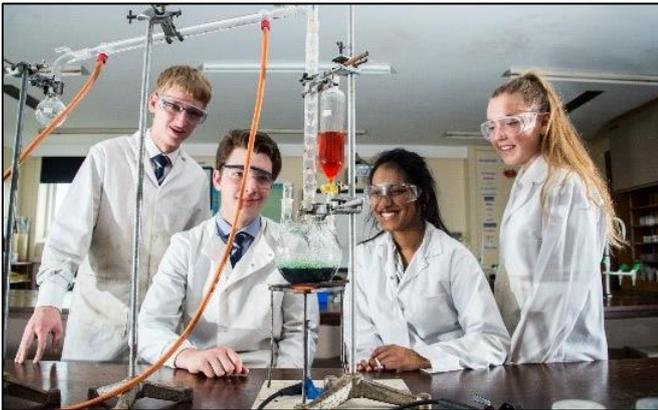


King's

1502



GCSE OPTIONS

2022

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Introduction

This booklet contains information on courses which you will study in Years 10 and 11, leading to your GCSE examinations in 2022. It provides information on the content of the different courses we offer, as well as any key information about examination boards and the ways in which each GCSE is assessed. It also gives the name of the relevant Head of Department so that you have a point of contact if you require any further information.

Year 10 and 11 at King's

You will take a mixture of GCSEs and iGCSEs leading to a grade from 1-9. These will be largely examination only, with only a few subjects retaining a small element of controlled assessment. You will be well-prepared for these examinations, with internal examinations at the end of Year 10, a progress test and then mock examinations in Year 11. You will receive 'target grades' from your teachers in the Autumn Term of Year 10 to give you something to aim towards, and we will of course continue to report on your progress through reports (two per academic year) and parents' evenings (one per year). In Year 11, you will also start thinking about your next steps - which for the vast majority will be the King's Sixth Form - and you will receive careers and tracking interviews to help you to plan those next steps carefully.

The GCSE Curriculum at King's - our curriculum philosophy

At King's, pupils study for either 9 or 10 GCSEs/IGCSEs depending on their Science route, which we feel is plenty. It allows for a good range of subjects - enough for any university application - whilst still allowing for depth of study to ensure that you fulfil your potential.

Your GCSE subjects will be:

English Language and English Literature (two GCSEs, taught together) - 8 periods per fortnight

Mathematics - 8 periods per fortnight

Biology, Chemistry and Physics (leading to two or three GCSEs) - 15 periods per fortnight

One foreign language (French, German, Spanish or Latin) - 6 periods per fortnight

One humanity (Religion and Philosophy, History or Geography) - 6 periods per fortnight

2 further subjects of your own choosing from a selection - 6 periods each.

Our GCSE curriculum encourages breadth so that you keep your career and further education options open for as long as possible. It allows you a 'managed choice', in that we insist on all pupils studying one foreign language and one humanity, but there is freedom of choice within them and you also then have a free choice of a further **two** subjects. We would recommend that one of these subjects is a creative subject for even further breadth, but it does not have to be and you could choose another foreign language or another humanity (to a maximum of two). We are now offering a subject called 'Creative iMedia'. This is a GCSE equivalent (Level 2) qualification which develops digital skills. Pupils may select either Computer Science or Creative iMedia, but not both.

You will also need to choose one 'reserve', as we cannot always guarantee that we can timetable everybody's choices, although we will do our best. If we cannot get you your first choice then we will contact you as soon as possible, and either way we will confirm your options by the end of the Spring Term.

The Options Process

1. Thursday, 10 February 2022 - Year 9 Parents' Evening

This is an opportunity for you and your parents to talk to the teachers about your current progress to explore which subjects are most suitable for you.

2. Monday, 14 February 2022 - Deadline for returning option forms

After the Parents' Evening, and after further discussion with your parents and teachers, you should complete the online form which will be sent to you in an email in January. If at any point you change your mind about your choice of options, the request must be made in writing by a parent to Mr O'Donnell. All changes should be discussed with the appropriate members of staff first and will be dependent upon availability and class size. Should you require any further help, then your first port of call should be your form tutor or your subject teachers (if you want to ask specific questions about a subject).

This is a significant moment in your academic life and we appreciate that it can also be a slightly worrying time as you ponder, perhaps for the first time, your long-term future. However, rest assured that the GCSE structure we have means that you will be very well-placed for whatever it is that you wish to pursue in the future. We will also do our best to ensure that the process runs as smoothly as possible for you. We hope that you find this booklet useful in introducing you to the different subjects we offer and we wish you every success in your GCSE years and beyond.



Richard Griffiths
Deputy Head (Academic)



Chris O'Donnell
Assistant Director of Studies

Art & Design

Head of Department: Ms D Inman
Examination Board: EDUQAS

Why study Art?

Art at King's provides one of the most varied and exciting Art courses nationally. Our students perform well above national standards and, even within King's, many GCSE students gain their top grade in Art. Art gives you the opportunity to create and innovate. Britain leads the world in terms of training artists and designers and the creative industries are one of the fastest growing sectors of the British economy. The work of great British innovators and creators is recognized the world over, such as the architect Richard Rogers, the inventor James Dyson, Apple's chief designer Jonathan Ive, Sarah Burton, Head of Design at Alexander McQueen or artists like David Hockney, to name but a few. Their journey all started in the same place: GCSE Art & Design.

Wherever your future career leads, universities are looking for students who are capable of independent and creative thought and the ability to manage and structure their own work, which are all vital transferable skills. GCSE Art gives you plenty of experience of this. Art is an asset to all, especially if you enjoy it and are good at it.

You must study GCSE Art if you might, in the future, seek a career in any aspect of the Visual Arts (e.g., Architecture, Graphic Design, Fashion Design, Special Effects Design, Animation, Computer Games Design, and Fine Art). Pupils who drop Art before GCSE will not be allowed to pick it up again in the Sixth Form if career plans change!

If you have performed well in Year 9, kept up with all deadlines and enjoyed the course then this is probably the best indicator that you could do well at GCSE Art. The main qualities that a potential GCSE artist should have are:

- A genuine interest and enthusiasm for the subject;
- A keenness to try out new ideas and techniques. You may find that you will be exploring ideas in paint, textiles, clay, glass, on iPads etc., and you need to be happy to try out any media;
- The ability to think for yourself and initiate your own ideas, which will be increasingly important as the course develops.
- A keen interest in attending exhibitions and galleries to see the work of artists at first hand. You will need to write in detail about artists.
- Good organisational skills. There will be regular coursework deadlines for Art and it will be essential that you keep up and do not get behind in your work;
- Fairly good drawing skills. You do not have to be brilliant at drawing but it is an important skill that you will be required to show and work at in all projects.

