Langley Hall Arts Academy

2026-2027

Year 9 Options Brochure

The next step in your learning journey.

Contents

Mesasge from the Principal	2
Options Pathway	3
Compulsory Subject Information	4
English Language	5
English Literature	6
Mathematics	7
Music	9
Combined Science	14
Optional subject information	16
Art and Design	17
Business	19
Computing	20
Drama	21
French	23
Geography	25
History	27
Spanish	29
Requirements for popular Sixth Forms	32
How to make your decisions	33
The English Baccalaureate (EBacc)	34
Frequently asked questions	35
The options form	36

Message from the Principal

It is with great pride that I have watched you settle into Langley Hall Arts Academy and, I am delighted to see that you are doing so well!

You are now ready to embark upon the next stage in your learning journey. In year 9 you will be able to make some choices regarding the subjects you study for your GCSE examinations. I know that you will make your choices thoughtfully and carefully in consultation with your parents. As a school, we want to help you in any way we can. We have planned a half-term study of Career options and preferences for the Spring term in year 8 with organised individual consultation meetings with your Form Tutor, so that you can make the very best decisions possible.

Take time to consider your options and then complete the form at the back of this booklet indicating your subject preferences.

Please hand the completed form in to your Form tutor by 9th January 2027.

We will do our best to meet your preferences or will discuss with you other options you can make.

The Options Pathway

OPTION A- Compulsory subjects

All pupils at LHAA will study the following subjects at year 9:

1. English Language
2. English Literature
3. Mathematics

4+5. Combined Science: *2 GCSEs are awarded at the end of the course*

6. Music *(A-Level or GCSE depending on being successful at GCSE at year 9)*

OPTION B – Humanities

You will choose from:

7. Geography or
7. History

OPTION C – Languages

You will choose from:

8. Spanish or
8. French

OPTION D – additional selections

You will then take two additional subjects:

9. Art & design or
9. Drama

+

10. Business Studies or
10. Computer Science

Complete the Options Form using the link (or QR Code) provided below.

All together with the GCSE Music you would have attained at year 9 or 10, you will sit 10 GCSEs in total.

Compulsory Subject Information

English Language

English Literature

Mathematics

Music (GCSE or A Level if GCSE is successfully completed in Year 8)

Combined Science: Trilogy (a double GCSE qualification is awarded)

English Language

Exam Board	Pearson Edexcel
Specification	Edexcel IGCSE English Language 8700

Course Description

The Edexcel International GCSE in English Language A is designed to develop students' ability to read, understand, and respond to a wide range of texts. It also fosters strong writing skills across various forms and purposes. This qualification is suitable for students aiming to progress to A Level English or other academic pathways, and it is internationally recognised for its rigorous standards and broad literary scope.

Students will engage with both fiction and non-fiction texts, including selections from the Pearson Edexcel Anthology, and will produce both imaginative and transactional writing. The course encourages analytical thinking, creativity, and effective communication, preparing learners for further study and the demands of the modern world.

Content

Examination: Non-fiction Texts and Transactional Writing

- Section A: Reading
  - Study of Part 1 of the Pearson Edexcel Anthology
  - Analysis of unseen non-fiction prose
  - Assessment Objectives:
    - AO1: Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives
    - AO2: Analyse how writers use linguistic and structural devices
    - AO3: Explore links between writers' ideas and perspectives
- Section B: Writing
  - Transactional writing (e.g. articles, speeches, letters)
  - Assessment Objectives:
    - AO4: Communicate effectively and imaginatively, adapting form, tone and register
    - AO5: Write clearly with accurate grammar, punctuation, and spelling

Coursework

- Assignment A: Reading
  - Study of three texts from Part 2 of the Pearson Edexcel Anthology
  - Focus on a single theme or idea across texts (includes both poetry and prose)
  - Assessment Objectives:
    - AO1: Select and interpret ideas and perspectives
    - AO2: Analyse linguistic and structural devices
- Assignment B: Writing
  - Imaginative writing (e.g. descriptive or narrative)
  - Assessment Objectives:
    - AO4: Communicate imaginatively with appropriate tone and style
    - AO5: Use varied vocabulary and sentence structures with accuracy

Assessment overview

- Pupils will sit one written paper in May/June 2027, worth 60% of the grade.
- Prior to the exam they will complete two pieces of extended coursework, each worth 20% of the grade. The coursework will be based on the set texts.

English Literature

Exam Board	Pearson Edexcel
Specification	Edexcel IGCSE English Literature 8702

Course Description

The Edexcel International GCSE in English Literature offers students the opportunity to explore a rich variety of literary texts from different genres, cultures, and historical periods. Through the study of poetry, prose, and drama, learners develop analytical skills, personal engagement with literature, and an understanding of how context influences meaning.

This qualification is ideal for students who enjoy reading and interpreting literature and who wish to progress to A Level English Literature or other humanities subjects. It encourages critical thinking, textual analysis, and the ability to communicate ideas effectively.

