



Year 9 Key Stage 4 Preferences



Saint Cecilia's
Church of England School

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Pupils' Frequently Asked Questions



“To help you and your child with the decision, we have designed a thorough process, which provides you with the information and support you need ahead of an individual discussion with a member of the Leadership Team.”

Introduction from Mrs Renata Joseph

Dear Parents/Carers,

For the first time in your child's education career, they are approaching a time when they can make decisions about which courses they wish to pursue in the next stage of their studies.

At Saint Cecilia's, our aim for all pupils is that they use their GCSEs as a spring board to success and a love of learning, for long term benefit. The core curriculum all pupils study at GCSE provides them with a broad and balanced curriculum that will stand them in good stead for future study at A Level and beyond. We believe that all pupils should have the opportunity to choose the subjects they are passionate about and, therefore, have designed the Preferences process to allow for as much flexibility as possible.

Our school scripture, 'I came so that you may have life, and have it abundantly' (John 10:10), encapsulates our vision for the Preferences process - that all pupils are provided with the opportunity to realise their potential, thrive and flourish.

The decision as to which subjects to continue with is not one to be taken lightly. Consideration must be paid to a number of factors, including enthusiasm for the subject and future aspirations.

To help you and your child with the decision, we have designed a thorough process, which provides you with the information and support you need ahead of an individual discussion with a member of the Leadership Team.

Careers support can be sought from our Careers team who can advise on a range of career pathways. To arrange an appointment for your child with the Careers team, please contact your child's mentor.

If you have any questions on the process, please contact Mr James Robinson (Assistant Headteacher with responsibility for Key Stage 4 preferences), Miss Mairead Gibbons (Year Leader for Year 9) or your child's mentor.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Mrs Renata Joseph'.

Mrs Renata Joseph
Headteacher

Message for Pupils from Mr James Robinson



Here are some of my top tips:

Choose a subject you enjoy and are enthused by.

Make sure you understand what will be required for each subject, what types of tasks you will be completing, what the exams/coursework requirements are.

Don't choose a subject because of a favourite teacher. There is no guarantee you will be taught by that teacher next year.

Don't choose a subject because your friends are choosing it. You need to choose what is best for you, and you may not be in the same class.

Dear Year 9 Pupil,

During your time at Saint Cecilia's, you have been on a journey, and have developed into the young person you are today. Now, you are at an important crossroads, where you need to make some decisions about the direction you want to move in.

Making your decision about what subjects to carry on to Year 10 and Year 11 can be daunting. It is an important decision, and one that can have a big impact on your future aspirations, from A Level choices to your career, but it is one that is part of everyone's school career. Don't get too worried or stressed by it. Just take your time to think about the subjects and ultimately about what you enjoy.

Whether you know what you want to do at A Level, for a degree or for a career, or you have absolutely no idea at all, this decision may be difficult. You will need to sacrifice some subjects, even if you don't want to. You will need to think about what subjects you are enthusiastic about or enjoy enough to continue studying for a further two years. You will have about 200 hours in the classroom for each subject you choose, and many more hours of homework and revision besides, so make sure you enjoy the subject.

Remember there are a number of people at school to support you in your decision, and you should contact them if you need help. Your mentor, teachers, LSAs and Year Leader are able to offer support and guidance - just ask them. The school also has its own Careers team who can help you if you have any questions about careers, pathways, degrees etc. Ask your mentor to organise an appointment with them for you. Also, talk to your parents - they want to work with you on this decision.

A handwritten signature in black ink, appearing to read 'J. Robinson'.

Mr James Robinson
Assistant Headteacher

“Take your time making your decision and be sure to ask for help and guidance if you need it.

I am confident that with some thought and consideration, you will make the right choice for you.”

Structure of Options at Saint Cecilia's

Key Stage 4 Curriculum

All pupils follow a pathway of GCSEs, leading to Level 2 qualifications at the end of Year 11. Some pupils will take eight GCSEs (the nationally expected number), the majority nine GCSEs and some 10 GCSEs, depending on whether they are taking Combined or Triple Science, or Extra English and Mathematics. The following information outlines the curriculum for all learners.

Core

All pupils study the same suite of core subjects. These are:

Examined Subjects

- English Language
- English Literature
- Mathematics
- Science (Combined or Triple)
- Religious Studies

Non-Examined Subjects

- Physical Education
- PSHE (Personal Social Health Education)

Supplementary Core

All pupils must choose ONE of the following options as part of the Supplementary Core. If you wish to choose more than one of these subjects, you can choose them under Preference Subjects.

Supplementary Core

- Computer Science
- Geography
- History
- Modern Foreign Languages (French or Spanish)

Preference Subjects

All pupils choose TWO subjects from the following list:

Preference Subjects

- Art and Design
- Business Studies
- Computer Science
- Drama
- Extra English and Mathematics (non-examined)*
- Geography
- History
- Modern Foreign Languages (French or Spanish)
- Music
- Physical Education
- Textiles

* See information on page 7



Government performance measures

English Baccalaureate (EBacc) and Progress 8 are Government measures of pupil and school performance. Both of these have been factored into our Key Stage 4 curriculum design.

English Baccalaureate (EBacc)

The EBacc is a Government measure of school performance, and represents the range of subjects a pupil has chosen; it is not a certificated qualification. It is made up of a suite of subjects: English, Maths, sciences, a language and a humanities subject (History or Geography).

In order to qualify for the EBacc, a pupil will need to attain a Grade 9-5 in all of these subjects. To study the EBacc, pupils need to choose a humanities subject (Geography or History) and a language (French or Spanish), as two of their three preferences.

Progress 8

Progress 8 is a Government measure of pupil progress across a combination of eight subjects. Progress 8 ensures a broad and balanced curriculum at Key Stage 4, and our Key Stage 4 curriculum is designed to meet the Progress 8 requirements. All pupils must choose one subject from the Supplementary Core to meet the Progress 8 measure.

Pupils with SEND

All pupils with SEND follow the same curriculum at Key Stage 4. Careful consideration is taken to ensure pupils make the right choices based on their needs, whilst at the same time ensuring that they have the same opportunities post-GCSE.

The SENCo, Mrs Catherine Bull, and Deputy Headteacher, Mr James Owen, will speak to pupils on the SEND register to discuss the upcoming decisions and ensure pupils are prepared for the changes. They will carry out the Consultation Discussions for the majority of pupils with SEND, to ensure appropriate consideration has been placed on the individual needs of the pupils.

Depending on the nature of the pupil's EHCP or Exams Access Arrangement, pupils with SEND may have adjustments made to the exams sat during Key Stage 4. This can include extra time, a reader, a scribe or use of a laptop. These arrangements will be discussed and agreed by the SENCo and Exams Manager in Year 10 or 11. If you have a child with SEND and have any questions regarding the Preferences process, please email SEND@saintcecilias.london to seek support from the Bethany Centre.

Extra English and Mathematics (non-examined)

Extra English and Mathematics is a support option to provide pupils struggling with English and/or Mathematics with additional tuition in these fundamental subjects. They will be taught in small classes, and given the targeted support they require to ensure they reach their potential at the end of Year 11. This will not lead to an additional qualification, but will instead take the place of one of the Preference subjects. Pupils will therefore take eight GCSEs overall, reducing the demands on the pupil so they can concentrate on their remaining subjects.