- Good analytical written skills. A significant proportion of the marks are awarded for how you ANALYSE and EXPLAIN your ideas in written form in your sketchbook.

What does the course involve?

You will produce a coursework portfolio between the start of the course and Christmas in Year 11. This will include a balance of drawing, researching artists, lots of experimenting and some final pieces in order to allow you to build up and establish a confident sense of individual strengths. From January in year 11 you will produce an additional exam project, which is an opportunity to show the examiner what you are best at in a project of your choosing. This concludes with a 10-hour timed piece which takes place over two weeks in controlled conditions. All of the work is displayed as an exhibition at the end of Year 11.

How is the course assessed?

Both coursework and exam units are displayed as an exhibition and marked by the Art Department in May in Year 11. Coursework counts for 60% and the examination counts for 40%. A sample of the exhibitions is then moderated by an external examiner to ensure accuracy of marking.

For any further information or to see good examples of GCSE work, please speak to Miss Inman, Mrs Threlfall or Mrs Richards.



Computer Science

Head of Department: Mr P McKenzie
Examination Board: Edexcel

Despite computing education in the UK going through a massive revolution over the past few years to ensure it is relevant in supporting careers of the future, 54% of schools still do not offer GCSE Computer Science and just 11% of students in England took GCSE Computer Science in 2017. 72% of UK digital technology businesses say the lack of supply of skilled workers presents a significant challenge and 40% of technology companies globally are struggling to find suitable people to fill their vacancies.

Right now there are over 100,000 unfilled vacancies in the computing and digital industries despite this being one of the most lucrative professions. Will I Am, President Obama and Malala Yousafzai have all spoken about the urgent need to train the next generation in computer science; they themselves have all started learning to code.

King's introduced GCSE Computer Science in 2014 and we are now teaching our sixth cohort. We follow the Edexcel awarding body specification and students are taught 6 periods per fortnight. The course, which is delivered by experienced Computer Science teachers, has a strong focus on programming and logical problem solving. It explores topics including networking standards and protocols, computer hardware down to the level of logic circuits, data representation including binary and hexadecimal, and cyber security including cryptography, ciphers and social engineering.

Why study Computer Science?

- Computing is of enormous importance to the economy both as a discipline in its own right and as an 'underpinning' subject across Science, Engineering, Medicine, Architecture, Aerospace, Finance and more.
- Technology continues to advance rapidly, as does the way in which we consume this technology. Mobile devices, the Internet, digital assistants, autonomous homes, self-driving transportation and wearable technology have become common place. Computing infiltrates every aspect of our social and professional lives; having an awareness of these technologies and the implications is no longer optional. Being equipped to innovate with future technologies and applications for these technologies would make any student a valuable asset to the industry.

What does the course involve?

- Discussions about the social, moral and legal implications of self-driving cars e.g. who is responsible should there be an accident
- Understanding the physical infrastructure that forms 'the Internet' including domain name servers and undersea cables to connect the continents.
- Translating numbers, text, images and sound into the only language that computers understand: binary. How do you represent your favourite track as 0s and 1s?
- Learning to code and designing programs and applications

How is the course examined?

Paper 1: Computational thinking and problem solving

What is assessed?

Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of Computer Science including: Fundamentals of algorithms, Data Representation and Computer Systems.

How is it assessed?

- Written exam set in practically based scenarios: 1 hour 40 minutes
- 80 marks
- 50% of GCSE
- A mix of multiple choice, short answer and longer answer questions assessing a student's practical problem solving and computational thinking skills.

Paper 2: Online assessment

What is assessed?

Practical programming skills through a series of online problems solved using the Python Programming language.

How is it assessed?

- Online/On Screen exam : 2 hours
- 80 marks
- 50% of GCSE
- A series of questions with ascending difficulty to test the practical application of computer science

Are there any previous learning requirements?

There are no previous learning requirements, although a healthy interest in Computers, the willingness to learn a coding language and an aptitude for logical/mathematical problem solving would be an advantage.

For any more information, please speak to Mr. McKenzie.



Creative iMedia

Head of Department: Mr P McKenzie
Examination Board: OCR Cambridge Nationals

Digital Media is a key part of many areas of our everyday lives and is vital to the UK economy. Production of digital media products is a requirement of almost every business, so there is huge demand for a skilled and digitally-literate workforce. This qualification will help you develop specific and transferable skills such as research, planning and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media.

This is a GCSE equivalent level 2 course awarded at Distinction*, Distinction, Merit and Pass. Cambridge Nationals in creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have creative computing at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.

Why study Creative iMedia?

- Creative computing forms a massive part of the UK economy, from advancements in game design and development, to developing high quality websites and working in digital marketing as a graphic designer.
- The Cambridge Nationals in Creative iMedia allows learners gain knowledge in a number of key areas in the media field, from pre-production skills to digital animation, and offers a hands-on approach to learning. The options available offer the chance for students to explore areas of creative media that interest them. The Cambridge Nationals in Creative iMedia will also provide opportunities to develop useful transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

What does the course involve?

The course is delivered as 3 units of work across the two years. The modules studied are:

R093 - Creative iMedia in the Media Industry (Exam Unit)

R094 - Visual Identity and Digital Graphics (Mandatory Unit)

R095-R099 - One of the following elective is chosen as the final unit:

Characters and Comics, Animation with Audio, Interactive Digital Media, Visual Imaging and Digital Games

How is the course examined?

Unit 1: Creative iMedia in the Media Industry (R093)

What is assessed?

In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.

How is it assessed?

- 1hr 30 minute exam in year 10.
- 70 marks of the course.
- Contains a scenario based question paper of short and long answer questions.

Unit 2: Visual Identity and Digital Graphics (R094)**What is assessed?**

In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience.

Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

How is it assessed?

- 30 hours of coursework working to a board set assignment
- 50 marks of the Course

Unit 3: Elective Unit (R095 - R099)**How is it assessed?**

- 40 hours of coursework working to a board set assignment
- 70 marks of the Course

Are there any previous learning requirements?

There are no previous learning requirements, although an interest in the world of digital graphics would be helpful.

For any more information, please speak to Mr. McKenzie

N.B. GCSE Computer Science is the qualification pupils should take if they are considering A Level computing.

Design & Technology

Head of Department: Mr J Nichols
Examination Board: AQA

Why study Design and Technology?

Do you enjoy designing and making things? Do you like to be challenged? Do you like to use your imagination and creativity? Do you aspire to be the next James Dyson, Jonathan Ive or Phillippe Stark, all very famous product designers and engineers? If so, this course is for you. The Design & Technology GCSE is a course designed to teach you about a number of different materials and media and ways in which a product designer works, including sketching and the use of computer-aided design. Tackling this work means you have to develop problem-solving, team-work and project-management skills. All these are desirable qualities and transferable skills for a wide range of careers.