Content

Examination: Poetry and Modern Prose (Examined)

- **Section A: Unseen Poetry**
  - Students respond to an unseen poem, analysing language, form, and structure.
  - **AO2**: Analyse how writers use literary techniques to create meaning and effect.
- **Section B: Anthology Poetry (Part 3)**
  - Comparative analysis of two poems from the Pearson Edexcel Anthology.
  - **AO2**: Literary analysis of language, form, and structure.
  - **AO3**: Explore links and connections between texts.
- **Section C: Modern Prose**
  - Study of a modern novel - *Western Lane* by Chetna Maroo
  - **AO1**: Demonstrate close knowledge and understanding of the text.
  - **AO4**: Show understanding of the relationship between text and context.

Coursework

- Assignment A: Modern Drama
  - Study of a play - An Inspector Calls by J.B. Priestley
  - AO1: Critical engagement and understanding.
  - AO2: Literary analysis of language, form, and structure.
- Assignment B: Heritage Text
  - Study of a classic text - Macbeth by William Shakespeare
  - AO1: Close textual knowledge and personal response.
  - AO2: Literary analysis.
  - AO4: Contextual understanding (historical, cultural, literary, and reception contexts).

Assessment overview

- Pupils will sit one written paper in May/June 2027, worth 60% of the grade.
- Prior to the exam they will complete two pieces of extended coursework, each worth 20% of the grade. The coursework will be based on the set texts.

Mathematics

Exam Board	Pearson Edexcel
Specification	Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Mathematics (1MA1)

Description

GCSE Mathematics covers a lot of basic skills that you will need to use in a variety of ways all through your life and because of this it is a compulsory subject for all pupils in Years 10 and 11.

The knowledge and skills are grouped into five areas:

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

You will use a lot of what you learn in GCSE Mathematics in the other GCSEs that you study; for example, in Science, you may be asked to use formulae and solve equations and in other subjects you may need to handle statistics and draw and interpret charts and diagrams.

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Pupils must take three question papers at the same tier. All question papers must be taken in the same series.

Content overview

Courses based on this specification in mathematics should provide a broad, coherent, satisfying and worthwhile course of study. They should encourage pupils to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. They should also provide a strong mathematical foundation for pupils who go on to study mathematics at a higher level post-16.

Courses based on this specification in mathematics should enable Pupils to:

1. develop fluent knowledge, skills and understanding of mathematical methods and concepts
2. acquire, select and apply mathematical techniques to solve problems
3. reason mathematically, make deductions and inferences and draw conclusions
4. comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Pupils should be aware that mathematics can be used to develop models of real situations and that these models may be more or less effective depending on how the situation has been simplified and the assumptions that have been made. Pupils should also be able to recall, select and apply mathematical formulae.

Mathematics

Assessment overview

- AO1: Use and apply standard techniques
  Pupils should be able to:
  - accurately recall facts, terminology and definitions
  - use and interpret notation correctly
  - accurately carry out routine procedures or set tasks requiring multi-step solutions.
- AO2: Reason, interpret and communicate mathematically
  Pupils should be able to:
  - make deductions, inferences and draw conclusions from mathematical information
  - construct chains of reasoning to achieve a given result
  - interpret and communicate information accurately
  - present arguments and proofs
  - assess the validity of an argument and critically evaluate a given way of presenting information.
  - AO3: Solve problems within mathematics and in other contexts
    pupils should be able to:
  - translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes
  - make and use connections between different parts of mathematics
  - interpret results in the context of the given problem
  - evaluate methods used and results obtained
  - evaluate solutions to identify how they may have been affected by assumptions made.

Assessment

Paper 1: non-calculator

- A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.
- Written exam: 1 hour 30 minutes
- 80 marks
- Non-calculator
- 33⅓% of the GCSE Mathematics assessment

Paper 2: Calculator

- A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.
- Written exam: 1 hour 30 minutes
- 80 marks
- calculator allowed
- 33⅓% of the GCSE Mathematics assessment

Paper 3: Calculator

- A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.
- Written exam: 1 hour 30 minutes
- 80 marks
- calculator allowed
- 33⅓% of the GCSE Mathematics assessment

Choosing this GCSE could lead to the following careers

Almost all jobs and careers require you to have Mathematics GCSE. It is an important foundation for many of the courses you may take in employment or Further Education, and a requirement for many University courses.

Music

Exam Board	Pearson Edexcel
Specification	GCSE Pearson Edexcel Music Level 1 / Level (9-1)

Description

This qualification supports pupils in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills including performing, composing and appraising. The qualification encourages pupils to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

This qualification also supports the development of musical fluency and provides access to further study of music at AS and A Level

Content overview

The aims and objectives of this qualification are to enable pupils to:

- engage actively in the process of music study
- develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- develop composing skills to organise musical ideas and make use of appropriate resources
- recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- broaden musical experience and interests, develop imagination and foster creativity
- develop knowledge, understanding and skills needed to communicate effectively as musicians
- develop awareness of a variety of instruments, styles and approaches to performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- develop as effective and independent learners with enquiring minds reflect on and evaluate their own and others' music
- engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development

Music

Assessment overview

Component 1: Performing (30%)
The purpose of this component is to assess pupils' performing skills in both a solo and ensemble context. Pupils should be given the opportunity to rehearse and refine performances on their chosen instrument or voice, developing technical control, expression and interpretative skills.