This option is also offered to pupils who may struggle with the demands of the full Key Stage 4 programme, or exam stress late in Year 11. Some pupils have been selected to take Extra English and Mathematics, based on test data and/or teacher assessment. It has been shown that those with low prior attainment require additional support in order to meet the expected standard at GCSE. Their Preferences form via the SIMS app will have Extra English and Mathematics as one of their preferences.

Some pupils have been identified as potentially requiring Extra English and Mathematics, and will receive a letter recommending this choice. They should choose Extra English and Mathematics from the list of Preference subjects. If you have any questions regarding Extra English and Mathematics, please raise these at your Consultation Discussion in April.

If you haven't received a letter inviting your child to choose Extra English and Mathematics, but you feel that dropping one subject would help them manage their workload in Year 10 and 11, please ask them to select Extra English and Mathematics as one of the Preference choices and discuss this at the Consultation Discussion.

Home Language Exams

In some cases, we are able to offer examinations in home languages to pupils in Years 10 and above, who speak a language other than English at home. This is dependent on the exam boards offering a suitable qualification and there being a member of staff at school who can administer the speaking exam. Saint Cecilia's will support pupils who want to sit home language exams as far as possible.

It is not enough to be able to speak a language fluently; pupils must also be able to read, write and, for some languages, understand aspects of the culture/country. The requirements for each qualification depend on the level of entry (GCSE or A Level), language chosen and the needs of the specification. Whilst Mrs Omara Muñoz Asensio (Curriculum Team Leader for Modern Foreign Languages) provides support where she can, we do not have teachers of every language and are therefore unable to advise pupils beyond the basic requirements of the exam. Lesson time and/or tuition in school will not be provided as these do not form part of our normal curriculum.

Pupils will need to be mature enough to self-study for the exam. It is the pupil's responsibility to check the specification and ensure they have the depth of knowledge required, and seek external support on any knowledge or skills they need to develop.

Miss Mairead Gibbons (EAL Co-ordinator) will be able to provide more information on the process, how to apply, deadlines for applications, and arrangements for the exams. Please contact Miss Gibbons (mgibbons@saintceccilias.london) to register your child's interest in completing an exam in a home language. You should also make your intention clear during your Consultation Discussion on Thursday 18th April.

The Preferences Process and Key Dates

The Preferences process takes place over several months, and aims to provide you with as much information and guidance as possible, to ensure the decisions made are the correct ones.

Stage 1: Published Information Friday 26th January

A range of information will be shared with parents and pupils to support the Preferences process. To accompany this Preferences booklet, video presentations created by Curriculum Team Leaders will be available on the website, explaining each subject in detail. All these materials will be hosted online: www.saintcecilias.london/year9keystage4preferences

Please watch these videos with your child prior to the Key Stage 4 Curriculum Evening. If you have any subject specific questions, please email them to KS4CurriculumEvening@saintcecilias.london. Please only email questions regarding the course, rather than personal suitability questions.

Stage 2: Key Stage 4 Curriculum Evening Virtual Event Thursday 1st February 6.00 - 7.30 pm

A presentation will be given by Mr Robinson (Assistant Headteacher), detailing the process, things to consider and how to complete the initial preferences selection.

There will be a short Q&A session, where you can ask questions about the process. Curriculum Team Leaders and other staff will be on hand after the main presentation via Microsoft Teams for subject-specific live FAQ sessions. This will be an opportunity to hear their responses to questions submitted prior to the evening.

A link to the Microsoft Teams Virtual Event presentation will be sent to you prior to the evening, along with links to the Curriculum Team Leaders FAQ sessions.

Stage 3: Submission of initial preferences by Monday 4th March

Pupils will need to submit their initial preferences via the SIMS Student app by Monday 4th March. All Year 9 pupils will be shown at school how to register for a SIMS Student account and submit their options.

Stage 4: Consultation Discussions Thursday 18th April

All pupils and parents will be offered a Consultation Discussion with a member of the Leadership Team, Year Leader, LAC Co-ordinator or SENCo. This appointment will take place in school, in person. Appointments will be made via the school's Parents' Evening booking system. During the appointment, the member of staff will review the preferences made in light of future aspirations, current performance and enthusiasm for the subject amongst other factors. The final preferences will be made during this meeting.

Stage 5: Confirmed subjects distributed Friday 21st June

Letters outlining the finalised subjects for each pupil for will be sent home by Friday 21st June.

Stage 6: Timetables distributed and information shared by departments September 2024

Pupils will receive their timetables at the start of Year 10. Departments will write home with information regarding the course where appropriate.

Core: GCSE English Language and English Literature

During their two-year GCSE course, pupils will sharpen their ability to think critically, write creatively and respond to a wide range of literature from Shakespeare to the present day.

CTL: Claire Woodhouse

Number of lessons per fortnight: 8

Exam Board: AQA

Course Code: Language: 8700 / Literature: 8702

Topics covered:

Language Paper 1: responses to fiction and creative writing

Language Paper 2: responses to non-fiction and transactional writing

Literature Paper 1: *'Romeo and Juliet'* / *'A Christmas Carol'*

Literature Paper 2: *'An Inspector Calls'* / Power and Conflict Poetry/unseen poetry

Coursework/Exams:

Language Paper 1: 1 hour 45 min Language Paper 2: 1 hour 45 min

Literature Paper 1: 1 hour 45 min Literature Paper 2: 2 hours 15 min

There is a separate spoken language endorsement for which pupils will be awarded either a pass, merit or distinction.

Why study this subject?

The study of language and literature improves pupils' ability to develop the key skills of analysis, summary and argument. These core skills underpin success in learning across all subjects and in future academic attainment.

The study of a broad range of literature texts is also a fantastic way of deepening pupils' understanding of the world around them. It offers an insight into the way people think and behave and enables pupils to challenge commonly held ideas.

What do successful pupils who study this subject go onto at A Level, degree or career?

Success at language maximises pupils' choices at Sixth Form and beyond – a strong pass is a requirement of most A Level courses.

A number of pupils go on to study A Level Literature and this pairs well with many option combinations. An A Level in Literature is highly regarded by universities. Many pupils also choose to pursue their studies to degree level.

How can pupils/parents help prepare pupils for Year 10?

The best thing you can do to support your child is to encourage them to read widely and ensure they have access to a local library. The Language exams are comprised of unseen texts and pupils will feel more confident in their approach to these if they read regularly. It would also be beneficial to discuss current affairs and encourage your child to read high quality journalism. This will support them to make lively, mature arguments for the writing section of Language paper 2. Pupils are also advised to purchase copies of the set texts for Literature so that they can make their own notes.

Are there any trips or visits that take place to support the course?

Whenever possible, pupils are taken to see productions of the texts they are studying. Recently, pupils have seen the Stephen Daldry production of *'An Inspector Calls'*.

Any other points specific to the subject?

All pupils will study both GCSEs. This is a single tier entry exam – all pupils will sit the same papers for Language and Literature.

Core: GCSE Mathematics

CTL: Richard Noibi

Number of lessons per fortnight: 8

Exam Board: Pearson

Course Code: 1MA1

Topics covered:

Number: Fraction, Decimals and Percentages
(up to 20% of the exam)

Ratio and Proportion (up to 30% of the exam)

Algebra: Solving Equations and Algebraic Expressions
(up to 25% of the exam)

Data Handling: Collecting and Analysing Data
(up to 15% of the exam)

Geometry (up to 10% of the exam)

Coursework/Exams:

Three exams, each paper 1 hour 30 min

Paper 1 is non-calculator

Papers 2 and 3 are calculator papers

There are two tiers: Foundation/Higher

Why study this subject?