The qualification is modern and relevant, so students can learn about contemporary technologies, materials and processes, as well as established practices. The GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

What does the course involve?

The course is organised to teach students three key areas which are fundamental to developing a deeper understanding of design and technology and its relevance to today's rapidly changing world.

The three areas are:

- **Core Technical Principles** - including new & emerging technologies, energy storage and generation, modern and smart materials, systems approach to designing, mechanical devices and materials and their working properties.
- **Specialist Technical Principles** - including selection of materials or components, forces and stresses, ecological and social footprint, scales of production, sources and origins, using and working with materials, stock forms, types and sizes, specialist techniques, surface treatments and finishes
- **Designing and Making Principles** - including investigation, primary and secondary data, environmental, social and economic challenge, the work of others, design strategies, communication of design ideas, prototype development, selection of materials and components, tolerances, material management, tools and equipment, techniques and processes.

The specialist technical principles will be taught through a number of material specialisms such as papers and boards, timber, metals, polymers, textile based materials, electronic and mechanical systems, but the current main focus will revolve around timber.

How is the course examined?

Pupils will submit one major piece of coursework, called an Non Examined Assessment (NEA), which is set by the exam board and available from June 1st in Year 10. This coursework project will focus on the development of a prototype product through the use of the iterative design process and will be completed mainly in school. In addition to the NEA, you will have a terminal examination at the end of the course worth 50% of your final grade.

How the examination is assessed

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

Questions

Section A - Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B - Specialist technical principles (30 marks)

Several short answer questions (2-5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C - Designing and making principles (50 marks)

A mixture of short answer and extended response questions including a 12mark design question.

Non Examined Assessment

How is it assessed?

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles
- Non-exam assessment (NEA): 30-35 hours approx.
- 100 marks
- 50% of GCSE

Task(s)

Substantial design and make task

Assessment criteria:

- Investigating
- Designing
- Making
- Analysing and Evaluating

Students will produce a **working prototype** and a portfolio of evidence (**max 20 A3 pages or equivalent**). This will be normally an electronic version of a project using PowerPoint.

It will be important to be **organised** and **dedicated** as this course is challenging and does have a lot of content. You should enjoy the challenge of working to deadlines and strive to produce high quality outcomes in all your work.

For any more information please speak to Mr. Nichols or Mr. Steele.

Drama

Head of Department: Mr D Forbes
Examination Board: Cambridge International Examinations IGCSE

Why study Drama?

The Drama IGCSE course is an exciting and fun way not only to discover how theatre works, but also to develop key skills such as: problem-solving; group work; the confidence to speak and perform in front others; the ability to express yourself articulately. You will need such skills, whatever your final career choice may be. An increasing number of universities and employers are making clear that they welcome students who have a Drama qualification, as it demonstrates an individual who has these vital communication and life skills.

Some of those who have completed a Drama GCSE have gone on to do Theatre at University, but many will do a whole range of different degrees and follow other career paths such as law and business, jobs in the media, sports journalism, teaching and administration. They invariably say how vital they have found the skills they acquired through doing Drama. University course leaders and employers will often comment on what an advantage it is when students have gained a Drama qualification - no matter what job or career path they're following - as these students show a higher, more confident level of communication and creative skills, as well as a more developed ability to work as part of a team.

What does the course involve?

In Drama you will:

- learn practically about the different production elements - mainly acting, but also lighting, sound, set design, costume - and how they work together to create exciting and purposeful theatre for an audience;
- develop practically and apply the key skills needed in order to create/devise/improvise your own plays for performance;
- explore practically a well-known script and work out ways of successfully staging extracts for an audience applying a variety of performance techniques;
- Develop your core 'life skills' such as presenting yourself confidently and coherently in front of an audience and working creatively within a team;
- Go and see a range of live shows in order to enjoy and appreciate how experienced professionals use the techniques and skills you are learning about.

How is the course examined?

There are 2 assessed components to the course:

Component 1 - Devising Theatre (Internally assessed, externally moderated. 60% of course)

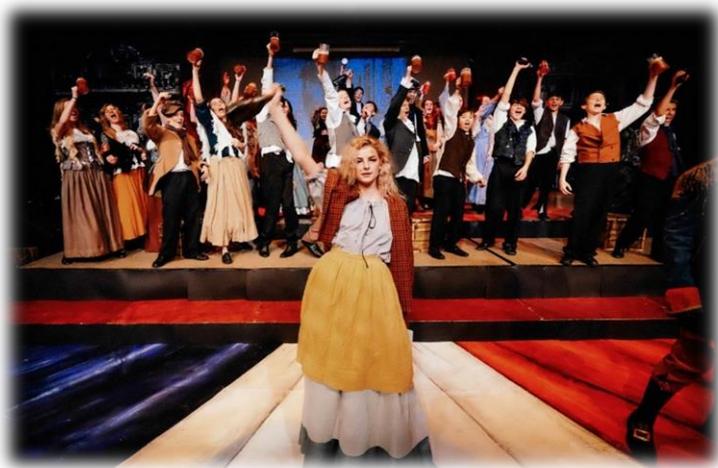
- Participating in the creation, development and performance of a piece of devised theatre
- Rehearsing and performing as a group an extract from a play
- Rehearsing and performing individually an extract from a play

Component 2: Written Exam (Externally marked. 40% of course)

- You will write a series of short and longer answers, in response to questions on an extract of a play given by the exam board and on a devised piece of work created in response to a 'stimulus' given by the exam board.

In conclusion, this is an exciting course for those who enjoy working practically, are not afraid to get up, try things out, learn from their mistakes and who enjoy working hard and as part of a team. Although all the writing you do, comes out of the practical work, just be aware that there is writing to be done!

If you want to talk more about the course and discuss whether it's the right choice for you, please don't hesitate to talk to Mr Forbes or Miss Souter.



English

Head of Department:	Mr R Kellett
Assistant Head of English:	Mrs K Brookes
Examination Board:	Edexcel IGCSE

Why study English?

English is compulsory at GCSE and is a vital part of the curriculum. It is a flexible and adaptable subject, helping you to develop skills that are transferable to every other subject you might choose. Studying English allows you to:

- work independently
- think critically
- foster personal attributes such as self-motivation, self-discipline, a sense of responsibility and an ability to work with others
- enhance your written and spoken communication
- access some of the most enduring and acclaimed literature from across the ages
- consider a range of personal, cultural and historical issues
- debate issues in stimulating ways
- explore how language shapes our society
- examine the influence of the media in our society

What does the course involve?

The Edexcel specification encourages in-depth exploration of quality and challenging literature in preparation for the examinations. On top of this, you will be taught the requisite skills to approach unseen texts from a variety of periods and genres.

You will use these skills to compose thoughtful, analytical essays, as well as creative writing of your own.