This component will encourage pupils to develop creative thinking, aesthetic sensitivity, critical awareness, self-confidence, self-motivation and their own musical interests and skills. This includes the ability to make music individually and in groups, and perform with control, using phrasing and dynamics appropriate to their chosen styles and moods of music.

The areas of content covered are:
● solo performing
● ensemble performing
● approaches to performing.

Pupils must perform:
● solo performance: this must be of at least one minute in duration, and may comprise one or more pieces
● ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces.
● total performance time across both performances must be a minimum of four minutes of music

Component 2: Composing (30%)
The purpose of this component is to assess pupils' skills in composing music and enables them to appreciate the process of creating music. Pupils will be introduced to the technical and creative skills required by a composer.

Composing is the creative process by which most of the music we experience came into being. Pupils will be encouraged to explore a range of compositional starting points and investigate a range of elements, techniques and resources for developing and manipulating ideas – and turning them into completed pieces of music.

Pupils can also explore the skills needed to compose music for different instrumental and/or vocal forces.

Pupils must submit two compositions, of a combined duration of at least three minutes:
● one in response to a brief set by Pearson, of at least one minute in duration
● one free composition set by the student, of at least one minute in duration
● Pupils do not have to perform the music that they have composed

Component 3: Appraising (40%)
The purpose of this component is to assess pupils' listening and appraising skills through the study of music across a variety of styles and genres. The content is grouped into four areas of study, each of which contains two set works.

This component gives pupils the opportunity to reflect on, analyse and evaluate music in aural and/or written form. To achieve these objectives pupils need to use their knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the repertoire and context of music within the areas of study. These critical judgements will require the use of attentive listening, aural perception and specific music vocabulary associated with a particular style or genre. These areas of study also provide opportunities for pupils to demonstrate their contextual understanding of music when performing and composing.

Pupils will learn the content of musical elements, musical contexts and musical language through four compulsory areas of study: Instrumental Music 1700-1820, Vocal music, Music for stage and screen and Fusions

Music

Assessment Summary

Component 1: Performing (Paper code: 1MU0/01)

- Non – examined assessment: internally marked and externally moderated
- 30% of GCSE qualification – 60 marks
- Solo performing, ensemble performing, approaches to performing

Component 2: Composing (Paper code: 1MU0/02)

- Non – examined assessment: internally marked and externally moderated
- 30% of GCSE qualification – 60 marks
- Developing musical ideas, compositional techniques and strategies, ensuring technical control and coherence, methods of notating composition scores

Component 3: Appraising (Paper code: 1MU0/03)

- Written examination – 1 hour 45 minutes
- 40% of GCSE qualification – 80 marks
- Musical elements, musical contexts and musical language through four compulsory areas of study: Instrumental Music 1700-1820, Vocal music, Music for stage and screen and Fusions
- Section A – areas of study, dictation and unfamiliar pieces (68 marks)
  Section B – extended response comparison between a set work and one unfamiliar piece (12 marks)

Choosing this GCSE could lead to the following careers

Teacher, Music Therapist, Music Administrator/ Concert Organiser, Recording Engineer, Instrument Designer/ Dealer, Performer, Composer and Publisher.

Music A Level

Exam Board	Pearson Edexcel
Specification	Pearson Edexcel Level 3 Advanced GCE in Music (9MU0)

Description

This qualification supports the pupils' continuation in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills including performing, composing and appraising. The qualification encourages pupils to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

This qualification is linear. Linear means that pupils will sit all their exams and submit all their non-exam assessment at the end of the course.

Assessment Overview

Component 1: Appraising music
Pupils must study Area of study 1: Western classical tradition 1650–1910 and choose two from Areas of study 2–7

There are seven areas of study:

1. Western classical tradition 1650–1910 (compulsory)
2. Pop music
3. Music for media
4. Music for theatre
5. Jazz
6. Contemporary traditional music
7. Art music since 1910

Component 2: Performance
Pupils must be able to perform music using one or both of the following ways:

- instrumental/vocal: as a soloist, and/or as part of an ensemble
- production: via music technology.

Pupils **must** perform for a minimum of **ten** minutes.

In all cases, the recording of the performances must be accompanied by one or more of the following documents, as appropriate to the type of performance:

- notated score
- lead sheet
- guide recording
- annotation (production only)

Music A Level

Component 3: Composition
Pupils **must** learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through **two** compositions. One must be in response to an externally set brief (Composition 1) and the other a free composition (Composition 2).

The combined duration of the compositions **must** be a minimum of **four and a half minutes**.

Pupils must be able to compose music in one or both of the following formats:

- instrumental/vocal: produce notated score, written accounts and/or lead sheet by traditional means or by using music software as appropriate
- production: generated entirely digitally, by using music software, without notated score but with accompanying annotation.

Pupils must be able to make creative use of the musical elements appropriate to their chosen style or genre of music.