This course opens up the world of 'Mathematical Mastery', and allows pupils to use a combination of mathematical skills and concepts to solve problems. These problem-solving skills will be useful in all walks of life.

What do successful pupils who study this subject go onto at A Level, degree or career?

Pupils who achieve Grades 9-7 can study Pure and Applied Mathematics or Further Mathematics at A Level.

Many pupils go on to study Mathematics at A Level and degree level, or study a subject at university that requires mathematical skills and thinking.

How can pupils/parents help prepare pupils for Year 10?

Success in Mathematics comes from consistency. We encourage pupils to practise mathematical processes, concepts and skills to ensure they have a concrete understanding. Use of logic puzzles, card games, and other board games that require number handling will secure their understanding and use of mathematical concepts.

Are there any trips or visits that take place to support the course?

We visit Mathematics departments at universities to see how Mathematics is used beyond school.

Any other points specific to the subject?

Mathematics is used in so many parts of our lives, from the development of Artificial Intelligence, to the encryption that allows us to buy products on the internet. Mastery of Mathematics will allow pupils to explore these different parts of life, and be the pioneers of the technology revolution.

Core: GCSE Combined or Triple (separate) Science

All pupils are required to complete Science GCSEs. The majority of pupils complete the Combined Science GCSE course (Biology, Chemistry and Physics covered in combination; worth two GCSEs), while a minority complete the three subjects as three separate GCSEs (Triple award).

CTL: Elizabeth Hogg

Number of lessons per fortnight: 10

Exam Board: AQA

Course Code:

Combined Science (Trilogy): 8464

Triple Science Biology: 8461

Triple Science Chemistry: 8462

Triple Science Physics: 8463

Topics covered:

All pupils will study topics in Biology, Chemistry and Physics in their GCSE courses, with skills in practical work, data handling, analysis and evaluation. Pupils who complete the Triple Award will study a wider range of topics.

Coursework/Exams:

100% exam assessed:

Two Biology papers

Two Chemistry papers

Two Physics papers

Combined Science papers are each 1 hour 15 min

Triple Science papers are each 1 hour 45 min.

Why study this subject?

All pupils must study Sciences at GCSE. The best outcome is for pupils to go on to study the sciences further, and we have a large number of scientists completing A Level at this school.

However, we want all of our pupils to become critical and engaged citizens, regardless of future career choices. The skills developed in the course enable our pupils to understand scientific developments as they emerge, empowering them to make informed decisions for themselves in the future.

What do successful pupils who study this subject go onto at A Level, degree or career?

Pupils can go on to study A Levels in Biology, Chemistry, Physics, Psychology or a Level 3 Applied Science course from both the Combined and Triple Science route. This leads to a huge variety of degree options and career options.

How can pupils/parents help prepare pupils for Year 10?

Pupils should be working hard already, spending at least 30 minutes a week going back over work covered in class. Revision guides are available to purchase through the school at the beginning of Year 10. If parents would like to buy these earlier, we recommend the CGP revision guides and workbooks.

Are there any trips or visits that take place to support the course?

There is a large variety of free science museums and lectures available in London, and pupils are directed to these opportunities as they arise throughout the year.

Any other points specific to the subject?

A minority of pupils (approx. 60-70 per year) complete the Triple Science course. The decision as to which pupils these are is made by the school, who will decide based on pupils' performance (engagement, interest, attainment) at Key Stage 3 and in the first months of the course.

The Triple Science course is extremely demanding, so we pick the pupils carefully who we know can manage the extra challenge.

Core: GCSE Religious Studies

CTL: Ewa Bednarek

Number of lessons per fortnight: 3

Exam Board: Pearson

Course Code: B 1RB0

Topics covered:

Christianity and Judaism: Religious Beliefs and Living the Religious Life

From Christian Perspective: Marriage and the Family, Matters of Life and Death

From Christian Perspective: Crime and Punishment, Peace and Conflict

Coursework/Exams:

Two papers each 1 hour 45 min

Why study this subject?

Everyone knows that Religious Studies focuses on religious beliefs and practices so it is a great opportunity to reflect on the importance and impact of religions on the modern world. However, not everyone realises that it is a great subject for any career that requires critical thinking, ability to consider different world views and working with people.

We cover a range of ethical and philosophical topics relevant to all humanities and even to medicine.

What do successful pupils who study this subject go onto at A Level, degree or career?

Philosophy, History, Politics, Sociology, Anthropology, Social Work and any line of work that involves working in the community, Medicine (medical ethics is part of the curriculum).

How can pupils/parents help prepare pupils for Year 10?

It is beneficial for pupils to have an inquisitive mind. For this reason, following current affairs is a great preparation for GCSE Religious Studies. Pupils should look out for topics linked to family life, charity, war and conflict, human and civil rights. It is also a useful discipline for pupils to reflect on arguments given in support of viewpoints and try to spot if there are any errors in reasoning. It might also be a good idea to watch documentaries on religion and culture to develop an appreciation of the significance of religions in the modern world. BBC offers a great range of films.

Are there any trips or visits that take place to support the course?

Trips to the Wimbledon Synagogue and the Imperial War Museum.

Any other points specific to the subject?

All pupils study GCSE Religious Studies as it is a core subject at Saint Cecilia's.

Core: Personal Social Health Education (PSHE)

Whilst there is no GCSE qualification at the end of Personal Social Health Education (PSHE) in Key Stage 4, the school continues its PSHE programme to develop pupils' listening, discussion, reflection and evaluation skills as well as developing a growth mindset to support the rigours of academic subjects.

<p>CTL: Anessa Lee Number of lessons per fortnight: 1 Exam Board: None Course Code: None</p> <p>Topics covered: Year 10:</p> <ul style="list-style-type: none"> • Transition to GCSE • Social realities that affect us today including the difference between crime and bad behaviour, fast fashion and modern day slavery 	<ul style="list-style-type: none"> • Financial well-being including bank accounts, how mortgages work and the risks of gambling. • Exam techniques <p>Year 11:</p> <ul style="list-style-type: none"> • Organisation and focus on Year 11 studies • CV writing and job interview practice particularly for Sixth Form and college applications • Supported revision – how to revise effectively? • First Aid 	<p>Coursework/Exams: Whilst there are no formal exams in PSHE, there are internal assessments in both Year 10 and Year 11.</p>
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Why study this subject?

PSHE continues to be recognised by the Government, PSHE Association and the school as key to raising aspirations, developing soft skills and supporting relationships and sex education, mental health, as well as careers opportunities for all our young people.

No other subject provides focused lessons, asking pupils to reflect, evaluate and facilitate healthy discussion on social topics whilst also tackling practical actions, e.g. CV writing or job interview practice.

What do successful pupils who study this subject go onto at A Level, degree or career?

PSHE is a core subject at Key Stage 5 where pupils' learning will continue with indepth study of Relationships and Sex Education and UCAS applications.

Whilst there is no formal assessment for PSHE, the subject aims to develop pupils' understanding of the wider social world around them, how to talk about opinions that aren't their own, how to disagree appropriately and how to

respect difference. In addition, the subject also challenges pupils to reflect on their identities as young adults, think carefully about the pathways they want to take to be happy, independent and successful adults.

