



**REDDAM**  
— HOUSE —  
BERKSHIRE



**GCSE OPTIONS BOOKLET**  
**2026-28**

## Message from the Head of Academics

Dear Year 9 students

You are now at the exciting stage of choosing which subjects you want to study for GCSE. Over the coming weeks, the school will provide you with advice and guidance on the content of all subjects available for selection. You will need to think carefully about this process and ask plenty of relevant questions that will enable you to successfully select the right subject choices.

Below is a timeline of important dates in the GCSE options process. Please note these could change:

Date	Event	Explanation
Thursday 22 <sup>nd</sup> January	Head of Academics and Year12 GCSE Options talks	Year 9's hear from Mrs Holsgrove-Jones and Year 12 students representing each subject, offering their insights and a breakdown of each subject.
Wb. 26 <sup>th</sup> January	GCSE subject booklet released	Students and parents learn about the different GCSE courses on offer.
Tuesday 3 <sup>rd</sup> February	GCSE Options Evening	Learn about the GCSE options process and the courses available.
Tuesday 3 <sup>rd</sup> and Wednesday 4 <sup>th</sup> February	Year 9 Parents Consultation Meetings	An opportunity to discuss options choices with subject teachers.
Wb. 9 <sup>th</sup> February	Initial subject preferences selected	Students choose priority subjects to inform creation of option blocks
Wb. 23 <sup>rd</sup> February	Tutor, YC and Head support in narrowing down options	Students make choices from provisional option blocks and are supported through meetings to ensure these fit in with future aspirations and strengths
Wb. 9 <sup>th</sup> March	Options choices submitted	Choose one subject from each option block
Monday, 2 <sup>nd</sup> June	Year 9 GCSE timetable begins	For the final half term, our Year 9's will start the GCSE timetable with their Chosen options.

It is essential that you discuss your potential options with people that you know well and who can help you make an informed choice. Your parents or carers will be important in this process; however other useful people include your tutor, teachers and Year Coordinators.

Always choose subjects **which you enjoy and are likely to be successful in**; this should not be influenced by what your friends are doing or because you like a particular teacher.

Please look carefully through the pages of this booklet and speak to your teachers about the subjects on offer.

**Natalie Holsgrove-Jones**  
Head of Academics

# GCSE Study at Reddam House Berkshire

## A changing national context

GCSE qualifications remain an important foundation for further study. However, recent national reviews of secondary education, including the Francis Review, have highlighted growing concerns about curriculum overload, student workload and the balance between examination pressure and meaningful learning.

Key themes emerging from these reviews include:

- reducing the overall burden of terminal examinations at GCSE
- embedding digital and technological skills within the curriculum
- moving away from rigid subject hierarchies
- encouraging academic breadth, creativity and depth of study
- recognising that quality of outcomes matters more than the number of qualifications

While these recommendations will not directly affect the current GCSE cohort, they clearly signal the direction in which secondary education is moving nationally. At Reddam House Berkshire, we believe it is important to respond thoughtfully and proactively, rather than waiting for structural change to be imposed.

## Our approach to GCSE study

All GCSE examinations are taken at the end of Year 11, with most subjects assessed primarily through final examinations. Some subjects retain coursework or non-exam assessment where this is an essential part of the discipline. Grades are awarded on the 9 to 1 scale, with 9 being the highest grade.

### GCSE A\*-G/1-9 Equivalent

New GCSE Grades	1	2	3	4	5	6	7	8	9
Old GCSE Grades	F/G	E	D	Bottom 2 thirds C	Bottom third B Top third C	Top 2 thirds B	A	A*	A* Top 20% Grade A and above

Within this structure, our focus is on ensuring that students:

- achieve strong academic outcomes
- have time to consolidate learning and respond to feedback
- develop independence and resilience across two demanding years
- are well prepared for A Levels and future pathways

Research and experience both suggest that studying an ever-increasing number of examined subjects does not automatically lead to better results. Instead, depth of understanding, effective revision and sustained effort over time are critical.

## Academic value

In the past, certain subjects have been viewed as inherently more valuable than others due to national performance measures. Recent reviews and government thinking have moved away from this approach, recognising that academic success can be achieved through different subject combinations, and that creativity, practical expertise and intellectual depth are all valuable.

Universities and employers continue to look most closely at:

- the grades achieved
- the relevance of subjects to future study
- evidence of commitment, challenge and sustained effort

There is no single “best” GCSE combination for all students. The right programme is one that allows each individual to perform at their highest level while maintaining balance and wellbeing.

## Reddam Subject Choices

Students will take the Core of Maths, English Language and Literature and Science (either separate or combined).

In addition, **FOUR\*** subjects are chosen from the list of optional subjects below.

**Art and Design**

**Business Studies**

**Computer Science**

**Drama**

**Dance**

**French**

**Geography**

**Elevate (including the HPQ - Higher Project Qualification)**

**History**

**Media Studies**

**Music**

**Physical Education**

**Spanish**

Please see the individual subject pages following for more detail about each GCSE course.

\*In cases where students have **Academic Support (AS)** or **English as a Second Language (EAL)** lessons, it is expected that they will select Elevate as one of their options. The support lessons will be taught in the Elevate option block.

## **English as a Second Language GCSE**

The English as a Second Language GCSE is strongly recommended for students who need to develop their reading, writing, listening and speaking skills, and are likely to struggle with the English Language GCSE. This is a full GCSE, equivalent to first language English GCSE, but is specially designed for students whose first language is not English. The English as a Second Language GCSE are chargeable extras.

## **Changing Option Choices**

Students are not expected to change their option choices once they have been agreed, but slight variations may be agreed in consultation with staff in the first two weeks of the GCSE timetable when it begins in June 2026.

# GCSE Subjects for 2026-28

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## ENGLISH LANGUAGE

### Examination Board: Pearson Edexcel IGCSE

#### Why take this subject at GCSE?

iGCSE English Language is a compulsory subject taken by the entire Year 10 and Year 11. It is also the subject first looked at by many potential employers and therefore has significance, both regarding a student's academic development and career development.

The focus at GCSE is appreciating the choices writers have made, both in fiction and non-fiction texts, and crafting own creative and transactional writing. The curriculum covers reading and writing, understanding writers' viewpoints and perspectives and spoken language. It provides students with the tools to make a success of their talents and a solid background in the subject can lead to greater success across many A-Levels.