Assessment

Component 1: Appraising music (40% of A Level marks – 120 marks)

- Assesment in the following areas: Listening, Analysis, Contextual understanding
- Exam paper with listening and written questions using excerpts of music
- Duration : 2 hours and 30 minutes
- **Section A: Listening** (56 marks) Pupils must answer three sets of questions: **one** set of questions linked to Area of study 1: Western classical tradition 1650–1910, one of which will require aural dictation and **two** sets of questions, each linked to an area of study, from a choice of six options covering Areas of study 2–7.

  Section B: Analysis (34 marks) Pupils will be required to answer **two** sets of linked questions, including short answers and extended writing, on **two** extracts of the set works from the **two** selected strands in Area of study 1. The question paper will include scores of the extracts.

  Pupils will be able to access the excerpts relevant to their options digitally on an individual basis and control how many times they hear each excerpt in order to answer the question.

  Section C: Essay (30 marks) Pupils will be required to answer **one** essay question on **one** area of study from a choice of Areas of study 2–7.

  Pupils will be assessed on their critical understanding across the genres, styles and traditions studied and their ability to show sophisticated connections between the music and its context. Pupils will need to demonstrate their knowledge and understanding of **three** of the named artists/composers and at least two published or recorded works

Component 2: Performance (35% of A Level marks – 50 marks)

- Assessment in music performance
- Solo and/or ensemble performing as an instrumentalist, or vocalist and/or music production (via technology)
- 10 minute performance in total is required

Component 3: Composition (25% of A Level marks – 50 marks)

- Assessment in composition
- Composition 1: composition to a brief (25 marks)
  Composition 2: free composition (25 marks)
- 4 ½ minute of music in total is required

Choosing this GCSE could lead to the following careers

Teacher, Music Therapist, Music Administrator/ Concert Organiser, Recording Engineer, Instrument Designer/ Dealer, Performer, Composer and Publisher.

Combined Science: Trilogy

Exam Board	AQA
Specification	GCSE Combined Science: Trilogy 8464

Combined Science (Trilogy) Course Description

Pupils will learn the three sciences (Biology, Chemistry and Physics) separately and will be assessed on each subject separately. 2 GCSEs are awarded at the end of the course based on their overall performance across all three science subjects.

Combined Science (Trilogy) Assessment

This qualification is linear. Linear means that pupils will sit all their exams at the end of the course. There are six papers: two Biology, two Chemistry and two Physics. Each paper will assess knowledge and understanding from distinct topic areas.

Biology Paper 1

- Topics covered: Cell Biology, Organisation, Infection and response and Bioenergetics
- Written exam: 1 hour and 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE
- Question format: multiple choice, structured, closed short answer and open response.

Biology Paper 2

- Topics covered: Homeostasis and response; Inheritance, variation and evolution; and Ecology
- Written exam: 1 hour and 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE
- Question format: multiple choice, structured, closed short answer and open response.

Combined Science: Trilogy

Chemistry Paper 1

- Topics covered: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.
- Written exam: 1 hour and 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE
- Question format: multiple choice, structured, closed short answer and open response.

Chemistry Paper 1

- Topics covered: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.
- Written exam: 1 hour and 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE
- Question format: multiple choice, structured, closed short answer and open response.

Chemistry Paper 2

- Topics covered: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and using resources.
- Written exam: 1 hour and 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE
- Question format: multiple choice, structured, closed short answer and open response.

Physics Paper 1

- Topics covered: Energy; Electricity; Particle model of matter; and Atomic structure.
- Written exam: 1 hour and 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE
- Question format: multiple choice, structured, closed short answer and open response.

Physics Paper 2

- Topics covered: Forces; Waves; and Magnetism and electromagnetism.
- Written exam: 1 hour and 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE
- Question format: multiple choice, structured, closed short answer and open response.

Choosing this GCSE could lead to the following careers

Medicine and other health related roles, Agriculture, Forensic Science, teacher, Engineering and communications industries, Chemical and Pharmaceutical Industries.

Optional Subject Information

- Art and Design
- Business
- Computer Science
- Dance
- Drama
- French
- Geography
- History
- Spanish

Art and Design

Exam Board	AQA
Specification	GCSE Art & Design 8201

Description

GCSE exams in Art and Design include questions that allow pupils to demonstrate their ability to:

- bring together the knowledge, understanding and skills acquired during their course of study
- select and present work produced during their studies to demonstrate attainment, reflecting a holistic approach to coverage of the assessment objectives
- make connections between knowledge, understanding and skills when engaging with sources such as the work of artists, craftspeople and designers and when applying working methods and processes appropriate to one or more of:
    - a starting point, stimulus or issue-based concern
    - a design brief or problem requiring a solution
    - a task which specifies an outcome such as an image, artefact or product.

Content overview

Pupils are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.

Pupils may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.

Pupils must learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions. Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods.

Pupils must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses.

Pupils must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions

The following definitions of art, craft and design highlight the distinguishing characteristics of each domain. These domains can be addressed separately or in an integrated way depending upon the intentions and purposes of work undertaken.

Art based study can be defined as practice that involves the development of personal work and lines of enquiry determined by the need to explore an idea, convey an experience or respond to a theme or issue.