How can pupils/parents help prepare pupils for Year 10?

Encourage your child to engage with current affairs, daily news reading, healthy debate, viewing appropriate documentaries, listening to podcasts and reading a variety of fiction and non-fiction.

Are there any trips or visits that take place to support the course?

Trips to museums, galleries, getting involved in community outreach and volunteering, extra-curricular clubs and sports will be of great benefit to this subject.

Supplementary Core: GCSE Computer Science

This exciting GCSE gives pupils an excellent opportunity to investigate how computers work, how they're used and to develop computer programming and problem-solving skills. They will undertake fascinating in-depth research, build computers from their core components and practise programming in languages such as Python. The course will help them learn about critical thinking, analysis and problem solving.

CTL/Lead teacher: Lisa Morris/Tina Simpson

Number of lessons per fortnight: 6

Exam Board: Pearson

Course Code: 1CP2

Topics covered:

Topic 1: Computational thinking: understanding algorithms; what they are used for and how they work; ability to follow, amend and write

Topic 2: Data: binary, data representation, data storage and compression

Topic 3: Computers: hardware and software components of computer systems and characteristics of programming languages

Topic 4: Networks: computer networks and network security

Topic 5: Issues and impact: emerging trends in computing technologies, impact of computing on individuals, society and the environment

Topic 6: Problem solving with programming: creating programs; understanding how to decompose and analyse problems

Coursework/Exams:

Paper 1: Principles of Computer Science, Written examination: 1 hour and 30 min (75 marks) worth 50%

Paper 2: Application of Computational Thinking, Onscreen practical examination: 2 hours (75 marks) worth 50%

Why study this subject?

The skills pupils will learn are transferable, practical and theoretical. They are in huge demand in the workplace, offering fantastic opportunities with major international companies in the UK such as Google, Microsoft, Apple and Facebook. Everyone today is a consumer of Computer Science and IT products. The world needs young people to help develop the future.

What do successful pupils who study this subject go onto at A Level, degree or career?

Computer Science degrees and careers include:

- Computer Programming Developer
- Website/app Design Consultant
- Game Designer
- Cyber Security Specialist
- Robotics
- AI/AR Developer
- Data Protection/Analyst

How can pupils/parents help prepare pupils for Year 10?

Pupils can start practising coding using any language. Preferred languages include Python, Java and HTML/CSS.

Are there any trips or visits that take place to support the course?

Trips include Bletchley Park and the YouTube/Google headquarters in London. Visits from GCHQ and participation in competitions such as Cyber First and UK Hackathon also support learning.

Supplementary Core: GCSE Geography

Geography examines many of the major contemporary themes facing the world including environmental, economic, social and political issues.

CTL: Joanne Osborn

Number of lessons per fortnight: 6

Exam Board: Pearson

Course Code: A 1GA0

Topics covered:

Paper 1 The Physical Environment

- The changing landscapes of the UK: rivers, coasts and geology
- Weather, hazards and climate change
- Ecosystems, biodiversity and management

Paper 2 The Human Environment

- Changing cities
- Global development
- Resource management (energy)

Paper 3 Geographical Investigations: Fieldwork and UK Challenges

- Geographical Investigations: river and urban fieldwork
- UK challenges

Coursework/Exams:

Paper 1: The Physical Environment 1 hour 30 min worth 37.5%

Paper 2: The Human Environment 1 hour 30 min worth 37.5%

Paper 3: Geographical Investigations 1 hour 30 min worth 25%

There is no assessed coursework element.

Why study this subject?

Geography will improve understanding and knowledge of the world. It will enable pupils to develop an extensive list of transferable skills. Pupils should study Geography if they enjoy:

- Learning more about the world
- Studying places at local, national and international levels
- Thinking about big contemporary issues such as climate change, development and trade
- Completing their own practical work away from the classroom
- Learning through investigating and doing, as well as listening and reading

What do successful pupils who study this subject go onto at A Level, degree or career?

Geography can be used to access a wide range of subjects at A Level and degree level. Geography graduates are some of the most employable due to the multi-disciplinary nature of the degree. You can go onto a specific Geography-related career such as Climate Change Analyst, Cartographer, Urban Planner or something broader such as a Lawyer or Economist.

How can pupils/parents help prepare pupils for Year 10?

Keep up-to-date with current affairs both nationally and internationally by reading a newspaper or BBC News online.

Ensure that pupils master the eight-mark questions in Year 9.

Are there any trips or visits that take place to support the course?

One-day field trip to the River Tillingbourne to investigate the changes in a river channel.

One-day field trip to an urban environment to investigate the changes in a central/inner city urban area.

Residential trip to Iceland for GCSE pupils and A Level students.

Any other points specific to the subject?

Geography is an academic subject. There is a large amount of written content in Geography, so pupils need to be prepared to write a lot during lessons. Many of the exam questions require longer written responses. Pupils need to be confident mathematically to handle a range of data.

Supplementary Core: GCSE History

History is a subject for those with inquisitive minds. We study a wide range of topics, from Medieval to the present day, from the UK to global history. History has long been a popular subject at our school and the key skills gained complement all learning paths through GCSE and beyond.

CTL: James Aldridge

Number of lessons per fortnight: 6

Exam Board: Pearson

Course Code: 1H10 NN

Topics covered:

Paper 1. 13: Migrants in Britain, c.800-present and Notting Hill, c.1948-c.1970

Paper 2. Section A P4: Superpower relations and the Cold War, 1941-1991 AND Section B B1: Anglo-Saxon and Norman England, c.1060-1088

Paper 3. 30: Russia and the Soviet Union, 1917-41

Coursework/Exams:

Paper 1: 1 hour 15 min (52 marks) worth 30%

Paper 2: 1 hour 45 min (64 marks) worth 40%

Paper 3: 1 hour 20 min (52 marks) worth 30%

Why study this subject?

In History, pupils learn from past triumphs and failures. Learning about events and the people who have influenced history will help them to understand the world today, and how they can develop it in the future. Pupils learn valuable skills, including communication and writing skills; how to construct an argument; research and learning skills; investigation and problem-solving skills and analytical and interpretation skills.

What do successful pupils who study this subject go onto at A Level, degree or career?

Any History-related degree, Journalism, Law, Business, Politics, English Literature, Marketing, Archaeology. Not just a History teacher!

How can pupils/parents help prepare pupils for Year 10?

Instil a curiosity in current affairs; watch and read the news, films and documentaries relevant to History topics. Really focus on the GCSE exam-style questions we practise in Year 9. Pupils could also take part in extra-curricular clubs, including Debating Club.

Are there any trips or visits that take place to support the course?

Various trips at GCSE could take place, including the Migration Museum in London to support our migration topic or to Berlin.

Any other points specific to the subject?

Our department believes that an interest in History, and the topics we study, is vital for success at GCSE. The ability to structure and execute an ordered, detailed answer rooted in analysis, causation, evidence and judgement is a key skill needed throughout GCSE. Pupils will develop these skills during this course.

There is a significant amount of writing expected at GCSE History, with essays or extended writing tasks being set on a weekly basis. It is important that pupils be fully aware of the amount of work required, as with all GCSE subjects.

