one British depth study including the historic environment. This enables you to use a range of skills, such as understanding change over time, measuring the impact of change, factual recall, critical analysis of sources and causation. Studying history at GCSE gives you a wide range of skills that will be relevant for numerous careers. It teaches you to think critically, put forward an argument coherently and to use evidence accurately to support a point of view.

We study four periods across GCSE History:

- Britain: Health and the People c. 1000 to the present day
- Conflict and tension: the inter-war years, 1918–1939
- Elizabethan England, c. 1568–1603
- America, 1840–1895: Expansion and consolidation

Method of Assessment

There are two main written exams to be taken in this subject. Each two hour long exam is worth 50% of the course and will test students' written communication skills and their ability to recall knowledge.

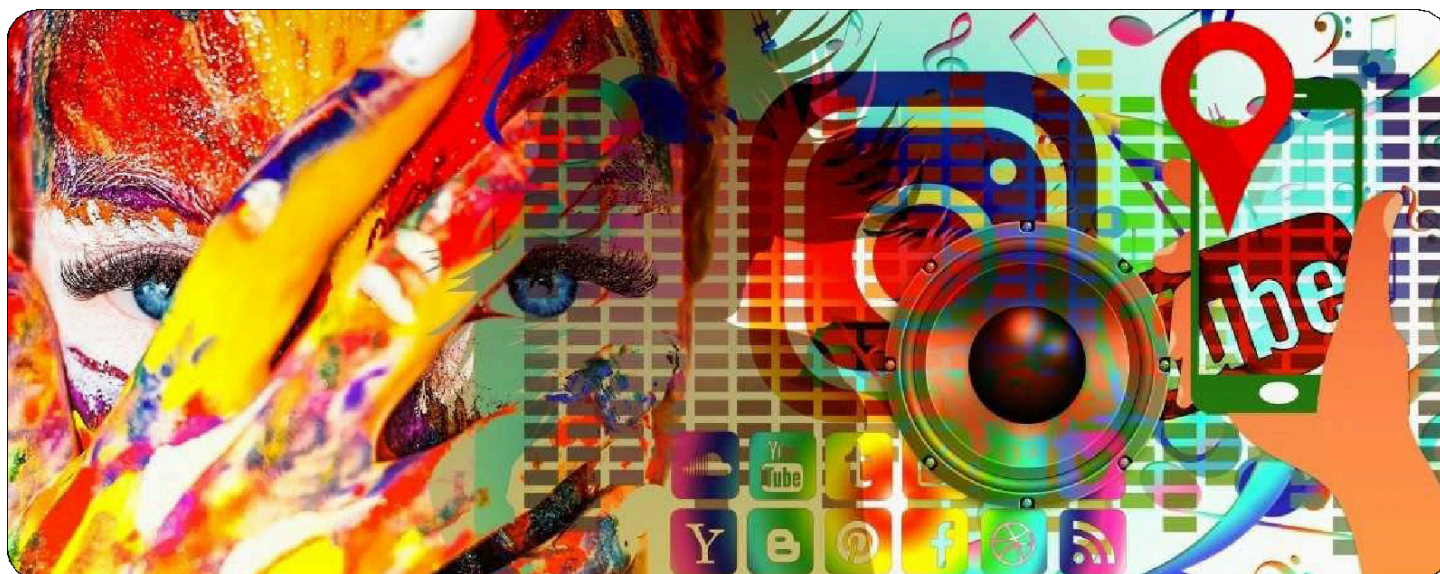
Paper 1 covers the units on America and the inter war years. Paper 2 is based on British history covering Elizabethan England and Britain: Health and the people.

Paper 2 includes a site study. This will look at the specific importance of a site's use during Elizabethan England and how this has changed over time; also considering changes in function, occupation and events associated with the site. Students have previously studied sites such as Hardwick Hall in Derbyshire, The Globe Theatre in London and the English Channel for the Spanish Armada.

Progression Routes after Year 11

History can open the doors to a variety of further education and career paths including at university level. The subject will prepare you to carefully question the evidence that you are presented with and select precise evidence to support your own understanding. GCSE History equips students with the breadth of knowledge to understand the changing world around them whilst also honing communication skills. Students enhance their skills of arguing, critiquing evidence and making judgements about historical events.

iMedia (CNAT)



Exam Board: **OCR**

Syllabus: **J834**

Course Description

This course is designed for students who want to develop knowledge and practical skills suitable for use within the media industry.