Craft based study can be defined as practice that involves making activities that draw upon knowledge of tools, materials and processes, and associated intellectual, creative and practical skills.

Design based study can be defined as practice that involves developing a response to a specific need, brief or starting point, taking account of established requirements, constraints and/or parameters.

Art and Design

Assessment

There is synoptic assessment in both components of the GCSE that provides rigour and presents opportunities for pupils as follows:

Component 1 (portfolio)

- Pupils develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.
- No time limit
- 96 marks
- 60% of GCSE
- Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

Component 2 (externally set assignment)

- Pupils respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.
- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE
- Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

Assessment overview

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.

Choosing this GCSE could lead to the following careers

Illustrator, Teacher, Graphic Designer, Interior Designer, Textile Designer, Product Designer, Stage Designer, Landscape Designer, Display Specialist, Freelance Artist, Commercial Artist, Fashion Designer.

Business

Exam Board	Pearson Edexcel
Specification	Pearson Edexcel Level 1/Level 2 GCSE (9-1) Business

Description

- The aims and objectives of this qualification are to enable pupils to:
- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent pupils, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data.

The subject content has been organised into themes according to business contexts to ensure a holistic approach is adopted throughout the course of study. This develops Pupils' understanding of the interdependent nature of business activity, business operations, finance, marketing and human resources as well as external influences within a business context. It also supports pupils in applying their knowledge and understanding of how these interdependencies underpin business decision making.

Both themes in the subject content represent this holistic approach through the application to different business contexts. This approach allows pupils to draw on knowledge and understanding from across their course of study as appropriate in any question on either paper. It also provides the basis for contextualised responses which is a key business skill.

Assessment

There are two written examinations where a variety of tasks are undertaken. Both papers are divided into three sections and consist of calculations, multiple choice, short-answer and extended- writing questions.

Theme 1: Investigating small business

- Written examination, duration: 1 hour and 30 minutes
- 90 marks
- 50% of GCSE

Theme 2: Building a business

- Written examination, duration: 1 hour and 30 minutes
- 90 marks
- 50% of GCSE

Assessment overview

AO1: Demonstrate knowledge and understanding of business concepts and issues
AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts
AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions

Choosing this GCSE could lead to the following careers

A GCSE in Business allows Pupils to understand more about the business world and provides a strong foundation for employment, with Pupils progressing, with further training, to a wide range of careers such as banking, sales, product management and general management.

Computer Science

Exam Board	AQA
Specification	GCSE Computer Science (8525)

Description

This course will encourage pupils to:

- build on their knowledge, understanding and skills established through the computer science elements of the programme of study for computing at Key Stage 3 and Key Stage 4
- enable pupils to progress into further learning and/or employment
- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply maths skills relevant to computer science.

Assessment

There are two written examinations.

Paper 1: Computational thinking and programming skills

- Topics covered: Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.
- Written examination, duration: 2 hours
- 90 marks
- 50% of GCSE
- A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

Paper 2: Computational thinking and programming skills

- Topics covered: Fundamentals of data representation; Computer systems; Fundamentals of computer networks; Cyber security; Relational databases and structured query language (SQL); Ethical, legal and environmental impacts of digital technology on wider society, including issues on privacy
- Written examination, duration: 1 hour and 45 minutes
- 90 marks
- 50% of GCSE
- A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge

Assessment overview

AO1: Demonstrate knowledge and understanding of the key concepts and principles of computer science.
AO2: Apply knowledge and understanding of key concepts and principles of computer science.
AO3: Analyse problems in computational terms:

- to make reasoned judgements
- to design, program, evaluate and refine solutions.

Choosing this GCSE could lead to the following careers

This course is an excellent basis for an A Level in Computer Science. This can open the door to a huge number of degrees and apprenticeships such as Computer Systems Engineering, App Development, Networks, Artificial Intelligence, Games Design, Web Development and Electronic Engineering. Current areas of job growth have been in games design, cyber security and big data analytics.

Drama

Exam Board	Pearson Edexcel
Specification	GCSE (9-1) Drama (1DR0)

Description

Drama is an exciting, energetic and rigorous GCSE. It provides opportunities for pupils to develop a passion for Drama and Theatre and to understand how culture and society is enriched by it. It encourages a growth in confidence and an ability to work with a range of different people.

Pupils must study **one** complete and substantial performance text and a minimum of **two** key extracts from a second contrasting performance text. Pupils will experience live theatre with this option.

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Drama consists of two non-examination assessment components and one externally examined paper. Pupils must complete all assessment by May/June in any single year.

Assessment

Component 1: Devising

- Non –examination assessment
- 40% of the qualification- 60 marks
- This component deals with devising, which is an exciting and challenging opportunity to work collaboratively with others to explore a range of stimuli in order to create an original performance piece.

  Devising is essential for the development of new theatre and performance; it allows for personal development and exploration. It allows both performer and designer the opportunity to stretch the limits of their creativity and imagination, while exploring a theme or topic of interest to them and their intended audience.

  Pupils will develop skills in group work, research and negotiation, while also developing creativity, performance and design skills. Pupils will consider the impact that they can make on an audience, as they develop the ideas that they want to communicate.