#### What will I study?

The Pearson Edexcel specification is designed to inspire and motivate students, providing appropriate stretch and challenge while ensuring that the assessment and texts are, as far as possible, accessible to all. It enables students to develop the skills they need to read, understand, and analyse a wide range of different texts and write clearly.

<b>Examination 1</b>	<b>Non-fiction &amp; Transactional Writing (4EA1/01)</b> <u>Section A – Reading:</u> A mixture of short & long answer questions related to a non-fiction text from Part 1 of the Anthology and one previously unseen extract. Students will be provided with the anthology text in the examination (45 marks) <u>Section B: Transactional Writing:</u> Two tasks pick ONE. There will be a given audience, form or purpose. (45 marks)	Examination: 2 hours 15 minutes	60%
<b>Examination 2</b>	<b>Poetry &amp; Prose Texts and Imaginative Writing (4EA1/02)</b> <u>Section A: Reading:</u> one 30-mark essay question on a poetry or prose text from Part 2 of the Pearson Edexcel International GCSE English Anthology. <u>Section B: Imaginative Writing</u> – one 30-mark imaginative writing task from a choice of three.	Examination: 1 hour 30 minutes	40%

#### How will I be taught?

Lessons will be varied and interactive, using online, textbook, multimedia, and class-based resources. Students will complete short and extended writing tasks and engage in discussion and debate.

#### How will I be assessed?

Assessment is by two examinations.

## ENGLISH LITERATURE

### Examination Board: Pearson Edexcel IGCSE

#### Why take this subject at GCSE?

Taught alongside English Language, as well as having intrinsic value, the study of Literature supports the study of Language.

At GCSE, Literature focuses on developing a student's analytical and evaluative skills and their ability to express their thoughts and ideas. It also, significantly, provides an insight into our literary heritage and encourages an understanding of social, cultural and historical contexts.

#### What will I study?

<b>Paper 1</b>  Written examination (2 hours)	<b>Poetry &amp; Modern Prose (4ET1/01)</b>  <u>Section A – Unseen Poetry:</u> one 20-mark essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paper.  <u>Section B – Anthology Poetry:</u> one 30-mark essay question from a choice of two, comparing two poems from Part 3 of the Anthology. Students will be provided with the Anthology poems.  <u>Section C – Modern Prose:</u> one 40-mark essay question from a choice of two on each of the set texts (To Kill a Mockingbird, The Whale Rider OR Of Mice & Men). Closed Book.	60%
<b>Paper 2</b>  Written examination (1 hour 30)	<b>Modern Drama &amp; Literary Heritage Texts (4ET1/03)</b>  Section A – Modern Drama: one 30-mark essay response on the studied text (An Inspector Calls OR A View from the Bridge)  Section B – Literary Heritage Texts: one 30-mark essay response to 'Macbeth'	40%

#### How will I be taught?

Lessons will be varied and interactive, using online, textbook, multimedia and class-based resources. Students will complete short and extended writing tasks and engage in discussion and debate.

#### How will I be assessed?

The subject is assessed through two examinations.

## ENGLISH AS A SECOND LANGUAGE

### Examination Board: Cambridge IGCSE (0991 syllabus)

#### Why take this subject at GCSE?

iGCSE English as a Second Language is a course which is designed for students who do not speak English at home. It helps them to develop the ability to understand and use English in a range of situations, and builds their skills in reading, writing, listening, and speaking. This course focuses on practical communication for everyday use and also allows for more in-depth language study. This GCSE develops transferable skills, such as an awareness of writing styles, which complement other areas of the curriculum.

This is a full GCSE, equivalent to GCSE English Language. Please note that UK universities may ask for another language qualification in addition to English as a Second Language GCSE, such as IELTS.

#### What will I study?

Students will gain confidence with a range of useful writing formats such as emails, essays and reviews. They will learn how to write in different styles and expand their range of vocabulary and grammar. They will also work on their reading comprehension and listening comprehension skills and their speaking skills. There are two examinations and a speaking test.

<b>Paper 1</b>	<b>Reading and Writing</b> Candidates respond to six exercises: four reading and two writing. Writing can include an email, essay, report, review, or article.	2 hours	50%
<b>Paper 2</b>	<b>Listening</b> Candidates listen to five exercises of short and longer texts	50 minutes	25%
<b>Paper 3</b>	Candidates take part in an interview, short talk and discussion. This is internally assessed in school and will be externally moderated.	10 -15 minutes	25%

#### How will I be taught?

Lessons will vary, using a variety of resources. Students will complete reading, writing and listening tasks. Lessons will include speaking practice and discussion.

#### How will I be assessed?

Reading and writing are assessed in one examination. There is a separate listening test and speaking test.

## MATHEMATICS

### Examination Board: Edexcel IGCSE - Specification A (1 – 9) - 4MA1

#### Why take Mathematics at GCSE?

Mathematics is one of the core subjects at GCSE. Mathematics equips you with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills and the ability to think in abstract ways.

Mathematics is vital in everyday life. Many forms of employment, in science, technology, medicine, the economy, the environment and public decision-making, rely on using and applying Mathematics successfully. Today, Mathematics is a universally recognised, creative discipline. It can stimulate enjoyment in numerous ways, through success and achievement.

#### What will I study?

GCSE is broken down into 4 different categories:

1. Number
2. Algebra
3. Geometry
4. Statistics

The following table outlines the formal assessment structure of the course.

Paper Number	Level	Assessment Information	Total Marks
1H	Higher	2-hour examination Paper is weighted at 50% of the qualification Targeted at grades 9 – 4 with 3 allowed Calculator is allowed	100
2H	Higher	2-hour examination Paper is weighted at 50% of the qualification Targeted at grades 9 – 4 with 3 allowed Calculator is allowed	100

#### How will I be taught?

As with all other course at Reddam House, Mathematics will be taught in an active and engaging manner to help stimulate an enjoyment for learning.

Mathematics provides the opportunities to develop skills in:

- communication, through learning to express ideas clearly and concisely
- application of number, through using and applying your knowledge and understanding
- ICT, through developing logical thinking and using current technology to solve problems or display and analyse data
- working with others, through group activities and discussion
- improving your learning performance, through logical thinking, concentration, analytical skills
- problem-solving, through selecting and using methods and techniques, developing strategic thinking and reflecting on the success of the process used

#### How is GCSE Mathematics assessed?

In addition to the formal assessments described above, Mathematics will be internally assessed through Cycle Tests (using past examination questions).