Examples of areas studied in English Language

- Understanding and producing non-fiction texts
- Analysing fiction texts
- Writing creatively

Examples of areas studied in English Literature

- The Modern novel
- Modern drama
- Poetry: prepared and unseen
- Literary Heritage

How is the course examined?

Edexcel IGCSE English Language

The scheme of assessment is linear with one exam and a coursework folder:

Course Breakdown

Paper 1: Non-fiction Texts and Transactional Writing **60% of the final mark**

Section A - Reading
Section B - Writing

Coursework: Poetry and Prose Texts and Imaginative Writing **40% of the final mark**

Assignment A - Reading analysis
Assignment B - Imaginative writing

Edexcel IGCSE English Literature

The scheme of assessment is linear with one exam and a coursework folder:

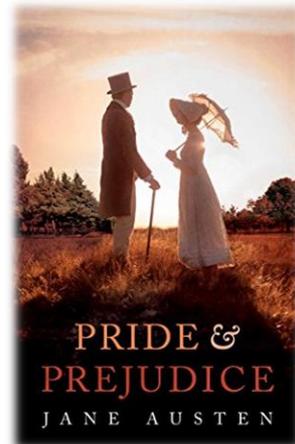
Course Breakdown

Paper 1: Poetry and Modern Prose **60% of the final mark**

Section A - Unseen Poetry
Section B - Anthology Poetry
Section C - Modern Prose

Coursework: Modern Drama and Literary Heritage Texts **40% of the final mark**

Assignment A - Modern Drama
Assignment B - Literary Heritage Texts



Geography

Head of Geography:
Examination Board:

Mr A Puddephatt
AQA

Why study GCSE Geography?

- Geography is a highly topical and engaging subject, ever changing as world events unfold. Look at any newspaper or TV news report, any day and there will always be several articles linked to Geography! Whether it be the redevelopment of a city centre, the continued struggle against climate change, the impact of the UK's ageing population, international migration, world trade and our relationship with the EU, a debate centering around the construction of a new runway or responding to natural disasters, the course will help you to make sense of these issues.
- Geography is a science (Physical Geography) and an art/social science/written based subject (Human Geography) and therefore it links extremely well with a broad range of other subjects, making it ideal for a balanced curriculum.
- It is 'the fieldwork subject' and involves curriculum-related fieldtrips to reinforce topics covered in class. Current examples include Cumberbrook Clough, the Peak District and Cwm Idwal, North Wales (an upland post-glacial landscape).
- It involves optional foreign tours to must-see amazing sights and locations. Recent trips have included the West Coast of the USA (2011), the French Alps (2010-12), Iceland (2013), Naples/Sicily (2015) and Iceland and New York (2018).
- It provides an excellent foundation for going on to study A Level Geography.
- It is the first step towards the numerous Geography-related careers:
 - mineral exploration and extraction activities for BP or Shell;
 - town planning and urban regeneration;
 - meteorology (weather forecasting);
 - tourism related roles and travel writing;
 - surveying, GIS (Geographical Information Systems - computer mapping/model forecasting);
 - architecture and property development;
 - media, such as foreign correspondents or journalists for the BBC, SKY;
 - transportation and logistics for companies such as Network Rail, British Airways, Eurostar, Metrolink & P&O Shipping;
 - environmental & conservation roles (Environment Agency, Forestry Commission etc);
 - alternative/renewable energy research & sustainability roles; including for E-on, Scottish Power or ensuring companies strive to meet environmental targets

Statistics show that when compared to other subjects, Geography graduates are *some of the most employable and in the long term, have some of the lowest rates of unemployment*. This is because the transferable skills that Geography fosters are highly

demanded and sought after by employers, such as your ability to produce a concise report by handling and analysing data, to being a problem solver, team player and socially, culturally, economically and environmentally aware of other countries, societies, people and places.

What does the course involve?

Unit 1 Living with the Physical Environment, where topics studied are:

- *The challenge of natural hazards* - tectonic hazards (earthquakes and volcanoes), tropical storms, extreme weather in the UK and climate change
- *Physical landscapes in the United Kingdom* - rivers and glaciers
- *The living world* - ecosystems, tropical rainforests and hot deserts

Unit 2 Challenges in the Human Environment, where topics studied are:

- *Urban issues and challenges* - cities, transport and regeneration
- *The changing economic world* - globalisation and trade
- *The challenge of resource management* - energy and water

Unit 3 Geographical Applications, where elements studied are:

- **Issue Evaluation** - a topical theme comprising of physical and human subject matter will be released (a resource booklet) in the March of Y11 and then studied in detail before data response and open ended questions are examined. The focus will change each year
- **Fieldwork** - 2 fieldwork days will transpire focusing on physical and human geography, small write-ups will transpire and then generic fieldwork questions will be examined

How is the course examined?

- All examinations will take place in the summer of Y11 and an overall grade from 1-9 will be awarded
- Exam Paper/Unit 1 (35% of final mark, 1hr 30mins): Living with the Physical Environment
- Exam Paper/Unit 2 (35% of final mark, 1hr 30mins): Challenges in the Human Environment
- Exam Paper/Unit 3 (30% of final mark, 1 hr 15mins): Issue evaluation, based on resource booklet, and fieldwork



History

**Head of Department:
Examination Board:**

**Miss L Hughes
Edexcel iGCSE**

Why study History?

There are many strong reasons for opting to study History at GCSE:

1. **Interest and enjoyment:** You have to care enough about a subject to enquire into it and to achieve success at GCSE. History is a fascinating and enjoyable subject, which has a vast breadth of content which is amusing, dramatic, tragic and always human.
2. **Personal development:** History gives individuals a very important context and sense of perspective. In the words of the actor Tony Robinson of 'Blackadder' fame- "How do you know where you are unless you know where you've come from? How can you tell what's going to happen unless you know what's happened before? History isn't just about the past. It is about why we are who we are, and about what's next." History opens up a vast repertoire of human actions and experiences, which have the power to inspire and to warn.
3. **Career opportunities:** All jobs involve interaction with human beings and History is the most human of subjects. It gives access to a vast pool of real, human experience. The experience of humanity that a study of History brings is applicable to every career and job. History also teaches the critical evaluation of evidence, and encourages the analysis of problems and the communication of ideas. Moreover, it encourages independence of mind and independent enquiry. These factors explain why History is a welcome qualification in so many fields of employment such as the law, journalism and business.
4. **Compatibility with other subjects:** History combines well with a wide range of subjects. There is a natural partnership between History and English, as History constantly uses the English language to explore historical ideas and events, and all English literature has an historical context. History combines well with both arts and science subjects because it can serve to amplify and humanise content and foster skills. Progress in all fields of human endeavour has its historical context and roots.

What does the course involve?