- There are three areas of focus.
  1) Creating and developing a devised piece from stimuli.
  2) Group performance/design realisation of the devised piece.
  3) Analysing and evaluating the creative process and group devised performance.

  Pupils may complete this component either as a performer or designer.
  The design roles are:
  ● costume design
  ● lighting design
  ● set design
  ● sound design.

Drama

Component 2: Performance from Text

- Non –examination assessment
- 20% of the qualification- 48 marks
- Performance texts have been at the core of drama since the inception of theatre. Understanding a performance text is fundamental to the subject, as this provides Pupils with opportunities to explore plot, structure, narrative and stories around the world and from different time periods. It encourages them to develop empathy skills, as they consider different characters and develop methods of communicating ideas and themes.

  This component deals with developing knowledge, understanding and skills in exploring and performing from a performance text. Pupils will interpret this text and rehearse and refine two key extracts, leading to a final performance. They will demonstrate and use a wide range of acting and/or design skills to communicate their interpretation in performance.

- There are **two** areas of focus.
  1) Interpreting and exploring **two key extracts** from a chosen performance text.
  2) Performing or realising a design of **two key extracts** from this text.

  Pupils may complete this component as a performer or designer or as a combination of both.
  The design roles are:
  ● costume design
  ● lighting design
  ● set design
  ● sound design.

Component 3: Theatre Makers in Practice

- Written examination : 1 hour 45 minutes
- 40% of the qualification- 60 marks
- This component focuses on the work of theatre makers and the theatrical choices that are made by crucial members of the creative and production team in order to communicate ideas to an audience. As theatre makers, Pupils will develop their knowledge and understanding of the ways in which drama can create meaning for an audience through performance.

  Pupils will explore practically how a complete performance text might be interpreted and realised from 'page to stage'. This exploration will give pupils an insight into how texts may be brought to life for an audience and the creative roles within this process.

  Pupils will also analyse and evaluate their experience of a live theatre performance as informed members of the audience. They will develop skills to recognise the meaning created in the theatre space in order to communicate ideas to an audience. This will give them a more critical and varied approach to their own work as theatre makers.

- There are **two** areas of focus.
  1. Study of one complete performance text.
  2. A live theatre evaluation

Assessment overview

AO1 Create and develop ideas to communicate meaning for theatrical performance

AO2 Apply theatrical skills to realise artistic intentions in live performance.

AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed

AO4 Analyse and evaluate their own work and the work of others

Choosing this GCSE could lead to the following careers

Media, Journalism, Acting. Teaching, Directing, Producing, Stage Management, Scriptwriting and many more

French

Exam Board	AQA
Specification	GCSE French 8652

Description

Languages is a useful skill for life and pupils will find it enjoyable and rewarding. This subject covers three distinct themes and these themes apply to all four question papers. The themes are: 1) Identity and culture 2) Local, national, international and global areas of interest 3) current and future study and employment

This qualification is linear. Linear means that pupils will sit their exams at the end of the course.

Assessment

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Pupils must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening

- Understanding and responding to different types of spoken language. Each exam includes 5 minutes reading time of the question paper before the listening stimulus is played.
- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier, 50 marks (Higher Tier)
- 25% of GCSE
- Foundation Tier and Higher Tier question format:
  Section A – questions in English, to be answered in English or non- verbally
  Section B – questions in French, to be answered in French or non-verbally

Paper 2: Speaking

- Communicating and interacting effectively in speech for a variety of purposes
- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE
- Foundation Tier and Higher Tier question format: The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:
  Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
  Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
  General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

French

Paper 3: Reading

- Understanding and responding to different types of written language
- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE
- Foundation Tier and Higher Tier question format:
  Section A – questions in English, to be answered in English or non-verbally
  Section B – questions in French, to be answered in French or non-verbally
  Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Paper 4: Writing

- Communicating effectively in writing for a variety of purposes
- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE
- Foundation Tier and Higher Tier question format:

Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into French (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into French (minimum 50 words) – 12 marks

Assessment overview

AO1: Listening – understand and respond to different types of spoken language.

AO2: Speaking – communicate and interact effectively in speech.

AO3: Reading – understand and respond to different types of written language.

AO4: Writing – communicate in writing.

Choosing this GCSE could lead to the following careers

A modern foreign language will be invaluable particularly in areas such as work overseas, International Business, Law and International Law, Teaching, Journalism, Interpreting, Translating and Tourism. It is also favourably looked on by many universities.

Geography

Exam Board	AQA
Specification	GCSE Geography 8035

Description

Pupils will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

The subject content is split into four units: Living with the physical environment, Challenges in the human environment, Geographical applications and Geographical skills. Pupils will be required to study case studies and examples to develop their understanding of the subject material.