## SCIENCE: COMBINED SCIENCE OR THREE SEPARATE SCIENCES

### Examination Board: Edexcel

#### Why take this subject at GCSE?

The simple answer to the question above is, 'because you have to.' However, do not let this put you off, or overlook this page. It uses and develops the skills learnt in many other areas of the curriculum as well as teaching its own skills, knowledge and understanding. Most employers will expect their employees to have good Science grades and look upon Science as a critical area in education.

In a world where the media so frequently bombards us with scientific developments and discoveries, it is necessary for us to make up our minds on controversial issues; a science education, therefore, has to be a must for every informed citizen.

Over the last few years the Sciences at GCSE level have undergone major national reorganisation. As well as making the subjects more relevant and engaging, it has provided us with the opportunity to develop a broader curriculum allowing more suitable and flexible routes for students of all abilities.

The curriculum means that we can offer the slightly more challenging Separate Science subjects generating three separate grades for each of the science disciplines as well as Combined Science giving two average grades of all the Science subjects.

Students start the GCSE curriculum in Year 9 so that we can accommodate the teaching of the Separate Science course. To begin with, all students will study the same course (Separate Sciences) at the same pace to the end of Year 9. At the end of that academic year, we will inform you of our recommendations for which GCSE courses will be the most suitable - either a continuation with Separate Science or a change to Combined Science.

#### What will I Study in the Separate Sciences?

<b>Paper 1 - Biology</b>
Written examination: 1 hour 45 min 50% of the qualification
<b>Content overview</b> Topic 1 – Key Concepts in Biology Topic 2 – Cells and Control Topic 3 – Genetics Topic 4 – Natural selection and genetic modification Topic 5 – Health, disease and the development of medicines
<b>Assessment overview</b> A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.
<b>Paper 2 - Biology</b>
Written examination: 1 hour 45 min 50% of the qualification
<b>Content overview</b> Topic 1 – Key Concepts in Biology Topic 6 – Plant structures and their functions Topic 7 – Animal coordination, control and homeostasis Topic 8 – Exchange and transport in animals Topic 9 – Ecosystems and material cycles
<b>Assessment overview</b> A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

**Paper 1 - Chemistry**

Written examination: 1 hour 45 min  
50% of the qualification

**Content overview**

Topic 1 – Key Concepts in Chemistry  
Topic 2 – States of matter and mixtures  
Topic 3 – Chemical changes  
Topic 4 – Extracting metals and equilibria  
Topic 5 – Separate chemistry 1

**Assessment overview**

A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

**Paper 2 - Chemistry**

Written examination: 1 hour 45 min  
50% of the qualification

**Content overview**

Topic 1 – Key Concepts in Chemistry  
Topic 6 – Groups in the periodic table  
Topic 7 – Rates of reaction and energy changes  
Topic 8 – Fuels and Earth science  
Topic 9 – Separate chemistry 2

**Assessment overview**

A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

**Paper 1 - Physics**

Written examination: 1 hour 45 min  
50% of the qualification

**Content overview**

Topic 1 – Key Concepts in Physics  
Topic 2 – Motions and forces  
Topic 3 – Conservation of energy  
Topic 4 – Waves  
Topic 5 – Light and the electromagnetic spectrum  
Topic 6 – Radioactivity  
Topic 7 – Astronomy

**Assessment overview**

A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

**Paper 2 - Physics**

Written examination: 1 hour 45 min  
50% of the qualification

**Content overview**

Topic 8 – Energy – Forces doing work  
Topic 9 – Forces and their effects  
Topic 10 – Electricity and circuits  
Topic 11 – Static electricity  
Topic 12 – Magnetisms and the motor effect  
Topic 13 – Electromagnetic induction  
Topic 14 – Particle model  
Topic 15 – Forces and matter

**Assessment overview**

A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

## What will I study in the Combined Sciences?

<b>Paper 1 - Biology</b>
Written examination: 1 hour 10 min 16.67% of the qualification
<b>Content overview</b> Topic 1 – Key Concepts in Biology Topic 2 – Cells and Control Topic 3 – Genetics Topic 4 – Natural selection and genetic modification Topic 5 – Health, disease and the development of medicines
<b>Assessment overview</b> A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.
<b>Paper 2 – Biology</b>
Written examination: 1 hour 10 min 16.67% of the qualification
<b>Content overview</b> Topic 1 – Key Concepts in Biology Topic 6 – Plant structures and their functions Topic 7 – Animal coordination, control and homeostasis Topic 8 – Exchange and transport in animals Topic 9 – Ecosystems and material cycles
<b>Assessment overview</b> A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.
<b>Paper 3 – Chemistry</b>
Written examination: 1 hour 10 min 16.67% of the qualification
<b>Content overview</b> Topic 1 – Key Concepts in Chemistry Topic 2 – States of matter and mixtures Topic 3 – Chemical changes Topic 4 – Extracting metals and equilibria
<b>Assessment overview</b> A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.
<b>Paper 4 - Chemistry</b>
Written examination: 1 hour 10 min 16.67% of the qualification
<b>Content overview</b> Topic 1 – Key Concepts in Chemistry Topic 6 – Groups in the periodic table Topic 7 – Rates of reaction and energy changes Topic 8 – Fuels and Earth science
<b>Assessment overview</b> A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

<b>Paper 5 - Physics</b>
Written examination: 1 hour 10 min 16.67% of the qualification
<b>Content overview</b> Topic 1 – Key Concepts in Physics Topic 2 – Motions and forces Topic 3 – Conservation of energy Topic 4 – Waves Topic 5 – Light and the electromagnetic spectrum Topic 6 – Radioactivity
<b>Assessment overview</b> A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.
<b>Paper 6 - Physics</b>
Written examination: 1 hour 10 min 16.67% of the qualification
<b>Content overview</b> Topic 1 – Key Concepts in Physics Topic 8 – Energy – Forces doing work Topic 9 – Forces and their effects Topic 10 – Electricity and circuits Topic 11 – Static electricity Topic 12 – Magnetisms and the motor effect Topic 13 – Electromagnetic induction Topic 14 – Particle model Topic 15 – Forces and matter
<b>Assessment overview</b> A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

### What entry qualifications will I need?

To continue on to GCSE Biology, Chemistry and Physics as separate GCSEs students will need to have performed well in their Cycle Tests through the GCSE course in Year 9. It is expected that they will have gained at least a grade 6 in their internally sat June school exams. The decision as to whether students study all three Separate Sciences (gaining three GCSEs) or the Combined Science (gaining two GCSEs) will lie with the student and the parent, with our help and guidance.