Paper One: Depth Studies

Germany: Development of Dictatorship, 1918-45 - This unit deals with Germany between World War One and World War Two, initially looking at the establishment of democracy in the form of the Weimar Republic and the resurgence of Germany in the 1920s. The course then seeks to explain the conditions which allowed the Nazis to rise to power and then looks in detail at what life was like in the country and the occupied territories during WWII under their rule.

A World Divided: Superpower Relations, 1943-72 - This unit deals with the origins of the Cold War and examines the major events of the 1940s and 1950s, such as the Berlin Airlift, the Cuban Missile Crisis and the invasion of Czechoslovakia. It also examines the various diplomatic solutions which were devised to bring about an easing of tensions towards the end of the period.

Paper Two: Investigation and Breadth Studies

The Vietnam Conflict 1945- 1974 - This unit examines the impact of colonial rule in Vietnam and the independence movements that followed. The students then investigate the reasons why America became involved in Vietnam, the reasons for their failure and the impact of the war; including the effects on civilians in Vietnam, media coverage of the war and anti-war protests in the USA.

Changes in Medicine, c1848-c1948 - This unit charts the major developments in medicine over a hundred year period and looks at some of the key individuals and reasons behind them. It deals with key individuals such as Simpson, Lister, Pasteur and Koch as well as looking at the development of public health in the early part of the twentieth century.

How is the course examined?

Students sit two examination papers at the end of Year 11. The exams include source work, analysis of interpretations and essays. There is no coursework/controlled assessment element in this specification. Both of the exam papers last 1 hour 30 minutes and make up 50% of the final qualification.



Latin

Head of Department: Mr A Mallin
Examination Board: OCR

Why study Latin?

“Both experience and observation convinced me that the study of the Classics forms an excellent basis for all sorts of careers.”

Sir Jeremy Morse, ex-Chairman Lloyds

Latin is a broad, skill-based subject. In addition to learning about the fascinating world of Ancient Greece & Rome, students will:

- Develop insights into the relevance of Latin and ancient literature and civilisation to our understanding of our modern world of diverse cultures;
- Deploy their knowledge and understanding of Latin to deepen their understanding of English and other languages;
- Relate their knowledge and understanding of the ancient world to other disciplines;
- Develop research and analytical skills which will empower them to become independent learners and enquirers, equipping them for further study in arts, humanities, and sciences;
- Study a valuable and rare skill, putting them ahead of many competitors who didn't have the opportunity to take the subject;
- Using the skills and expertise which Latin teaches, students who study it often go into professional careers including the Law, accountancy, journalism, civil service, management, and more.

What does the course involve?

- Continuing to learn the grammar and vocabulary using Latin to GCSE: Part 1 and Part 2. These books tell the story of the origins of the Roman Empire, going from the legendary Kings of Rome, through the Roman Republic, and right up to Augustus, the first Emperor.
- Reading and annotating the prose set text: original Latin describing Caesar's heroics against the Belgians and the climactic Battle of Watling Street, where Queen Boudicca met her tragic end.
- Reading and annotating the verse set text: original Latin written by the famous poet Virgil about the Trojan hero Aeneas and his journey to the underworld.

How is the course examined?

OCR Latin has 3 examinations at the end of the course, with no coursework. All examined content is written - there is no oral test for Latin.

Language: Translation and Comprehension on Unseen Latin, using the prescribed

vocabulary list of 450 words. 90 minutes, worth 50%

Prose Literature: Translation, Comprehension, and Analysis of about 110 lines of fully-prepared in advance Latin. 60 minutes, worth 25%.

Verse Literature: Translation, Comprehension, and Analysis of about 110 lines of fully-Prepared in advance Latin. 60 minutes, worth 25%.

Here is a snapshot of jobs, employers and further study programmes from recent Classics and Ancient History students at UK universities:

Occupations	Employers
Campaign Manger	BBC
Media Sales Executive	Civil Service
Investment Banking	Google
Publishing Assistant	Apple
Solicitor	Arts Council England
Product Developer	Bank of Ireland
Mortgage Advisor	British Airways
Legal Assistant	Sage Publications
Researcher	Aldi UK
Archivist	Orion Publishing
Screenwriter	Ministry of Defence
Marketing Executive	Lloyds Banking Group
Civil Service Graduate Employee	Santander
Underwriter	Vodafone
Chartered Accountant	The National Trust
Higher education Lecturer	English Heritage
Public Relations Executive	IPC Media
Curator	Deloitte
Copy Writer	Police Service
Equity Research Associate	Aylesbury Crown Court
Theatrical Producer	Carlson Marketing Group UK
International Summits Executive	Winckworth Sherwood LLP
Foreign Language Teacher	Merlin Entertainment Group
Human Resources Administrator	Royal Navy
Teacher	Act Productions
Journalist	Oxford University Press
Underwriter	Devon County Council#
Librarian	Nationwide Building Society
Management Consultant	Mary Rose Trust
Reporter	The European Atlantic Commission

Further study

- MA English
- MSc Bioarchaeology
- Graduate Diploma in Law
- MA Medieval Studies
- MSc International Management
- MA Ethics, Religion and Society
- MA History
- MA Classics, Archaeology
- PGCE Secondary
- PGCE Primary
- MA Classics and Ancient History

Over 70% of jobs are open to graduates of any discipline.

Produced by:
Classics for All North
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CLASSICS FOR ALL
Championing Classics in Schools
NORTH



Mathematics

Head of Department:

Mr T Jones

Assistant Head of Maths:

Dr E Breese

Examination Board:

Edexcel IGCSE

Why study Mathematics?

Mathematics equips you with knowledge essential to many careers:

- problem solving, logic and analytical skills;
- resourcefulness and creativity in analysing a wide variety of situations, for example cost analysis, almost any spreadsheet activity, resource allocation and scheduling (as used in all businesses), the list is endless.
- the ability to learn and adapt to new developments.

The IGCSE course will consolidate and extend the work you have completed in Years 7, 8 and 9.

What does the course involve?

Mathematics is compulsory in Years 10 and 11, involving eight lessons each fortnight in which you will cover the six main areas: number; algebra; ratio, proportion & rates of change; geometry and measures; probability and statistics.

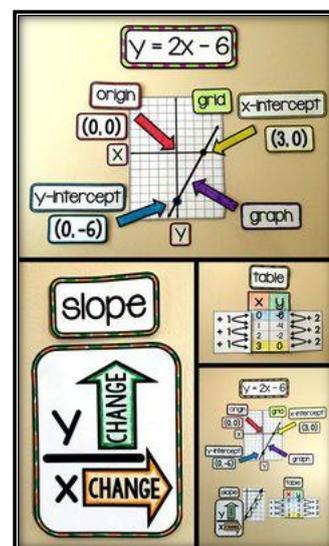
You will be taught in sets with pupils of similar ability. The choice of set is made on the basis of your previous work and examination results. All pupils will embark on the Higher Tier work; the decision to change to Foundation Tier, where appropriate, being delayed as long as possible. If you are hoping to continue with Mathematics at A level, it is expected that you will have studied Higher Tier and attained at least a grade 7.