Pupils will be encouraged to:

- develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material)
- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer)
- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

Assessment

Paper 1: Living with the physical environment

- Topics covered: the challenge of natural hazards, the living world, physical landscapes in the UK and geographical skills
- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- 35% of GCSE
- Question format:
  Section A: answer all questions (33 marks)
  Section B: answer all questions (25 marks)
  Section C: answer any two questions from questions 3, 4 and 5 (30 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

Geography

Paper 2: Challenges in the human environment

- Topics covered: Urban issues and challenges, The changing economic world, The challenge of resource management, Geographical skills
- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPaG)
- 35% of GCSE
- Question format:
  Section A: answer all questions (33 marks)
  Section B: answer all questions (30 marks)
  Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

Paper 3: Geographical applications

- Topics covered: Issue evaluation, Fieldwork, Geographical skills
- Written exam: 1 hour 15minutes
- 76 marks (including 6 marks for SPaG)
- 30% of GCSE
- Pre-release resources booklet made available 12 weeks before Paper 3 exam
- Question format:
  Section A: answer all questions (37 marks)
  Section B: answer all questions (39 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

Assessment overview

AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).

AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).

AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

Choosing this GCSE could lead to the following careers

Teaching, Town Planner, Pollution Analyst, Civil Servant, Diplomat, Environmentalist, Cartographer.

History

Exam Board	AQA
Specification	GCSE History 8145

Description

This qualification is linear. Linear means that students will sit all their exams at the end of the course. GCSE History students must take assessments in both of the following papers in the same series: Paper 1: Understanding the modern world Paper 2: Shaping the nation 2.1 Subject content The GCSE History content comprises the following elements:

• one period study

• one thematic study

• one wider world depth study

• one British depth study including the historic environment

Paper 1: Understanding the modern world Section A: Period studies

AB Germany, 1890–1945: Democracy and dictatorship This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. AQA GCSE History 8145. GCSE exams June 2018 onwards. Version 1.3 24 September 2019 Visit for the most up-to-date specifcation, resources, support and administration 15 Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. Part one: Germany and the growth of democracy

- Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.
- Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.
- Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924– 1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.

Section B:

BC Conflict and tension between East and West, 1945–1972 This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

History

Paper 2: Shaping the nation Section A: Thematic studies

Section A:

AC Britain: Migration, empires and the people: c790 to the present day.This thematic study will enable students to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider invasions and conquests. It will also study the country's relationship with Europe and the wider world. It will consider the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. It considers the causes, impact and legacy of Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire.

Section B:

BC Elizabethan England, c1568–1603 This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

Spanish

Exam Board	AQA
Specification	GCSE Spanish 8692

Description

The AQA GCSE Spanish course offers students the opportunity to develop their Spanish language skills to their full potential, equipping them with knowledge and confidence they can use both in and outside of the classroom.

The culture of the wider Spanish-speaking world is one of the aspects of language learning which excites students and brings the subject alive, this new GCSE specification will help build students' cultural knowledge alongside their language skills.

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

GCSE Spanish has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Assessment is set in the context of these three themes.

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

Paper 1 – Listening

Paper 1: Listening
What's assessed • Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier • Dictation of short, spoken extracts
How it's assessed • Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier) • 40 marks (Foundation tier), 50 marks (Higher tier) • 25% of GCSE Recording controlled by the invigilator with built-in repetitions and pauses. Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording for students to check their work.
Questions • Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier) • Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)

Paper 2 – Speaking

Paper 2: Speaking
What's assessed • Speaking using clear and comprehensible language to undertake a Role-play • Carry out a Reading aloud task • Talk about visual stimuli
How it's assessed • Non-exam assessment (NEA) • 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time • 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time • 50 marks (for each of Foundation tier and Higher tier) • 25% of GCSE

Questions
The format is the same at Foundation tier and Higher tier, but with different stimulus materials for the Role-play and the Reading aloud task. For the Photo card task, the same photos are used at both tiers.
• Role-play – 10 marks (recommended to last between 1 and 1.5 minutes at both tiers)
• Reading aloud task and short conversation – 15 marks (recommended to last in total between 2 and 2.5 minutes at Foundation tier and between 3 and 3.5 minutes at Higher tier)
  • Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier
  • Short unprepared conversation
• Photo card discussion – 25 marks (recommended to last between 4 and 5 minutes in total at Foundation tier, and between 6 and 7 minutes in total at Higher tier)
  • Response to the content of the photos on the card (recommended to last approximately 1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)
  • Unprepared conversation (recommended to last between 3 and 4 minutes at Foundation tier and between 4.5 and 5.5 minutes at Higher tier)

Paper 3 – Reading

Paper 3: Reading
What's assessed • Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier • Inferring plausible meanings of single words when they are embedded in written sentences • Translating from Spanish into English
How it's assessed • Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier) • 50 marks (for each of Foundation tier and Higher tier) • 25% of GCSE
Questions • Section A – reading comprehension questions in English, to be answered in English or non-verbally (40 marks) • Section B – translation from Spanish into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks)

Paper 4 – Writing

Paper 4: Writing
What's assessed • Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli • Translating from English into Spanish
How it's assessed • Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier) • 50 marks (for each of Foundation tier and Higher tier) • 25% of GCSE
Questions **Foundation tier** • Question 1 – student produces five short sentences in response to a photo (10 marks) • Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks) • Question 3 – student completes five short grammar tasks (5 marks) • Question 4 – translation of sentences from English into Spanish, minimum 35 words in total (10 marks) • Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks) **Higher tier** • Question 1 – translation of sentences from English into Spanish, minimum 50 words in total (10 marks) • Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks) • Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 marks)

Why choose Spanish GCSE?