### How will I be taught?

Every Science GCSE is taught interactively using the latest technology. All students will have access to an Active Learn platform where they can log on to a virtual book and revision exercises. Any video clips used in class can be accessed at home to consolidate learning.

Throughout the course, students will be undertaking a wide range of experimental work called Core Practicals. Students will then be examined on these practicals within their final examination papers.

### How will I be assessed?

Students studying the Separate Sciences will sit two papers in each science discipline. Each paper is worth 50% of the award. Three separate GCSE grades will be awarded. For the Combined Science, there are six papers, two per science discipline. Each paper is worth 16.67% of the award. This leads to two GCSE grades.

## ART, CRAFT AND DESIGN

### Examination Board: EDUQAS (WJEC)

#### Why take this subject at GCSE?

Just look around you! Art is everywhere, in the patterns, colours, shapes, textures of the natural and man-made worlds. Now, wouldn't you like to understand more about all of this? Wouldn't you like to create your contributions to the world. Wouldn't you like the opportunity to add your own personal expression using imaginative, dexterous and inspired innovation?

Art, Craft and Design allow you the opportunity to work in a variety of areas, Graphic Design, Architecture, Historian, Fine art, Gallery work...it is endless.

#### What will I study?

Your portfolio of work will be completed over the first four terms. This should demonstrate evidence of a variety of ideas and use of media. You will be extending your knowledge of drawing, painting, sculpture, print making, mixed media and photography. You will be marked not only on the final piece but also, on the research and original concept. You will be expected to explore supporting studies within your preparatory work. You must be sufficiently self-motivated to work independently.

Your externally set assignment will consist of producing a drawing, painting or print (with two months allowed for preliminary/supporting studies) completed within the ten-hour limit. This work should demonstrate your ability in the development of ideas and skilful handling of materials.

You must have evidence of written annotation in both Portfolio and Externally set Assignment component. Using appropriate specialist vocabulary, your written annotation should supplement visual material and support ideas, developments, observations, reflections, evaluations and personal intentions. Annotations can be presented in a hand-written or digital form as appropriate.

The assessment objectives for Art, Craft and Design are:

**AO1** Develop ideas through investigations, demonstrating critical understanding of sources.

**AO2** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

**AO3** Record ideas, observations and insights relevant to intentions as work progresses.

**AO4** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

#### What entry qualifications will I need?

Be enthusiastic, be a consistent hard worker, be an independent learner, display creativity and have an appreciation of Art.

#### How will I be taught?

To glean a better understanding of the course is to be in an exciting environment, the art room is undoubtedly a place adorned with visual stimulus and ideas. You will be taught to think outside the box; you will be given practical demonstrations on various media and techniques and learn to grow in confidence to discuss works of art.

## How will I be assessed?

Component	What's assessed	How it's assessed
<b>Component 1</b> Portfolio	A portfolio of work that shows explicit coverage of the four assessment objectives. Evidence of learning across a variety of experiences through various processes, tools, techniques and resources resulting in final outcomes.	Four assessment objectives totalling 120 marks 60% of GCSE
<b>Component 2</b> Externally Set Assignment	Students respond to their chosen starting point from an externally set assignment paper. Evidence of the four assessment objects should be displayed during the preparatory period.	<b>10 Hours-controlled Exam</b> Four assessment objectives totalling 80 marks 40% of GCSE

## BUSINESS

### Examination Board: AQA

*“A business has to be involving, it has to be fun, and it has to exercise your creative instincts.”*  
Sir Richard Branson

#### Why take this subject at GCSE?

Choosing Business at GCSE will provide a pathway to the world of entrepreneurship, innovation and creativity. GCSE Business is the foundation to understanding how the world of commerce and economics works which are essential in modern living.

Through the study of Business, students will develop skills to become effective independent learners. They will be able to use a critical approach to distinguish between fact and opinion, build arguments and make informed judgements. Students will also consider the extent to which business and economic activity can be ethical and sustainable.

#### What will I study and how will I be assessed?

<b>Paper 1</b>  1 hour 45 minutes  90 marks  50%	<b>Unit 1: Business in the real world</b>  <b>Unit 2: Influences on business</b>  <b>Unit 3: Business operations</b>  <b>Unit 4: Human resources</b>	<b>Section A:</b> Multiple choice and short answer  <b>Section B:</b> Case study/ data response  <b>Section C:</b> Case study/ data response
<b>Paper 2</b>  1 hour 45 minutes  90 marks  50%	<b>Unit 1: Business in the real world</b>  <b>Unit 2: Influences on business</b>  <b>Unit 5: Marketing</b>  <b>Unit 6: Finance</b>	<b>Section A:</b> Multiple choice and short answer  <b>Section B:</b> Case study/ data response  <b>Section C:</b> Case study/ data response

#### How will I be taught?

The content and skills required for the examinations are taught in active and engaging ways to ensure that the learning process is fun and useful.

Students will examine many contemporary business examples and will have the opportunity to experience first-hand the processes that occur daily in the City of London and Canary Wharf.

## COMPUTER SCIENCE

### Examination Board: Edexcel IGCSE

#### Why take Computer Science at GCSE?

Today virtually all workers need to be confident operators of digital devices. However, there is a growing need for people to know more than simply how to use a device in a business/commercial context. There is a need for power users, people who know how to customise these devices, and for developers. Developers are people who can invent, create, and develop software that drives many of the Apps that have become a part of our culture and world view.

Taking GCSE Computer Science will give you valuable digital know-how beyond just being a user of the software. It is vital to study this subject at GCSE if you plan to go on to study Computer Science at AS or A2 Level, and if you are considering a future career in gaming, software development and design or if you know the demanding levels of technical know-how your future career path demands of you. Let's face it! There are not many fields left now that are free of digital reach.