Supplementary Core: GCSE Modern Foreign Languages (French or Spanish)

CTL: Omara Muñoz Asensio

Number of lessons per fortnight: 6
Exam Board: AQA
Course Code: French: 8658 / Spanish: 8698

Topics covered:

My family/Technology/Free Time/Festivals
Customs/City/Global issues/Social issues/Travel
Tourism/Life at school and college/Jobs, career choice
and ambitions

Coursework/Exams:

Three papers and also a speaking test.
All parts worth 25%
Reading paper: 45 min or 1 hour
Listening paper: 35 min or 45 min
Writing paper: 1 hour or 1 hour 15 min
Speaking test: approx. 20 min
Timings depend on Foundation or Higher level.

Why study this subject?

Young people skilled in languages can look forward to exciting and rewarding careers. Languages will make pupils stand out, whether they are applying for an entry-level position or university course. The British Council also emphasises the importance of languages in order for the UK to succeed in a competitive and international environment and so that we can understand and connect with people across the world.

Languages are a life skill because they teach communication skills and adaptability but they also give pupils the edge in the job market by creating opportunities to travel and work abroad. Finally, they are fun and they combine well with virtually any other subject for further study.

What do successful pupils who study this subject go onto at A Level, degree or career?

Pupils who are able to achieve Grade 6 can take a language at A Level. The attitude of a good MFL learner is: someone who likes challenge and is prepared to have a go; someone who can figure out patterns independently and can manipulate them in other situations; someone who loves talking and appreciates other ways of life.

How can pupils/parents help prepare pupils for Year 10?

Success in MFL comes from consistency. Let children get used to a structured lifestyle where consistent revision or practice takes place. If possible, expose pupils to the cultural side by visiting French/Spanish speaking countries but also take advantage of living in London where they can visit the French Institute (for French) or the Spanish Institute or Teatro Cervantes (for Spanish) to be immersed in the culture of both countries.

Are there any trips or visits that take place to support the course?

Residential trips to Granada and Paris.
Cinema trips to watch MFL films at the BFI and theatre trip to see *'The House of Bernarda Alba'*.
Visits to Institute of Education and Cervantes Theatre Company/Institut Francais visits to school to watch a play in French or Spanish.

Any other points specific to the subject?

Group sizes are reduced at GCSE to give opportunities for pupils to practise speaking skills. There are also one-to-one sessions with MFL assistants where pupils have the opportunity to improve skills with a native speaker for their speaking exam.

Preference: GCSE Art and Design

Art and Design is for those who enjoy creating and designing. The subject provides pupils with the opportunity to learn how to problem solve and communicate ideas, which employers and universities, both in the creative industries and outside, value greatly.

CTL: Stella Allan

Number of lessons per fortnight: 6

Exam Board: Pearson

Course Code: 1AD0

Topics covered:

AO1: Develop ideas by exploring artists and the world around you

AO2: Experiment and refine by experimenting with materials, techniques and processes

AO3: Record ideas, observations and insights by drawing, taking photos and annotating work

AO4: Present personal and meaningful responses as final pieces

Coursework/Exams:

Coursework component – comprising sketchbook work and final piece worth 60%

Externally Set Assignment – comprising sketchbook work and final piece worth 40%

Why study this subject?

Pupils learn how to experiment and follow investigations to develop expressive pieces of artwork using their research of artists, the world around them and their opinions and ideas. Pupils develop critical, reflective thinking and problem solving skills during the course: a large number of careers and universities look for creative thinkers.

What do successful pupils who study this subject go onto at A Level, degree or career?

Pupils often go on to study A Level Art and Design or A Level Art Textiles. After A Levels, pupils can go onto a university Art Foundation course and then various Art-related degrees, as broad as Digital Media, Photojournalism, Architecture and Fine Art to name just a few. An Art-related degree ensures you are highly employable in a broad range of careers.

How can pupils/parents help prepare pupils for Year 10?

Pupils should complete Year 9 Art projects to the best of their ability and practise taking photos, drawing in pencil and drawing in other materials over the summer.

Are there any trips or visits that take place to support the course?

Trips to galleries, museums and sessions drawing outside are offered throughout the course.

Any other points specific to the subject?

GCSE Art and Design is an exciting and varied course, and pupils work with all kinds of materials to express ideas. Pupils don't have to be an expert in all of them, but they will have the opportunity to explore a variety of materials and techniques.

Digital photo editing, lino printing, monoprinting, drypoint etching, 3D artwork, painting, drawing, stencilling, image transfer, collage, filming and editing are some of the ways pupils explore ideas. There will be lots of photoshoots, for which using a mobile is fine and there are Art department iPads for this purpose too. Pupils in Year 10 start with an A4 sketchbook and have the choice of an A4 or A3 sketchbook as they continue in Year 11.

Preference: GCSE Business Studies

CTL: Lisa Morris

Number of lessons per fortnight: 6
Exam Board: Pearson
Course Code: GCSE - 1BS0

Topics covered:

The course is split into two themes: Investigating Small Business and Building a Business.

Theme 1 Investigating Small Business comprises five topics:

1. Enterprise and entrepreneurship
2. Spotting a business opportunity

3. Putting a business idea into practice
4. Making the business effective
5. Understanding external influences on business

Theme 2 Building a Business comprises five topics:

1. Growing the business
2. Making marketing decisions
3. Making operational decisions
4. Making financial decisions
5. Making human resource decisions

Coursework/Exams:

There are two written examinations (one for each theme) taken at the end of Year 11
Paper 1 - Investigating Small Business: 1 hour and 45 minutes worth 50%
Paper 2 - Building a Business: 1 hour and 45 minutes worth 50%

The papers will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper.

Why study this subject?

Business Studies is a subject that gives pupils the opportunity to develop a wide range of transferable skills. Pupils will become skilled in making decisions, being creative, solving problems, understanding finance, analysing data and working as part of a team. They will develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.

Business Studies gives pupils the opportunity to understand the world we live in and become more aware of global issues and events. What they see and hear on the news will start to make more sense: what inflation means for individuals, how container ships avoiding the Red Sea impacts production chains and prices and which brands might be the next to close their high street shops.

What do successful pupils who study this subject go onto at A Level, degree or career?

GCSE Business Studies teaches a wide range of skills and helps prepare pupils for further study in a broad range of subjects at A Level and BTEC. We offer BTEC Level 3 Business Studies as a single or double award. This is a highly valued alternative to A Levels, allowing students to study business further, learn vocational skills and undertake work experience placements. Students have gone on to study subjects such as Business Management and Finance at

university, or move into an apprenticeship or employment.

How can pupils/parents help prepare pupils for Year 10?

Start reading or watching the business news regularly so you are aware of current issues in business both in the UK and globally. Have discussions at home about things that are going on in the world and the impact they are having. Watch TV programmes such as *'The Apprentice'* and *'Dragons' Den'*, or any documentary type programmes about businesses, such as *'Aldi's Middle Aisle'* or *'Inside the Factory'*. Think about some of the brands you buy and start evaluating why you do this.

Are there any trips or visits that take place to support the course?

In Year 10 we visit The All England Lawn Tennis Club to learn about the business of Wimbledon. We will also visit other businesses to learn about their activities; being a London school we have a great choice of places to visit. Past trips have included a football club, Thorpe Park, Deloitte and The Bank of England.

Any other points specific to the subject?

Questions in the exam will be based on business contexts given in a source booklet. This makes reading the business news and understanding the impact of business decisions even more important.