Spanish is the second most spoken language in the world by native speakers, with over 460 million people using it as their first language. It is the official language in 21 countries across Europe, Latin America, and parts of the Caribbean and Africa. Learning Spanish gives you access to a vast range of cultures, countries, and communities, making it a truly global skill.

Spanish also offers strong career opportunities. It is in demand across many industries including business, travel, tourism, translation, diplomacy, and healthcare. Being bilingual or multilingual can give you a competitive edge in the job market, and employees who speak more than one language often have higher earning potential. In addition, speaking Spanish can open doors to international work or study opportunities.

Travel and cultural understanding are also major benefits of learning Spanish. Knowing the language makes travel easier and more enjoyable in Spanish-speaking countries. It allows you to engage more deeply with local people, as well as with Spanish-language music, films, books, and other cultural experiences. Learning Spanish can enrich your understanding of different ways of life and broaden your perspective of the world.

Finally, Spanish is both achievable and enjoyable to learn. The GCSE course covers practical, real-world topics such as talking about yourself, your family, hobbies, travel, and your future. Throughout the course, you'll build confidence in the four key language skills: speaking, listening, reading, and writing. Many students also find Spanish to be more phonetic and logical compared to other languages, making it easier to pronounce and spell.

Requirements for popular Sixth Form destinations

St Bernards	7 GCSEs grades 6-9
Langley Grammar	7 GCSEs grades 6-9
Upton Grammar	7 GCSEs grades 6-9
Burnham Grammar	at least 44 GCSE grade points
Licensed Victuallers	5 GCSEs grades 6-9

How to make your decision

It is our aim that most pupils attending Langley Hall Arts Academy will leave with 10 GCSEs.
It is important that you make the right choices for study in years 9, 10 and 11 so that when they leave LHAA they will have 10 GCSEs.
Whilst some subjects are compulsory, you will have 5 choices to make and these you must give careful consideration before completing the options form. It would be good if you could start asking yourself the following questions:

1. What career ambitions do I have and will these subject choices help me achieve them?
2. What subjects do I like the most?
3. What subjects do I excel in academically?
4. Do I have a good balance of subjects?
5. Who can I ask for help and guidance?
6. Who knows me well to give me sound advice and guidance?

Most importantly, do not choose a subject just because…

7. *You think it will be easy*. All GCSEs are demanding and require a commitment to study for success.
8. *My friend has chosen this subject and I want to be in their group*. Remember your subject options are tailored to you as an individual in line with your career ambitions
9. *You like the subject teacher.* Your subject teacher in years 7 and 8 will not necessarily be your subject teacher in years 9, 10 and 11. Teachers may change, and our objective is to ensure that you have the best tutor in the subject area aiding your success at the examination.

The English Baccalaureate (EBacc)

The English Baccalaureate (or EBacc) is not a qualification itself, but a particular group of GCSE subjects that are usually looked on favorably by universities. Put simply, it is a way for the government, and parents looking at school league tables, to measure and compare how many pupils in a school are getting grade C or above in certain academically focused GCSEs. These subjects also happen to be the ones most regularly asked for by college and university courses – worth bearing in mind when deciding which GCSEs to take.

You do not need to have studied all of these to go to university, but having your GCSE mix steered towards English Baccalaureate subjects will help your options open:

- English
- Mathematics
- The Sciences (including computer science)
- History or Geography
- A modern or ancient foreign language

Frequently asked questions

How shall I decide on the subjects to study?

At Langley Hall Arts Academy, we want every pupil to enjoy their studies and to become totally absorbed in their learning. Therefore, it is important that you make wise choices at this stage in your learning journey and select subjects that support you in making A-Level choices, selecting university studies and ultimately your future career.

In your General Studies lessons, you would have learnt about career options and have an opportunity to reflect on your strengths, weaknesses, aptitudes and interest. You will learn best if you are doing something that you enjoy!

Take the time to talk to your parents and Form Tutor about your subject preferences before submitting the form as they may see strengths in you that you had not seen in yourself.

Why do I have to study a Humanity and Language subject?

At LHAA, we believe that a good education is a broad education. Therefore studying a language will not only help you to communicate internationally but will broaden your understanding of language generally.

It is important that pupils have more than just a basic understanding of humanities, and so, we ask you to choose History or Geography.

If you select one subject in Option B and C, you may also choose the other language or humanity subject in Option D.

What happens if too few pupils select a subject?

With regret, it will mean that we may not be able to provide that subject as an option. If this happens, pupils who have made the selection will be informed in good time so that another subject preference can be made.

Can I change my mind regarding my options?

Once you have completed your option forms we will be working hard to make all the options work. This means, that timetables will be prepared, and tutors appointed to teach the subject for each group of pupils. Therefore, with regret you will be unable to change your option once they have been chosen.

Year 9 Options Form

To complete the GCSE Option Form, please

click HERE or

scan the QR Code below