Alongside IGCSE Mathematics, an additional qualification called Further Mathematics Certificate (AQA) is undertaken by our very strongest mathematicians to allow them to go beyond the IGCSE Mathematics course, this provides excellent preparation for Mathematics and Further Mathematics A Level.

In addition to the curriculum, there will be regular opportunities to sharpen your mind with mathematical puzzles and, of course, the United Kingdom Mathematics Trust Intermediate Mathematics Challenge competition.

How is the course examined?

We use the Edexcel IGCSE linear scheme (4Ma1) which has two examinations (Both 2 hour calculator papers) that will be taken at the end of the course. There is no coursework.



Modern Foreign Languages (MFL)

Head of Modern Foreign Languages:	Mr I Dalglish
Heads of Department:	
Spanish:	Miss S Bailey
German:	Mrs L Slack
French:	Mrs E Schué
Examination Board:	Edexcel IGCSE

At King's we recognise the value of learning a language, and consequently all pupils study at least one language to IGCSE with the opportunity to take a second, optional language. All three modern language courses are structured in the same way and the content is fundamentally the same.

Why study Modern Foreign Languages?

- In our increasingly globalized world, companies are constantly expanding overseas and dealing with clients from all over the world. Between two candidates with the exact same skill-set and experience, the person who is bilingual is arguably much more likely to get the job. Equally, the experience of having learned a foreign language can help you pick up another language in the future. If selling to an overseas client, knowledge of the language and culture is a distinct advantage.
- Spanish, French and German are among the top five languages the UK needs most in the post-Brexit landscape, according to a report released by the British Council. 'Languages for the Future' identifies these as the most important languages for the UK's prosperity now that the country has left the European Union, based on extensive analysis of economic, geopolitical, cultural and educational factors.
- For people looking for change and some excitement and adventure in their life, a foreign language might just be the door waiting to be opened.
- Learning a foreign language, even as little as a handful of phrases, will make your travel experiences *very much* more rewarding.
- Knowing a foreign language opens up more opportunities for studying (any subject) in universities overseas.
- Learning a foreign language is a rewarding experience and success in language learning can really boost your self-confidence.
- Universities and employers value the transferable skills which language learning develops, which include reasoning, presentation, communication, collaboration and teamwork, questioning, reflecting and being resilient.
- Languages combine very well with many university subjects - notably History, Business, Economics, International Law, International Relations, English Literature, and Philosophy. To meet the need for language skills in the population, combined courses in a very wide range of subjects including Economics, History, Sciences/Engineering, Mathematics, Law, Medicine or Business Studies with a language and vocationally orientated courses in languages have sprung up at many universities in the past few years. Many have a high employment rate, and graduates who have a language component in their course stand themselves in good stead for the workplace.

Why study Spanish?

- Spanish is the second most widely spoken language in the world by number of native speakers. It is also an official language on four continents and in 21 nations.
- Spanish-speaking countries have a colourful and captivating culture. Our students are particularly intrigued by the array of lively festivals, compelling arts, vibrant culinary delicacies and the wealth of prominent sporting talent, as well as being fascinated by the sounds and the structure of the language itself.
- With a combined population of over 221 million people, Argentina, Chile, Colombia and Mexico have all been identified as upcoming economies. It is projected that the Mexican economy will overtake that of the UK by 2030. Growth rates like these make learning Spanish a smart choice.
- Spanish has some similarities to English. Because English acquired around 50% of its vocabulary from Latin or Latin via French, you will immediately recognize and understand many Spanish words that share the same roots.
- As Hispanic music and film becomes more and more popular in the UK, with many Spanish artists rising to prominence, learning the language will help you to understand both the lyrics and the relevancy of the top songs you hear in the charts.

Why study German?

- Around 120 million people speak German. German is a popular language taught both in Europe and elsewhere across the world. German can also help in the learning of Dutch and Scandinavian languages.
- German is also the sister-language of English, as they are both evolved from Germanic. It has challenging, but highly logical, grammar rules, including a case system, which make it a very interesting language to study. German spelling is phonetic, which means that the way a word sounds is consistent with the way it is spelt.
- Germany has the third strongest economy in the world: Germans are world champions in exports, even beating the USA. German could arguably be regarded as the most important language in Europe today, as Germany is the major trade partner for so many countries.
- German is sought after in a wide range of fields, such as international marketing, European law, personnel, electronics, aerospace, computing and all types of engineering. These are career routes offering rewarding salaries, and opportunities both at home and abroad. In addition, a considerable number of German firms are now firmly established in the UK (local examples are Siemens, BASF and Henkel).
- In the recent 'Languages for the Future' report by the British Council, 45% of UK businesses state that 'German is the most sought-after language for employees, yet only 6% of the UK adult population possess a working knowledge of the language'. Knowing German will surely give King's pupils the edge in the increasingly competitive world of work.

Why study French?

- As Europe's third ranking economy and top destination for European investment, France is a key economic partner and it is Britain's fourth largest export market. French can be useful in Europe and throughout the world, as French is the only language other than English spoken on five continents.
- French is an official language of several prominent global organisations including NATO, the UN and the EU.

- The International Organization of Francophonie has 84 member states and governments. Of these, 30 countries have French as an official language. The French-speaking world includes Canada, several countries of North and West Africa, plus South-East Asia and the Pacific.
- Speaking French opens up study opportunities at renowned French universities and business schools, ranked among the top higher education institutions in Europe and the world. Students with a good level of French are eligible for French government grants to enrol in postgraduate courses in France in the discipline of their choice and qualify for internationally recognized degrees.
- France, the most visited country in Europe, has a rich and varied culture. It is renowned for its wine, food, fashion, perfume, medicine and electronics and boasts an enviable natural landscape.
- French is a good base to start learning another language as fifty per cent of current English vocabulary is derived from French. Learning French gives the pleasure of learning a melodious language, often called the language of love. French is also an analytical language that structures thought and develops critical thinking, which is a valuable skill for discussions and negotiations.

What do the courses involve?

- The main aim is to enable you to understand and communicate in the language, and the examination will allow you to show what you know, understand and can do. You will develop the skills of speaking and writing in the language, and understanding the written and spoken word.
- You will have access to a native speaker Language Assistant for frequent conversation practice.
- The five broad areas you will study are
- Topic A: Home and Abroad
- Topic B : Education and Employment
- Topic C: Personal Life and Relationships
- Topic D: The World Around Us
- Topic E: Social Activities, Fitness and Health
- We will also cover all the necessary grammar whilst exploring the topics.
- You will practise listening and speaking every fortnight using the language laboratory
- Up-to-date materials are used which tie in closely with the Edexcel examination specifications.
- We encourage students to participate in a range of extra-curricular opportunities and trips within Modern Languages, as these will help reinforce language skills.