Preference: GCSE Computer Science

This exciting GCSE gives pupils an excellent opportunity to investigate how computers work, how they're used and to develop computer programming and problem-solving skills. They will undertake fascinating in-depth research, build computers from their core components and practise programming in languages such as Python. The course will help them learn about critical thinking, analysis and problem solving.

CTL/Lead teacher: Lisa Morris/Tina Simpson

Number of lessons per fortnight: 6

Exam Board: Pearson

Course Code: 1CP2

Topics covered:

Topic 1: Computational thinking: understanding algorithms; what they are used for and how they work; ability to follow, amend and write

Topic 2: Data: binary, data representation, data storage and compression

Topic 3: Computers: hardware and software components of computer systems and characteristics of programming languages

Topic 4: Networks: computer networks and network security

Topic 5: Issues and impact: emerging trends in computing technologies, impact of computing on individuals, society and the environment

Topic 6: Problem solving with programming: creating programs; understanding how to decompose and analyse problems

Coursework/Exams:

Paper 1: Principles of Computer Science, Written examination: 1 hour and 30 min (75 marks) worth 50%

Paper 2: Application of Computational Thinking, Onscreen practical examination: 2 hours (75 marks) worth 50%

Why study this subject?

The skills pupils will learn are transferable, practical and theoretical. They are in huge demand in the workplace, offering fantastic opportunities with major international companies in the UK such as Google, Microsoft, Apple and Facebook. Everyone today is a consumer of Computer Science and IT products. The world needs young people to help develop the future.

What do successful pupils who study this subject go onto at A Level, degree or career?

Computer Science degrees and careers include:

- Computer Programming Developer
- Website/app Design Consultant
- Game Designer
- Cyber Security Specialist
- Robotics
- AI/AR Developer
- Data Protection/Analyst

How can pupils/parents help prepare pupils for Year 10?

Pupils can start practising coding using any language. Preferred languages include Python, Java and HTML/CSS.

Are there any trips or visits that take place to support the course?

Trips include Bletchley Park and the YouTube/Google headquarters in London. Visits from GCHQ and participation in competitions such as Cyber First and UK Hackathon also support learning.

Preference: GCSE Drama

GCSE Drama provides pupils with the opportunity to hone practical skills and learn more about the world of theatre through the study of celebrated plays. For anyone who loves performing, this is an obvious choice. However, this is also the course for budding designers who want to learn about lighting and other 'behind the scenes' aspects of theatre. Regular trips to local theatres and the West End are a popular feature of this course.

CTL/Lead teacher: Claire Woodhouse/Sophie Moulard

Number of lessons per fortnight: 6
Exam Board: Pearson
Course Code: 1DR0

Topics covered:

Component 1: Devising a piece of drama using a stimulus as a starting point. Pupils work in groups to create their own piece.
Component 2: Performance from a text. Pupils perform a monologue or duologue from an existing play.
Component 3: Study of the dramatic elements of '*An Inspector Calls*', review of a current piece of theatre.

Coursework/Exams:

Component 1 assessed as coursework and is comprised of a practical element which is teacher assessed and a written evaluation (60 marks) worth 40%
Component 2 examined practical exam which is assessed by an external examiner (48 marks) worth 20%
Component 3 is a written exam 1 hour and 45 min (60 marks) worth 40%

Why study this subject?

The study of Drama enables pupils to develop their creativity and confidence. There is a focus on practical and collaborative working, which many pupils love and is one of the unique aspects of the course. Many pupils enjoy the balance between coursework and examined components. The presentation skills developed during this course are pivotal to future success.

What do successful pupils who study this subject go onto at A Level, degree or career?

A number of pupils study Drama and Theatre at A Level. This opens the doors to a study of the creative arts or further study of theatre at university. Drama A Level complements a number of other A Level combinations.

How can pupils/parents help prepare pupils for Year 10?

Pupils benefit from a wide-ranging knowledge and appreciation of theatre, so taking advantage of our close proximity to London's West End would be greatly beneficial.

Are there any trips or visits that take place to support the course?

A number of trips to local and West End theatres are planned throughout the course to enrich pupils' understanding of the concepts and texts they study.

Any other points specific to the subject?

The combination of written exam and coursework is 60% of the course and the remaining 40% is practical work.

Preference: GCSE Geography

Geography examines many of the major contemporary themes facing the world including environmental, economic, social and political issues.

CTL: Joanne Osborn

Number of lessons per fortnight: 6

Exam Board: Pearson

Course Code: A 1GA0

Topics covered:

Paper 1 The Physical Environment

- The changing landscapes of the UK: rivers, coasts and geology
- Weather, hazards and climate change
- Ecosystems, biodiversity and management

Paper 2 The Human Environment

- Changing cities
- Global development
- Resource management (energy)

Paper 3 Geographical Investigations: Fieldwork and UK Challenges

- Geographical Investigations: river and urban fieldwork
- UK challenges

Coursework/Exams:

Paper 1: The Physical Environment 1 hour 30 min worth 37.5%

Paper 2: The Human Environment 1 hour 30 min worth 37.5%

Paper 3: Geographical Investigations 1 hour 30 min worth 25%

There is no assessed coursework element.

Why study this subject?

Geography will improve understanding and knowledge of the world. It will enable pupils to develop an extensive list of transferable skills. Pupils should study Geography if they enjoy:

- Learning more about the world
- Studying places at local, national and international levels
- Thinking about big contemporary issues such as climate change, development and trade
- Completing their own practical work away from the classroom
- Learning through investigating and doing, as well as listening and reading

What do successful pupils who study this subject go onto at A Level, degree or career?

Geography can be used to access a wide range of subjects at A Level and degree level. Geography graduates are some of the most employable due to the multi-disciplinary nature of the degree. You can go onto a specific Geography-related career such as Climate Change Analyst, Cartographer, Urban Planner or something broader such as a Lawyer or Economist.

How can pupils/parents help prepare pupils for Year 10?

Keep up-to-date with current affairs both nationally and internationally by reading a newspaper or BBC News online.

Ensure that pupils master the eight-mark questions in Year 9.

Are there any trips or visits that take place to support the course?

One-day field trip to the River Tillingbourne to investigate the changes in a river channel.

One-day field trip to an urban environment to investigate the changes in a central/inner city urban area.

Residential trip to Iceland for GCSE pupils and A Level students.

Any other points specific to the subject?

Geography is an academic subject. There is a large amount of written content in Geography, so pupils need to be prepared to write a lot during lessons. Many of the exam questions require longer written responses. Pupils need to be confident mathematically to handle a range of data.

Preference: GCSE History

History is a subject for those with inquisitive minds. We study a wide range of topics, from Medieval to the present day, from the UK to global history. History has long been a popular subject at our school and the key skills gained complement all learning paths through GCSE and beyond.

CTL: James Aldridge

Number of lessons per fortnight: 6
Exam Board: Pearson
Course Code: 1H10 NN

Topics covered:

Paper 1. 13: Migrants in Britain, c.800-present and Notting Hill, c.1948-c.1970
Paper 2. Section A P4: Superpower relations and the Cold War, 1941-1991 AND Section B B1: Anglo-Saxon and Norman England, c.1060-1088
Paper 3. 30: Russia and the Soviet Union, 1917-41

Coursework/Exams:

Paper 1: 1 hour 15 min (52 marks) worth 30%
Paper 2: 1 hour 45 min (64 marks) worth 40%
Paper 3: 1 hour 20 min (52 marks) worth 30%

Why study this subject?