#### What will I study?

The course goes beyond programming, to:

- developing knowledge and understanding of the fundamental principles and concepts of computer science
- developing and applying computational thinking skills to analyse problems and design solutions across a range of contexts
- gaining practical experience of designing, writing, and testing computer programs
- developing the ability to reason, explain and evaluate computing solutions
- promoting an awareness of current and emerging trends in computing technologies
- developing an awareness of the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues
- communicating computer science concepts and explaining computational solutions clearly and concisely using appropriate terminology

#### How will I be assessed?

	<b>Title</b>	<b>Overview</b>	<b>Assessment</b>	<b>Weighting</b>
<b>1</b>	<b>Principles of Computer Science</b>	1.1 Algorithm 1.2 Requirement for Writing Program code 1.3 Data Representation 1.4 Computer Systems 1.5 Communication and the Internet 1.6 Ethical, Legal, Cultural & Environmental Impacts of Digital Technology	<b>Examination.</b> Multiple choice, short and extended open- response questions	<b>50%</b>  2 hours 80 marks
<b>2</b>	<b>Application of Computational Thinking</b>	2.1 Algorithms 2.2 Developing and testing programs 2.3 Data Representation 2.4 Boolean Logic 2.5 Connecting and using data sources when developing code	<b>Practical Examination - Python</b> Multiple choice, short and extended open-response, and task-based questions A pseudocode reference document will be available for all learners during the assessment	<b>50%</b>  2 hours 80 marks

## CREATIVE AND PERFORMING ARTS: ACTING

### Examination Board: RSL - Level 2 Extended Certificate

## Why take this subject at GCSE?

RSL qualifications are entirely practical, with coursework used as evidence to showcase each learner's skills. The structure is flexible and personalised, with interchangeable units that allow every student to shape a pathway that suits their strengths and ambitions.

Through the course, students develop the ability to collaborate, think critically and evaluate their work with increasing sophistication. GCSE Drama nurtures confidence, encouraging learners to pursue creative ideas, reflect thoughtfully and refine their craft.

Whatever direction they choose next, students of GCSE Drama leave with a powerful toolkit of transferable skills, equipping them for further study and for success in an ever-evolving workplace.

## What will I study?

Core Unit: 204 Final Performance (120 GLH)

Additional:

212 Performing Text (60 GLH)

287 Theatre in Education (60 GLH)

220 Working with Masks or Puppetry (60 GLH)

Other additional units:

- 280 Improvisation (60 GLH)
- 216 Solo Performance (60 GLH)
- 215 Site Specific Drama (60 GLH)
- 206 Acting for the Camera (60 GLH)

## How will I be assessed?

<b>Year 10</b>	
<b>Unit</b>	<b>Assessment</b>
Performing Text	<ul style="list-style-type: none"><li>• Performance of two texts. One text should be from a contemporary play (1960-present) and the other text should be from a classic play (1580-1930).</li><li>• Written logbook of process and evaluative response to performance, identifying successes and improvements.</li></ul>
Theatre in Education	<ul style="list-style-type: none"><li>• Research project into the style and sector of Theatre in Education</li><li>• Creation of a performance aimed at a specific age group</li><li>• Evaluation log of reflection on the performance discussing success and improvements of the performance</li></ul>
<b>Year 11</b>	
Final Performance	<ul style="list-style-type: none"><li>• Audition preparation log and recorded audition</li><li>• Creation of rehearsal schedule/plan for performance and logbook of rehearsal process</li><li>• Rehearsal process log and final performance (recorded)</li><li>• *this performance could be the senior school production</li></ul>
Working with Masks or Puppetry	<ul style="list-style-type: none"><li>• Research presentation/logbook on masks/puppetry</li><li>• Design and construction of mask/puppet</li><li>• Planning of and final group performance of a play with the use of masks/puppets</li></ul>

## CREATIVE AND PERFORMING ARTS: DANCE

### Examination Board: RSL

#### Why take this subject at GCSE?

RSL Dance Level 2 offers a fully practical and creative qualification that allows students to develop as performers, choreographers and reflective artists. RSL Dance qualifications are assessed entirely through coursework, enabling learners to showcase their skills through practical evidence rather than written examinations.

The course structure is flexible and personalised, that allows students to shape a pathway that suits their strengths, interests and ambitions. Through the study of dance, learners develop strong collaboration skills, physical and technical discipline, creativity, and the ability to evaluate their own work with increasing sophistication.

Dance nurtures confidence, resilience and self-expression, encouraging students to explore creative ideas, respond to stimuli and refine their performance and choreography skills. The transferable skills developed, communication, teamwork, time management and critical thinking, equip learners for further study and success in an ever-evolving global workplace, whether within the performing arts or beyond.

#### What will I study?

The course is made up of three units.

- **Ensemble Dance Performance**
- **Dance Technique and Performance**
- **Choreography**

#### How will I be taught?

- **Practical choreography workshops** where students explore movement, compositional devices and creative tasks through tutor-led sessions, improvisation and group work.
- **Studio-based rehearsals and technique classes** to develop dance skills, apply safe practice, and refine choreography with ongoing feedback from teachers and peers.
- **Research, discussion and creative exploration** using music, art, historical events and professional dance works to inspire ideas and support students' understanding of different approaches to choreography.

#### How will I be assessed?

##### Ensemble Dance Performance

- Rehearsal and performance of two taught group dance pieces in a chosen style
- Tutor-observed and recorded performances
- Reflective log evaluating strengths, challenges and areas for improvement

##### Dance Technique and Performance 1

- Research into the history and context of a chosen dance genre
- Performance of two given technique sequences
- Reflective evaluation of technical and performance skills

## **Choreography**

- Creation and performance of an original choreographed dance inspired by a chosen stimulus, demonstrating use of compositional devices, appropriate staging and costume.
- Planning, managing and delivering a rehearsal process, showing safe dance practice, effective scheduling and the ability to direct or work with others.
- Reflective evaluation of the choreography and performance, including explanation of the stimulus, strengths, challenges and areas for development.

## ELEVATE

### **Why take this subject at GCSE?**

GCSE study places significant demands on students. The volume of content, number of examinations and pace of assessment mean that many students experience very busy timetables with limited time to consolidate learning or prepare effectively for examinations. National guidance, including the Francis Review, has recognised that taking a large number of GCSEs does not automatically lead to better outcomes, and that reducing examination load while maintaining academic rigour can improve both performance and wellbeing. ELEVATE responds to this challenge. It allows students to gain valuable qualifications and recognised certifications while reducing the number of high-stakes exams they sit. It also creates time in the curriculum, particularly in Year 11, for focused preparation for examined subjects when this matters most.

Students who choose ELEVATE still follow a demanding academic programme, but one that balances ambition with depth, focus and sustainability.

### **What will I study?**

ELEVATE is structured around a choice of academic and skills-based pathways, allowing students to pursue areas that match their interests and future plans.

Students will follow one mainstream, with opportunities to combine elements where appropriate.

### **Stream A: Academic Depth (HPQ)**

Students complete a Level 2 Higher Project Qualification, developing an extended research project or artefact. This builds high-level skills in research, analysis and presentation and is well regarded by sixth forms and universities. See below for more details.