How are the courses assessed?

- Reading and Writing (50 % of total marks) is assessed by a 1 hour 45 minutes' paper taken at the end of the course, which includes different types of reading tasks, a structured short writing task, a more open-ended longer writing task, and a grammar gap fill exercise.
- Speaking (25% of total marks) is assessed by a speaking test taken at the end of the course. The test includes a prepared topic conversation (2-3 minutes) based on a chosen topic, and a general conversation (5-6 minutes) based on two other IGCSE topics studied.

- Listening skills (25 %) are taught and assessed regularly as they also form 25 % of the exam. They are examined in a paper at the end of the course. The examination includes non-verbal answers and questions and answers in the language.



Music

Director of Music:
Examination Board:

Mr I Crawford
Edexcel

Why study Music at GCSE?

Studying Music at GCSE level is immensely enjoyable and gives you a unique combination of skills and experience that will be of benefit to you for years to come. If you want to stand out from the crowd, study Music!

Stand out from the crowd by developing the widest range of skills of any GCSE course!

University admissions tutors and potential employers are always keen to meet people with GCSE Music on their UCAS forms and C.V.s, irrespective of what subject you decide to study at undergraduate level or the job you may wish to apply for. Part of the reason for this is the wide range of skills that you will learn during the course. We teach you how to analyse and appraise pieces of music from numerous different traditions and cultures (e.g. folk, rock, classical, world music). At the same time, you also develop your creative, communication and team working skills by learning how to write and perform music in a range of different styles.

Music: a gateway to any undergraduate course or future career

Each year, several GCSE music students go on to study Music at A Level and beyond (e.g. university, conservatoire). GCSE Music is an important stepping-stone if you're considering a career in Music or the creative sector (e.g. performing, arts administration, cultural management, recording industry, radio, film, television, publishing). Having said that, if you're thinking about a career in a totally different field (e.g. medicine/sciences, law, business, languages), having GCSE Music makes you stand out from the crowd; it shows that you have a broad range of interests and are motivated enough to pursue them.

I'm an experienced performer (solo or in groups). Will I do well at GCSE?

GCSE Music is a particularly good choice for a pupil who has been having instrumental or vocal lessons for several years. We recommend that pupils starting GCSE Music should be at least Grade 3-4 level on their first study instrument. At the same time, if you have just started having lessons but are determined to keep improving, you will also do well. Performance coursework counts for 30% of the GCSE course **however** performing at a high level is no guarantee of overall success at GCSE. To do well overall, you must use your skills and experience to help you analyse music from different styles and compose your own.

As preparation for the course, you should either have studied Music in Year 9 or be studying music theory, ideally to around Grade 3 standard.

What does the course involve?

The course is divided into three parts:

- **LISTENING (40%).** This part of the course covers a very wide range of musical periods and styles; from Baroque to Broadway via Austria and Alderaan. You will learn how to analyse musical scores, identify specific musical features and appraise music intelligently. Each of our set works belongs to one of four Areas of Study: Instrumental Music 1700 - 1820, Vocal Music, Music for Stage and Screen and Fusions.
- **COMPOSING (30%).** You will learn about the building blocks of composition and how to write effective pieces in a wide range of musical styles.
- **PERFORMANCE (30%).** You will continue to develop your skills on your chosen instrument(s) or voice through classroom activities (e.g. masterclasses), private practice and ensemble rehearsals. All GCSE Music students are strongly encouraged to continue (or start) private instrumental or vocal tuition to help prepare them for their assessed performances (see below).

How is the course examined?

- **LISTENING (40%).** This part of the course is assessed by a 1½-hour written examination (short-answer questions including listening questions based upon recorded extracts). This paper is externally assessed.
- **COMPOSING (30%).** At the end of the course, each candidate must submit a score and recording (either live or computer-generated) of two original compositions or arrangements. These must last at least three minutes in total and each piece must be linked to one of the four Areas of Study listed above. You may submit two compositions, two arrangements or one of each.
- **PERFORMING (30%).** There are two parts to this element of the course: solo and ensemble performance. Each candidate must submit a recording of one solo and one ensemble (part of a group containing at least two performers) performance. You may perform on any instrument or voice. We will record performances regularly throughout the GCSE course before choosing and submitting your best performances after Easter of Year 11. Both performances are internally assessed and then externally moderated by Edexcel.

If you would like to know more about the course, please come and talk to Mr. Crawford or Miss Hopkins in the Music Office.

Physical Education

Director of Sport
Head of Department:
Examination Board:

Mr C Thomson
Mrs J Dunn
AQA

Why Study PE?

Do you regularly go to school practices?

Do you spend lots of time outside school competing in Netball, Rugby, Trampolining, Gymnastics, Cricket, Hockey, Tennis, Rowing or Swimming? If the sport you play isn't named, then please speak to a PE teacher to see if it can be examined for GCSE PE.

Do you enjoy watching sport on television?

Do you have a sports app on your phone?

If you have answered yes to any of these then GCSE PE could be the perfect 'bridging' subject for you.

A 'bridging' subject is a subject that has lots of components that easily link to others. For example, the body systems that you will study in PE link perfectly with Biology. You will study teamwork and how to get the best out of others which could help with Drama. You will evaluate how the environment (Geography) affects people's participation in physical activities.

All students are expected to have a fundamental interest in sport, an exemplary participation record, and sound practical and academic ability. Students choosing this option will be expected to participate in extra-curricular activities either in or out of school.

Where will PE take me?

The course is useful to those hoping to pursue a career in the sports industry - teaching, coaching, sports administration, sports development, recreation management, sports journalism, outdoor education, armed forces, and as a professional sportsman/woman.

The anatomy, physiology and sports injuries work may bring about an interest in a career involving health and first aid: physiotherapy, occupational therapy, massage, osteopathy, radiography.

As Nelson Mandela once said;

**“Sport has the power to change the world...it has the power to inspire.
It has the power to unite people in a way that little else does.
It speaks to youth in a language they understand.
Sport can create hope where once there was only despair.”**

Religion & Philosophy

Head of Department: Mr R Jackson
Examination Board: AQA

Why study Religion and Philosophy?

- **Because it is endlessly fascinating!**

A Course in Philosophy and Ethics broadens your understanding about the world. It sharpens your intellectual faculties by raising complex questions about life, the universe and everything!

It provides a window through which the most important issues of today can be viewed and explored and gives you the tools to help you work through philosophical and ethical problems that have stretched the greatest thinkers for thousands of years.