In History, pupils learn from past triumphs and failures. Learning about events and the people who have influenced history will help them to understand the world today, and how they can develop it in the future. Pupils learn valuable skills, including communication and writing skills; how to construct an argument; research and learning skills; investigation and problem-solving skills and analytical and interpretation skills.

What do successful pupils who study this subject go onto at A Level, degree or career?

Any History-related degree, Journalism, Law, Business, Politics, English Literature, Marketing, Archaeology. Not just a History teacher!

How can pupils/parents help prepare pupils for Year 10?

Instil a curiosity in current affairs; watch and read the news, films and documentaries relevant to History topics. Really focus on the GCSE exam-style questions we practise in Year 9. Pupils could also take part in extra-curricular clubs, including Debating Club.

Are there any trips or visits that take place to support the course?

Various trips at GCSE could take place, including the Migration Museum in London to support our migration topic or to Berlin.

Any other points specific to the subject?

Our department believes that an interest in History, and the topics we study, is vital for success at GCSE. The ability to structure and execute an ordered, detailed answer rooted in analysis, causation, evidence and judgement is a key skill needed throughout GCSE. Pupils will develop these skills during this course.

There is a significant amount of writing expected at GCSE History, with essays or extended writing tasks being set on a weekly basis. It is important that pupils be fully aware of the amount of work required, as with all GCSE subjects.

Preference: GCSE Modern Foreign Languages (French or Spanish)

CTL: Omara Muñoz Asensio

Number of lessons per fortnight: 6

Exam Board: AQA

Course Code: French: F8658/Spanish: S8698

Topics covered:

My family/Technology/Free Time/Festivals

Customs/City/Global issues/Social issues/Travel

Tourism/Life at school and college/Jobs, career choice and ambitions

Coursework/Exams:

Three papers and also a speaking test.

All parts worth 25%

Reading paper: 45 min or 1 hour

Listening paper: 35 min or 45 min

Writing paper: 1 hour or 1 hour 15 min

Speaking test: approx. 20 min

Timings depend on Foundation or Higher level.

Why study this subject?

Young people skilled in languages can look forward to exciting and rewarding careers. Languages will make pupils stand out, whether they are applying for an entry-level position or university course. The British Council also emphasises the importance of languages in order for the UK to succeed in a competitive and international environment and so that we can understand and connect with people across the world.

Languages are a life skill because they teach communication skills and adaptability but they also give pupils the edge in the job market by creating opportunities to travel and work abroad. Finally, they are fun and they combine well with virtually any other subject for further study.

What do successful pupils who study this subject go onto at A Level, degree or career?

Pupils who are able to achieve Grade 6 can take a language at A Level. The attitude of a good MFL learner is: someone who likes challenge and is prepared to have a go; someone who can figure out patterns independently and can manipulate them in other situations; someone who loves talking and appreciates other ways of life.

How can pupils/parents help prepare pupils for Year 10?

Success in MFL comes from consistency. Let children get used to a structured lifestyle where consistent revision or practice takes place. If possible, expose pupils to the cultural side by visiting French/Spanish speaking countries but also take advantage of living in London where they can visit the French Institute (for French) or the Spanish Institute or Teatro Cervantes (for Spanish) to be immersed in the culture of both countries.

Are there any trips or visits that take place to support the course?

Residential trips to Granada and Paris.

Cinema trips to watch MFL films at the BFI and theatre trip to see *'The House of Bernarda Alba'*.

Visits to Institute of Education and Cervantes Theatre Company/Institut Francais visits to school to watch a play in French or Spanish.

Any other points specific to the subject?

Group sizes are reduced at GCSE to give opportunities for pupils to practise speaking skills. There are also one-to-one sessions with MFL assistants where pupils have the opportunity to improve skills with a native speaker for their speaking exam.

Preference: GCSE Music

Music is a subject for those who enjoy performing, composing and listening to music in a wide range of styles including jazz, musicals, film music, pop and rock, and classical.

CTL: John Wells

Number of lessons per fortnight: 6

Exam Board: Eduqas

Course Code: C660QS

Topics covered:

AoS1: Form and Devices: pupils look at a range of structures used to create music in a range of styles

AoS2: Music for Ensemble: pupils study blues, jazz, musicals and classical chamber music to explore texture

AoS3: Music for film: pupils explore how music is written for a range of genres of film

AoS4: Pop Music: pupils study a range of different popular styles

Coursework/Exams:

Performance: one solo performance and one ensemble performance (completed in Year 11) worth 30%

Composition: two compositions (one to a set brief by the exam board and one of the candidate's own choice) worth 30%

Listening and Appraising Exam: 1 hour 15 min worth 40%

Why study this subject?

Music provides pupils with a chance to explore a whole range of music, and develop many skills including self-confidence, self-discipline and can help focus. Employers and universities desire these unique skills for all subjects and professions. Music fits well with any combination of subjects.

What do successful pupils who study this subject go onto at A Level, degree or career?

Pupils often go on to study Music or Music Technology at A Level/BTEC. At degree level, a large proportion go on to study Music or Music Technology at university or conservatoire. A Music degree does not mean you have to go into the music industry, but gives you skills to get many jobs. It is well documented that Music graduates are highly employable.

How can pupils/parents help prepare pupils for Year 10?

Pupils should be having instrumental/vocal lessons, and if not currently, should start as soon as possible. Pupils should work through 'Step up to GCSE Music' by Rhinegold. Pupils should be practising regularly on their instrument/voice (three to four hours a week at least).

Are there any trips or visits that take place to support the course?

Various trips to concerts and performances are offered throughout the course, as opportunities arise. Pupils should take part in extra-curricular clubs and the annual music tour, which takes place each year in the summer term.

Any other points specific to the subject?

Pupils will need to perform on an instrument or voice in Year 11. They should therefore have lessons or start lessons either internally or externally before the course starts (forms available via the school website). Pupils do not need to have achieved a particular grade prior to starting GCSE Music. Pupils do not need Grade 5 theory however, a good knowledge of music theory is desirable.

Preference: GCSE Physical Education

CTL: Alex Bishop

Number of lessons per fortnight: 6

Exam Board: OCR

Course Code: J587 A

Topics covered:

Applied Anatomy and Physiology

Physical Training

Socio-Cultural Influences

Sports Psychology

Health, Fitness and Well-being

Coursework/Exams:

Examination: two exams each 1 hour, worth 60%

NEA: Non-examined assessment: three sports performances and one written piece of coursework, worth 40%

Why study this subject?

The combination of physical performance and academic challenge provides an exciting opportunity for pupils. They can perform and then, through academic study, learn how to improve performance through application of the theory.

They will learn the reasons why we do things and why some people outperform others both mentally and physically. They will also delve into the ethical considerations behind the use of drugs in sport and gain an understanding of the consequences of inactivity and poor diet.

What do successful pupils who study this subject go onto at A Level, degree or career?

GCSE Physical Education is an excellent base for A Level PE. For those fascinated by the human mind, why not carry on to Psychology? This is also an excellent qualification for those undertaking the sciences with the intention to move through into Medicine or Physiotherapy routes. Beyond A Level, the study of Physical Education can lead on to university degrees in Sports Science, Sports Management, Healthcare or Health. Careers in Sports Science, Bio-Medicine, Physiotherapy, Psychology, Sports Medicine, Sports Journalism can all stem from GCSE Physical Education.

How can pupils/parents help prepare pupils for Year 10?