### **Stream B: Digital Mastery**

Students work towards industry-recognised digital qualifications, such as Microsoft Office Specialist certifications. These develop practical, transferable skills that support success across GCSE subjects and beyond.

### **Stream C: Intellectual Curiosity**

Students complete short university-led courses through platforms such as FutureLearn or OpenLearn. Topics may include psychology, law, forensic science or AI ethics, allowing students to explore academic interests beyond the GCSE syllabus.

In Year 10, the emphasis is on completing qualifications and developing academic interests, alongside some dedicated time for independent study.

In Year 11, the emphasis shifts towards supervised study, revision and consolidation for examined subjects.

### **How will I be taught?**

ELEVATE lessons are calm, purposeful and highly structured. Students work independently for significant periods, supported by teachers who act as mentors, facilitators and supervisors depending on the stream.

Teaching includes:

- regular one-to-one or small-group guidance
- clear weekly expectations and checkpoints
- structured use of digital tools and resources
- protected time for focused, distraction-free work

This ensures high levels of accountability while giving students ownership of their work.

### **How will I be assessed?**

ELEVATE does not include a final GCSE examination.

Assessment is based on:

- completion of recognised qualifications or certifications
- sustained engagement with academic or skills-based projects
- evidence of progress over time
- presentations, portfolios or external certificates where applicable

This allows students to gain meaningful outcomes without the pressure of an additional final exam, while freeing time and energy to perform strongly in their examined GCSE subjects.

## HIGHER PROJECT QUALIFICATION (HPQ)

**Examination Board: AQA**

### **Why take this subject at GCSE?**

Many universities are interested in students doing the both the HPQ and Extended Project Qualification (EPQ), as it gives you the sort of skills you will need at university. It offers you the opportunity to pursue an area of interest and develop your independent study skills.

### **What will I study in the HPQ?**

This course gives you the opportunity to pursue an area of personal interest, so you can study whatever you want! You will research and develop a unique project based on your own study. This course is divided into two elements: the taught component and the independent study component.

Previous examples of HPQ include:

- Creating a 2D animation game
- To what extent is cryptocurrency the future of finance
- The impact of Frankenstein on the horror genre of entertainment
- A 'look book' analysing the development of men's streetwear fashion over the last 30 years

### **How will I be taught?**

You will have timetabled lessons, just like any other option subject. During the taught component you will learn a range of university research skills, such as:

- Research and referencing
- Time management
- Essay writing
- Presentation techniques

The rest of your time is spent discussing your progress with your supervisor, researching and executing your project, and completing your log-book.

### **How will I be assessed?**

This is a one-year course; you complete the whole thing in Year 10.

There are 3 pieces to be submitted: a log-book, your project and a presentation. The log-book is where you keep your reflective notes of the process you go through. The product will be either a 2000-word essay or a product (artefact, artwork, film, animation, web site, performance, exhibition etc) plus a 500-word report. The presentation is designed to explain your findings to a non-specialist audience.

## GEOGRAPHY

### Examination Board: AQA

#### Why take this subject at GCSE?

Geography studies the world that we live in. It looks at the varied landscapes and environments that are used and misused by man. Geography is about place both in the physical and human context. Events across the globe vary in their effect on contrasting societies. Geography is considered to be an academically rigorous subject and is therefore very highly regarded in higher education.

Through the study of Geography, you will gain vital key skills such as problem-solving, analysis of evidence and evaluation. These skills are essential, not only for geography and other subjects in school but for any paths you may wish to pursue in the future. Therefore, Geography can gain you entry into a wide range of careers such as those in Energy, the Environment, Transport or Politics.

#### What will I study?

<b>Paper 1</b> 1 hour 30 minutes	<b>Unit 1: Living with the physical environment:</b> Natural Hazards - tectonic, tropical storms, extreme weather, climate change. Physical Landscapes - a choice of 2 from: rivers, coasts or glaciers The Living World – ecosystems, tropical rainforests and deserts. Geography Skills	35%
<b>Paper 2</b> 1 hour 30 minutes	<b>Unit 2: Challenges in the human environment:</b> Urban Issues and challenges – Rio de Janeiro and Bristol Changing economic world - development, population and Nigeria Resource management – a choice of water, food or energy. Geography Skills	35%
<b>Paper 3</b> 1 hour 15 Minutes	<b>Unit 3: Fieldwork Examination:</b> Skills questions based on two pieces of fieldwork and a pre-release booklet issued 12 weeks before the examination.	30%

#### How will I be taught?

The content and skills required for the examinations are taught through a variety of ways, including video clips, mini whiteboards, modelling examination questions, exam workbooks and written work.

#### How will I be assessed?

The examination involves the three papers and is linear in nature. Two pieces of fieldwork must be undertaken in both physical and human landscapes.

## HISTORY

### Examination Board: Edexcel International IGCSE

*“If you don't know history, then you don't know anything. You are a leaf that doesn't know it is part of a tree.” Michael Crichton*

#### Why take this subject at GCSE?

Choosing history at GCSE will provide you with plenty of opportunities for further progression. At colleges and universities, History is considered to be an academically rigorous subject and is therefore very highly regarded no matter what career path you wish to pursue in the future.

Through the study of History, you will gain vital key skills such as problem-solving, analysis of evidence, empathy and teamwork. These skills are essential, not only for history and other subjects in school but for any career you may wish to pursue in the future. Therefore, History can gain you entry into a wide range of careers, including television, radio, journalism, the police force, social work and civil service.

#### What will I study?

<b>Paper 1</b>  1 hour 30 minutes  50%	<b>Unit 1: A World Divided: Superpower relations, 1943-72</b> This unit focuses on the changing relations between the countries of Europe and how the Second World War developed in this period only twenty years after the first.  <b>Unit 2: A Divided Union: Civil Rights in the USA, 1945-74</b> This unit focuses on the period of hysteria and protest in the USA brought about by the Cold War, Vietnam War and black civil rights.	A depth study paper testing knowledge and understanding, interpretation and ability to analyse and make judgements
<b>Paper 2</b>  1 hour 30 minutes  50%	<b>Unit 3: Russia and the Soviet Union, 1905-24</b> Students will study the upheaval in Russia in this period which started with the Tsar being overthrown in 1917 and which resulted in the formation of the first Communist government in the world.  <b>Unit 4: Conflict, Crisis and Change: China, c1911-c1989</b> Students will learn about a period of great change in Chinese History dominated by revolution, civil war and dictatorship. The focus will largely be on the impact of Chairman Mao and his successors' reforms on the Chinese people.	A source-based historical investigation and a breadth study focusing on change over time.