The media industry is vast, covering different sectors and providing work for freelance creatives as well as large teams in design houses and multinational companies. But there are common aspects to all digital media products. This qualification will help you to develop knowledge, and understanding relating to different sectors, products and job roles that form the media industry.

You will learn how to create digital media products which engage audiences. You will also learn the purpose of, and reasons for legislation applicable to the media industry. In addition, you will gain an understanding of the properties and formats of media files. Visual identity is a vital component of any business, product or brand. It makes a brand recognisable and helps sell a product or idea to a target audience.

Method of Assessment

You will study 2 mandatory units and 1 optional unit. The two mandatory units are:

Unit R093 – Creative iMedia in the Media

Industry: This is assessed by taking an exam worth 40% of your final grade.

Unit R094 – Visual Identity and Digital Graphics:

This is assessed by completing a set assignment which is worth 30% of your final grade.

The one optional unit is:

Unit R096 – Animation and Audio: This is assessed by completing a set assignment which is worth 30% of your final grade.

Progression Routes after Year 11

The knowledge and skills you develop will help you to progress onto further study in the media industry. This may be other vocational qualifications, including Level 3 OCR Cambridge Technicals in Digital Media and/or Information Technology.

The qualification also helps to develop other transferable skills including creative thinking, digital presentation, planning and problem solving that will be valuable in other life and work situations.

Music



Exam Board: **Eduqas**

Syllabus: **8131**

Course Description

Would you like to know how the music from Star Wars or Toto's song 'Africa' was created? Need to know your bhangra from your Bach? In GCSE music you will:

- Complete a mixture of in-depth studies into 2 set works of different musical styles and genres, and less familiar pieces, and put them in a wider context.
- Learn to perform, compose and read different types of music.
- Develop your critical and creative thinking skills, and develop the ability to make music.

Consider this course if:

- You enjoy practical music making, including performance and composition.
- The course is best suited to students who are passionate about playing an instrument, singing, rapping or DJ-ing, and have a keen interest in learning more about different types of music and the theory behind them.
- Students will be expected to practise regularly and contribute to extra-curricular music clubs

Method of Assessment

Component 1 – Performing (30%) Students perform at least 2 pieces for at least 4 minutes' combined length:

- Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces

- Ensemble (group) performance: this must be of at least one minute in duration, and may comprise one or more pieces.

Component 2 – Composing (30%) Students compose two compositions, of at least 3 minutes' combined length:

- One free composition set by the student, of at least one minute in duration.
- One composition to a brief set by the exam board, of at least one minute in duration.

Component 3 – Appraising (Listening) (40%) This exam is made up of 8 questions in total, two on each of the four areas of study. These are:

- Musical Forms and Devices
- Music for Ensemble
- Music for Film
- Pop music

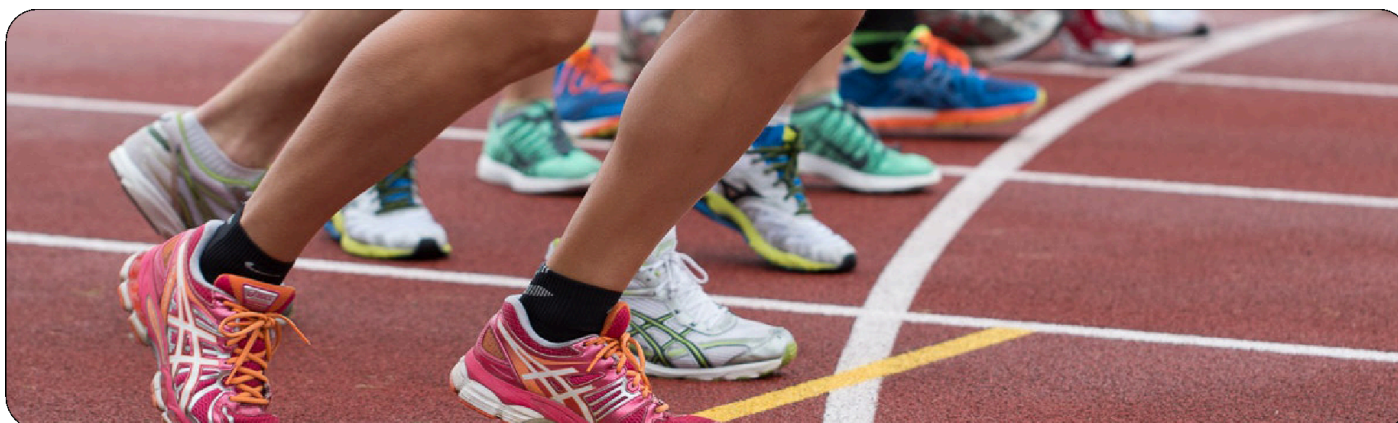
Two of the eight questions will be based on set works.