Religion and belief has never held a more prominent place in the world. Its ability to motivate people to great acts of compassion as well as to great acts of evil makes the international news on an almost daily basis.

- **Fantastic results:**

The R&P department has an enviable record both within the school and nationally. We consistently produce outstanding results.

Last year 70% of our students achieved a grade 7 or above with almost half achieving the highest grades 8-9

- **It is excellent preparation for a variety of careers.**

A Course in Philosophy and Ethics can provide excellent preparation for such diverse careers as law, medicine, accountancy, journalism and teaching. But more than this, it is a course that trains you in the art of clear and logical thinking and will fascinate you at every turn.

What does the course involve?

Students will study the beliefs, teachings and practices of two religions and how they can be applied to philosophical and ethical issues in the modern world.

In the first year:

We will study and debate the beliefs, teachings and practices of Christianity and Islam

In the second year:

We move into a study of Philosophical and Ethical issues such as:

Philosophy:

Origins and value of the universe and of human life

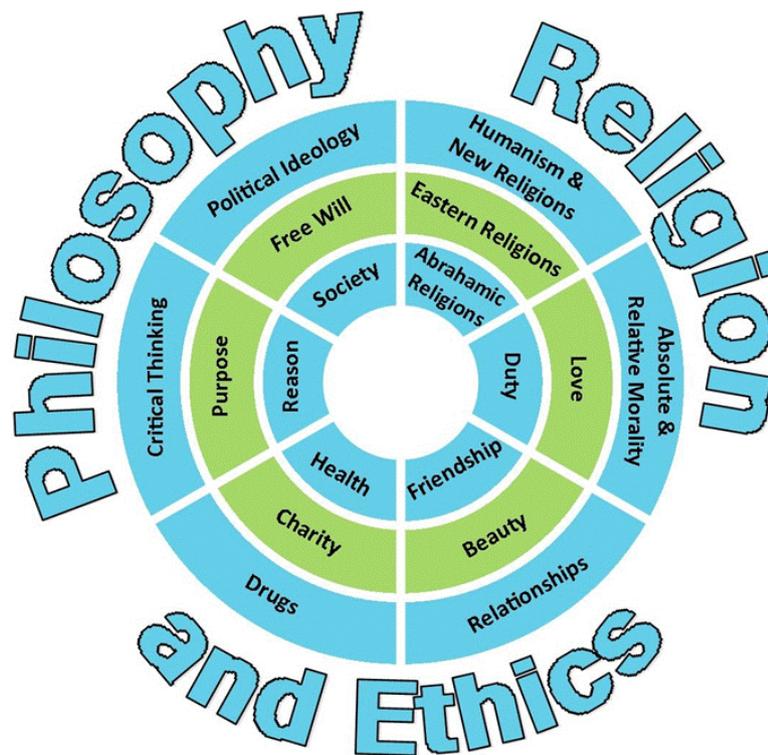
The conflict between scientific and religious views of the world.
Arguments for and against the existence of God

Ethics

Peace and conflict
The nature and value of relationships and families
The criminal justice system
Human Rights
Medical ethics. The ethics of abortion and euthanasia

How is the course examined?

There are two written examinations which are 1 hr 45 minutes long at the end of year 11.



Science

Head of Science:	Mr J Street
Heads of Department:	
Biology:	Dr S Patrick
Chemistry:	Miss L Watkins
Physics:	Dr S Hartnett
Examination Board:	Triple: AQA Dual: AQA

Why study Science?

Science attempts to explain the world in which we live. It provides technologies that have had a great impact on our society and the environment. Scientists try to explain phenomena and solve problems using evidence. The data to be used as evidence must be reliable and valid, as only then can appropriate conclusions be made. A scientifically literate citizen should, amongst other things, be equipped to question, and engage in debate on, the evidence used in decision-making.

Aims

The course aims to encourage students to:

- develop an interest in, and an enthusiasm for, science
- develop a critical approach to scientific evidence and methods
- acquire and apply skills, knowledge and understanding of how science works and its essential role in society
- acquire scientific skills, knowledge and understanding necessary for progression to further learning.

What does the course involve?

Each of the science GCSE courses is divided into distinct topics. These are the same for both Triple and Dual science with the triple having a little more content in each of the topics. The topics are listed below. There are required practical's for each science. These are done over the 2 years of the course and are examined in the actual exam papers via practical based questions.

Topic List

Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism

How is the course examined?

AQA Dual Award

The course is examined via two 75 min papers in each of the three science subjects. The marks from each are added together and students receive 2 overall grades. The dual award course counts as two GCSEs and students will receive a pair of grades based on their combined performance in the three sciences. The top grade is 9,9 then 9,8 then 8,8 and so on. There are 6 required practicals in each science which are examined via the written papers and students complete a large range of practical work during the course to prepare them for these questions.

AQA triple award

Biology Paper 1

Biology topics 1-4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Biology Paper 2

Biology topics 5-7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry Paper 1

Chemistry topics 8-12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Chemistry Paper 2

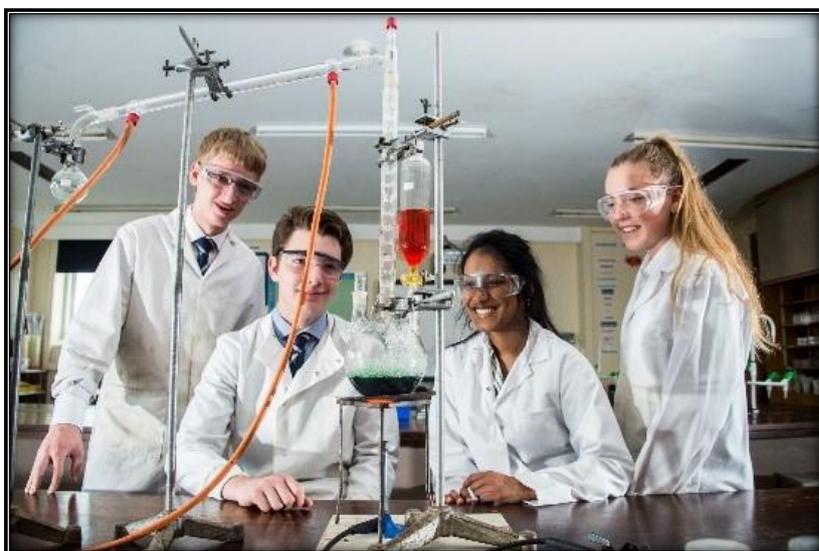
Chemistry topics 13-17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics Paper 1

Physics topics 18-21: Energy; Electricity; Particle model of matter; and Atomic structure.

Physics Paper 2

Physics topics 22-24: Forces; Waves; and Magnetism and electromagnetism





King's
1502

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