#### How will I be taught?

The content and skills required for the examinations are taught in active and engaging ways to ensure that the learning process is fun and effective.

#### How will I be assessed?

Both aspects of History offered are highly respected alternatives to the mainstream GCSE qualification which has been adopted by some prestigious independent schools. The History IGCSE is comprised of four units, all of which are assessed in two 1 hour 30-minute examinations. There is no controlled assessment. Similarly, Ancient History is comprised of four units, all of which are assessed in two 1 hour 45-minute examinations. There is no controlled assessment.

It is a common misconception that History involves writing lots of essays. In fact, most examination questions carry a tariff of around 6-8 marks and therefore require a relatively short answer.

## MEDIA STUDIES

### Examination Board: OCR

#### Why take this subject at GCSE?

OCR's GCSE (9–1) in Media Studies is a contemporary, accessible and creative course designed to widen the intellectual horizons of the learner through the analysis of a wide range of media forms and contexts.

This specification will enable students to develop a wider understanding and appreciation of the media in both a historical and contemporary context. Students will engage with critical and theoretical approaches from the perspectives of both analytical consumers and producers of media products. They will also:

- demonstrate skills of enquiry, critical thinking, decision-making and analysis.
- develop an appreciation and critical understanding of the media and how media products reflect the social, cultural, historical and political contexts in which they are produced.
- understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed to make informed arguments, reach substantiated judgements and conclude media issues.
- develop practical skills through creative media production.

The analytical, evaluative and interpretive skills developed in GCSE Media Studies, complement those required for the study of GCSE English Language, as students 'read' into a text and consider *how* meaning is created and conveyed.

#### What will I study?

<p><b>Textual Analysis (01)</b></p> <p><b>EXAM: Television and Promoting Media (focus on Lego industries)</b></p> <p>70 marks</p> <p>1 hour 45 mins</p> <p>(inc. 30 mins viewing time)</p>	<p><b>Section A: Television</b></p> <p>Learners will engage with one in-depth study covering contemporary and historic television products, responding to questions covering the whole of the theoretical framework and a range of media contexts.</p> <p><b>Section B: Promoting Media</b></p> <p>Learners will study media products from the same global conglomerate producer illustrating the media forms of film, advertising and marketing, and video games.</p>	35%
<p><b>Exploring Media (02)</b></p> <p><b>EXAM: Music &amp; News</b></p> <p>70 marks</p> <p>1 hour 15 mins</p>	<p><b>Section A: Music</b></p> <p>Learners will engage with one in-depth study covering magazines. Learners will also engage with music videos and radio. Learners will respond to questions covering the whole of the theoretical framework.</p> <p><b>Section B: The News</b></p> <p>Learners will engage with one in-depth study covering online, social and participatory media. Learners will also engage with newspapers. Learners will respond to questions covering the whole of the theoretical framework and a range of media contexts.</p>	35%
<p><b>Creating Media</b></p> <p><b>Non-Exam Assessment (NEA)</b></p> <p>30 marks</p>	<p>Learners will create media products. They will apply knowledge and understanding of media language and representation to communicate meaning to an intended audience.</p>	30%

#### How will I be taught?

Lessons will be interactive and varied. Learners will be introduced to a range of contemporary media forms plus an in-depth study of one media form in each of the audio/visual, print and online media.

### **How will I be assessed?**

There will be two examinations, and one creative task (the non-exam assessment).

For the non-exam assessment, learners must work independently to research, plan and produce one individual media production in response to an OCR set brief from any one of the three following:

- Audio / visual media
- Print media
- Online media

Examples of proposed tasks include:

**PRINT MEDIA:** Produce an extract from a sports magazine to include the front cover and title design, contents page and a double page spread article, using a range of original images. The magazine extract must be targeted at a specific audience, which must be identified in your production log. You must include a specified representation in your production, as explained in your production log.

**AUDIO / VISUAL MEDIA:** Produce a sequence of a rock music promo video, to last no longer than two minutes. The majority of all material must be original, produced by the learner, with the exception of music. The video must be targeted at a specific audience, which must be identified in your production log. You must include a specified representation in your production, as explained in your production log.

**ONLINE MEDIA:** Produce four linked web pages, including the homepage, of a website promoting a local community event using a range of original images. The website must be targeted at a specific audience, which must be identified in your production log. You must include a specified representation in your production, as explained in your production log.

## MODERN FOREIGN LANGUAGES – FRENCH/SPANISH

Examination Board: Edexcel

***“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.” Nelson Mandela***

**At Reddam House Berkshire, we will offer both French and Spanish at GCSE.**

### **Why take a foreign language at GCSE?**

With globalisation ever on the rise, it is increasingly important to be able to communicate with people from other countries and cultures. There are a wide variety of careers where even being able to speak a little of a foreign language will put you ahead of the other applicants. It will open opportunities for travel and always looks impressive on a CV, particularly now that it is not compulsory. Further, universities are increasingly requesting a GCSE in a Modern Foreign Language as a facilitating subject.

Through the study of a foreign language, you will develop your comprehension skills, problem-solving ability, understanding of language in general, English as well as the foreign language studied. You will learn to understand the spoken and written language and be able to use it to communicate with others. You will also develop an understanding and thereby an appreciation of the culture and customs of other countries both in Europe and around the world.

### **What will I study?**

The students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French/ Spanish is spoken. There are six themes: My personal world, Lifestyle and wellbeing, My neighbourhood, Media and technology, Studying and my future, Travel and tourism.

### **How will I be taught?**

The content and skills required for the examinations are taught in active and engaging ways to ensure that the learning process is fun and effective. Furthermore, you will use the interactive packages *ActiveTeach* and *Quizlet* as well as various web-based language applications and board games.