Make sure that they have a commitment to sport outside of school – not essential at this stage but it certainly helps. The more sport they can play, the easier the performance aspect of this course will be.

Are there any trips or visits that take place to support the course?

We run an annual trip to Surrey Sports Park to test pupils' fitness in lab conditions.

Any other points specific to the subject?

Pupils will be assessed in three sports. Pupils are expected to have a two-year commitment to these sports either inside or outside of school. In school, we offer football, rugby, netball, trampolining, handball, badminton and athletics. Pupils can also be assessed through sports they do outside of school at a competitive level, such as hockey, tennis, gymnastics or swimming.

Please see the approved list of all accepted sports in the specification: <https://ocr.org.uk/Images/234822-specification-accredited-gcse-physical-education-j587.pdf>

Preference: GCSE Textiles

Textiles is for those who enjoy creating and designing. The subject also provides pupils with the opportunity to learn how to problem solve and communicate ideas which employers and universities, both in the creative industries and outside, value greatly.

CTL/Lead teacher: Stella Allan/Victoria England

Number of lessons per fortnight: 6

Exam Board: Pearson

Course Code: 1TE0

Topics covered:

AO1: Develop ideas by exploring artists and the world around you

AO2: Experiment and refine by experimenting with, materials, techniques and processes

AO3: Record ideas, observations and insights by drawing, taking photos and annotating work

AO4: Present personal and meaningful responses as final pieces

Coursework/Exams:

Coursework component: comprising sketchbook work and final piece worth 60%

Externally Set Assignment: comprising sketchbook work and final piece worth 40%

Why study this subject?

Pupils learn how to experiment and follow investigations to develop expressive pieces of art. They use textiles, materials and processes, drawing on their research of artists, the world around them and their opinions and ideas, to influence their work. Pupils develop critical, reflective thinking and problem solving skills during the course: a large number of careers and universities look for creative thinkers.

What do successful pupils who study this subject go onto at A Level, degree or career?

Pupils often go on to study A Level Art and Design or A Level Art Textiles. After A Levels, pupils can go onto a university Art Foundation course and then various Art-related degrees as broad as Digital Media, Photojournalism, Architecture, and Fine Art to name just a few. An Art-related degree ensures you are highly employable in a broad range of careers.

How can pupils/parents help prepare pupils for Year 10?

Pupils should complete Year 9 Art projects to the best of their ability, and practise taking photos, drawing in pencil and drawing in other materials, over the summer. Also, time spent experimenting with various textiles techniques and sewing methods would be most valuable.

Are there any trips or visits that take place to support the course?

Trips to galleries and museums and sessions drawing outside are offered throughout the course.

Any other points specific to the subject?

GCSE Art Textiles is an exciting and varied course, and pupils work with all kinds of materials to express ideas. Pupils don't have to be an expert in all of them, but they will have the opportunity to explore a variety of materials and techniques.

CAD design, lino printing, mono printing, drypoint etching, embroidery and applique, transfer inks, batik and fabric dyes, manipulating fabric, stencilling and collage, drawing and painting are some of the ways pupils explore ideas. There will be lots of photoshoots, for which using a mobile is fine and there are Art department iPads for this purpose too. Pupils in Year 10 start with an A4 sketchbook and have the choice of an A4 or A3 sketchbook as they continue in Year 11.

Pupils' Frequently Asked Questions

What subjects do I have to take?

All pupils take GCSEs in English Language, English Literature, Mathematics, Science (Combined or Triple), and Religious Studies. Alongside these GCSE subjects, pupils also continue with non-examined Physical Education and PSHE. You also have to choose one of the Supplementary Core subjects: Computer Science, Geography, History, or a Language (French or Spanish).

How many 'Preferences' do I choose?

Three. One of these has to be one of the Supplementary Core, as detailed above, but you have a free choice over the others. You can choose to study three subjects out of the Supplementary Core should you wish. You will also need to put down reserve options in case we cannot give you your preferred subjects.

I want to do Triple Science. How do I apply for it?

All pupils start on the Combined Science (double Science) course in Year 10. The Science Department will make the decision as to who is suitable to study Triple Science (separate Sciences) based on performance in assessments and in class, and the potential a pupil has shown to meet the academic demands of the triple pathway. This is taught within the timetable you already have and will not affect your other subjects. This decision will be made by Easter of Year 10. Pupils in set 1 from this point will be studying Triple Science.

Am I guaranteed to get my first choice preferences?

We can't guarantee it. However, most pupils get all of their first choices. Every year, though, some (usually fewer than five) pupils will need to select a reserve option. We will talk to you if this applies to you and make sure you are happy with your subjects.

Where can I get help in making my decisions?

We have produced lots of resources for you, including this booklet and the 'Meet the subject' videos on the school website (www.saintcecilias.london/year9keystage4preferences). Make sure you attend the virtual Key Stage 4 Curriculum Evening on **Thursday 1st February**, where Mr Robinson, Assistant Headteacher, will go through the process and what decisions you need to make. After the presentation, CTLs will hold short meetings with parents/pupils answering some of the questions that have been submitted. There are lots of people to help you in school too, including your mentor, teachers, LSAs, Year Leader, Careers team and many other staff. Don't forget to talk to your parents/carers as well - they will want to help you with your decision.

Should I do the same subjects as my friends?

No. Remember your friends will always be your friends; you do not need to do the same subjects. They might not be in the same teaching group as you, and you need to choose the subjects that you enjoy.

Are some subjects easier than others?

No. You might find some subjects easier than others because of your talents and interests, but all subjects are demanding and require you to work, think and put in time and effort to succeed.

What is Extra English and Mathematics? Do I have to do it?

Extra English and Mathematics is a support option, which gives you additional time to spend on these subjects. You will be in a smaller teaching group, and receive additional teaching time on these two important subjects. You will not need to take any additional exams for this option, and so you will take one fewer GCSE than your peers. This will mean exam time is a little less stressful for you. This is a good choice if you are struggling in English and/or Mathematics, or feel that you might struggle with the pressures of GCSEs/exams.

Some pupils have been selected to take Extra English and Mathematics, because we feel they need the additional support in one or both of these subjects. Their Preferences form via the SIMS app will have Extra English and Mathematics as one of their preferences. Other pupils have been identified as potentially requiring Extra English and Mathematics, and will receive a letter recommending this choice. They should choose Extra English and Mathematics from the list of Preference subjects and discuss this at the Consultation Discussion.

If I leave the 'reserve preferences' blank, does this mean I stand more chance of getting my preferred options?

No, it doesn't work that way. We try our hardest to create a situation where everyone gets their first preferences, and this isn't affected by 'reserve preferences'.

Does the order of preferences matter?

The order of your preferences will be used where a subject is oversubscribed or there is a clash in your preferred options. You should therefore ensure you rank them in order of preference, including your reserves.

How do I hand in my preferences?

You will need to complete your preferences using the SIMS Student app. The app will guide you through how many subjects you need to choose and how many reserve preferences you can select.

What's the deadline for completing my preferences?

You must submit your preferences on the app no later than **Monday 4th March at the end of the school day.**

What if I change my mind?

We hope that you will take the time to consider your options carefully, and make the right decision now. However, if you decide you have made a mistake and want to make a change, you must speak to Mr Robinson as soon as possible. We cannot guarantee that you will be able to change subjects due to class sizes, and timetable restrictions. Requests will not be considered after September of Year 10.



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