Progression Routes after Year 11

After completing GCSE Music, students have often gone on to study Level 3 music courses such as A Level Music, or BTEC courses in Music Performance or Music Technology. Some students then continue on to a degree course in Music or a Music Technology degree at a university or conservatoire and get work as performers, recording engineers or musicologists.

Others might go on to do a teaching degree with their specialism in music, or are employed in Arts administration such as the running of orchestras, music festivals or theatres.

Physical Education (GCSE)



Exam Board: **Edexcel**

Syllabus: **1PE0**

Course Description

GCSE PE is an active course that balances practical learning with theoretical sports science knowledge. Sport is becoming an ever more important sector of life in the modern world, with the content of the GCSE PE course covering a diverse range of topics. We follow the Pearson Edexcel GCSE Specification. The course equips students with the knowledge, skills and values to develop and maintain their performance in physical activities, alongside developing their knowledge in the theoretical concepts that underpin sport. The lessons are a mixture of practical lessons and theory lessons allowing students to develop a broad and deep understanding of the concepts they cover during the course.

Component 1: Applied Anatomy & Physiology, Movement Analysis, Physical Training & Data

Component 2: Health, Fitness & Well-Being, Sports Psychology & Socio-cultural Influences

Component 3: Practical Performance & Analysis

Students will develop understanding in the following areas:

- Theoretical knowledge and understanding of the factors that underpin physical activity and sport, and use this knowledge to improve performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport.
- Perform effectively in different physical activities by developing skills and techniques and

selecting and using tactics, strategies or compositional ideas.

- Develop their ability to analyse and evaluate to improve performance in physical activity and sport.
- Understand the contribution which physical activity and sport makes to health, fitness and well-being.
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

Method of Assessment

- 30% of the course is assessed through practical performance. Students are assessed in three chosen sports from a pre-prepared exam board list.
- A further 10% is a piece of practical coursework. With students assessed through their ability to design and take part in a practical training programme.
- 60% through two written exams: Component 1 is worth 36% of the course and Component 2 is worth 24% of the course.

Progression Routes after Year 11

This is an excellent course and can help to support students with a broad range of future careers and studies. These could include: Sixth Form, college, apprenticeships, physiotherapy, armed forces, sports scientists, coaching, sports management, sports analysts, nutritionist, teacher, sports coach, personal trainer, scholarships, sports marketing, sports journalism and many more!

Religion, Philosophy & Ethics



Exam Board: **AQA**

Syllabus: **8062**

Progression Routes after Year 11

Course Description

During the first part of this course, students will study the beliefs, teachings, sources of wisdom and practices of two religions: Christianity and Buddhism. The second part of the course involves looking at four different themes: which are:

- Relationships and families
- Religion and Life
- The Existence of God and revelation
- Religion, peace and conflict

Method of Assessment

There are two main written exams to be taken in this subject. Each exam is worth 50% of the course and lasts one hour and forty-five minutes. The first paper focuses on the religions and the second paper focuses on the four themes. There are opportunities during the course to practise answering exam questions.

Religion, Philosophy and Ethics (Religious Studies) is an excellent GCSE to enable students to formulate a viewpoint and contrast that viewpoint with other views.

It builds an ability to write and communicate ideas. It develops an understanding and tolerance and interest in other people and other cultures. As such, it is a useful general subject, respected by Sixth Forms, colleges and employers. It gives a good foundation for studying A Levels such as Philosophy and Ethics, Psychology, Sociology, Media and English Literature.

February 2026