<b>Component</b>	<b>Description</b>	<b>Weighting</b>
<b>Paper 1 – Listening</b>	You will need to respond to questions in both English and French/Spanish and you will be required to transcribe spoken French/Spanish into written French/Spanish.	25% of GCSE
<b>Paper 2 – Speaking</b>	There are three elements to the speaking exam: <ul style="list-style-type: none"><li>• Read aloud</li><li>• Picture stimulus &amp; conversation</li><li>• Role Play</li></ul>	25% of GCSE
<b>Paper 3 – Reading</b>	You will need to respond to questions in both English and French/Spanish and will be required to translate a French/Spanish text into English.	25% of GCSE
<b>Paper 4 – Writing</b>	You will be asked to produce written work of increasing complexity over the course of the paper. This will include an extended piece of structured writing and the translation of an English text into French/Spanish.	25% of GCSE

## MUSIC

### Examination Board: RSL Level 2 Creative Music Industry

#### Why take Music at GCSE?

The RSL Level 2 Creative Music Industry qualification provides students with an in-depth understanding of the music industry, fostering skills in creativity, collaboration, and professionalism. It is designed for students who enjoy making music practically, creatively and collaboratively. The course is built around three core units: **CMI: 202 (Live Music Performance)**, **CMI: 205 (Music Composition)** and **CMI: 211 (Technique and Performance)**.

#### What will I study?

You will study three main units:

- **CMI: 202 – Live Music Performance:** developing performance skills through rehearsals and live performance opportunities, either as a soloist or as part of an ensemble.
- **CMI: 205 – Music Composition:** creating and developing original musical material, exploring structure, style and creative decision-making.
- **CMI: 211 – Improving Instrumental Performance:** developing technical control, accuracy, expression and practice strategies on your main instrument or voice.

Together, these units balance performance, technique and creativity, giving you a broad and practical GCSE Music experience.

#### What entry qualifications will I need?

- **Academic Requirements**
  - No formal qualifications are required, but some familiarity with music performance, production, or theory is helpful.
  - It is ideal for students aged 14–16, so basic secondary school education is expected.
- **Musical Skills**
  - A basic ability to play an instrument or sing is beneficial, as performance and composition are core components.
  - Basic knowledge of music theory (e.g., scales, chords) is advantageous but not essential, as foundational skills can be developed during the course.
- **Technical Skills**
  - Familiarity with digital tools like Digital Audio Workstations (DAWs) (e.g., Logic Pro, Ableton Live, or GarageBand) is helpful, though not mandatory.
  - Comfort with using technology to create or record music will provide an advantage.
- **Personal Attributes**
  - Creativity: A passion for exploring music and a willingness to think outside the box.
  - Collaboration: Openness to working with peers and contributing to group projects.
  - Commitment: Ability to manage time effectively and meet deadlines for coursework and assessments.
  - Curiosity: An interest in learning about the music industry, including performance, production, marketing, and business.
- **Equipment Access**
  - Access to a musical instrument, microphone, or basic home studio setup is beneficial.
  - A laptop or computer with music software for assignments and projects is recommended.

While prior music experience or technical expertise can help, the course is designed to accommodate learners at different levels and to build their skills throughout the program.

## How will I be taught?

You will learn through a combination of practical activities, theoretical lessons, and collaborative projects. The teaching is designed to be interactive, hands-on, and aligned with real-world music industry practices.

- **Practical Workshops**
  - Hands-on sessions to develop performance, production, or composition skills.
  - Use of instruments, DAWs, and other music technology tools.
- **Classroom-Based Learning**
  - Explore theoretical concepts like music theory, industry roles, copyright, and marketing strategies.
  - Group discussions, case studies, and multimedia resources.
- **Individual and Group Projects**
  - Opportunities to work independently on personal projects (e.g., composing a track or planning a live performance).
  - Collaborative projects such as ensemble performances or event planning.
- **Rehearsals and Practice**
  - Regular practice sessions to refine performance and technical skills.
  - Mock performances and feedback sessions to build confidence.
- **Portfolio Development**
  - Build a professional portfolio showcasing your work, including recordings, compositions, and project documents

## How will I be assessed?

Your progress will be assessed through coursework and practical evaluations. There are no traditional exams; instead, you'll demonstrate your learning through creative outputs and reflective work.

- **Performance Assessments**
  - Live performances are assessed based on technical skill, stage presence, and audience engagement.
  - Video recordings of performances may also be used as evidence.
- **Project Submissions**
  - Submit original compositions, production work, or event plans.
  - Include accompanying documentation like production logs or project proposals.
- **Reflective Journals**
  - Maintain a journal to document your learning journey, challenges, and achievements.
  - Reflect on feedback and identify areas for improvement.
- **Written Assignments and Presentations**
  - Research and analyse aspects of the music industry (e.g., industry roles, copyright).
  - Present findings through essays, presentations, or reports.
- **Portfolio Assessment**
  - A comprehensive portfolio showcasing all your work throughout the course.
  - Includes recordings, compositions, planning documents, and evaluations.

## PHYSICAL EDUCATION

### Examination Board: AQA

#### Why take this subject at GCSE?

You should choose GCSE P.E. if you love being active and want to find out more about how to improve your performance. There are two main components to the course – practical and theory. It's important that you are committed to improving your practical scores in your own time (i.e. join clubs, play for school and enjoy working on your fitness). If you already play a lot of sport, then it is an ideal opportunity to gain some academic credit for the time you put into your activity.

GCSE Physical Education is an excellent foundation for studying Physical Education at A Level and for going on to study Sports Science and Leisure Management at University.

#### What Will I Study?

##### Theoretical Component – 60%

From 2016 onwards, there are now two theory papers, both with equal weighting.

**Paper 1 involves looking at the human body and movement in physical activity and sport.** The areas of study are Applied anatomy and physiology, Movement analysis, Physical training and the use of data. It is assessed with a written exam of 1 hour 15 minutes - 78 marks - 30% of the GCSE.

**Paper 2 looks at Socio-cultural influences and well-being in physical activity and sport.** Paper 2 topic areas include Sports psychology, Socio-cultural influences, Health, fitness and well-being and the use of data. It is assessed with a written exam of 1 hour 15 minutes - 78 marks - 30% of the GCSE.

*Both examination papers include a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.*

##### Practical performance in physical activity and sport – 40%

Practical performance is assessed in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). There is also an Analysis and Evaluation of Performance to bring about improvement in one activity. Teachers assess it, moderated by AQA through either through video or live moderation procedure and it is worth 100 marks which equates to 40% of the GCSE.

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

#### How will I be taught?

The content and skills required for the examinations are taught through a range of practical, active and engaging methods to ensure that full advantage can be taken by kinaesthetic learning.

#### How will I be assessed?

Component	Description	Weighting
Paper 1	Exam – 1hr 15mins	30%
Paper 2	Exam – 1hr 15mins	30%
Practical Performance	3 Practical Activities and an Analysis of Performance in one.	40%