



# **The Curriculum for Year 10**

## **September 2024**

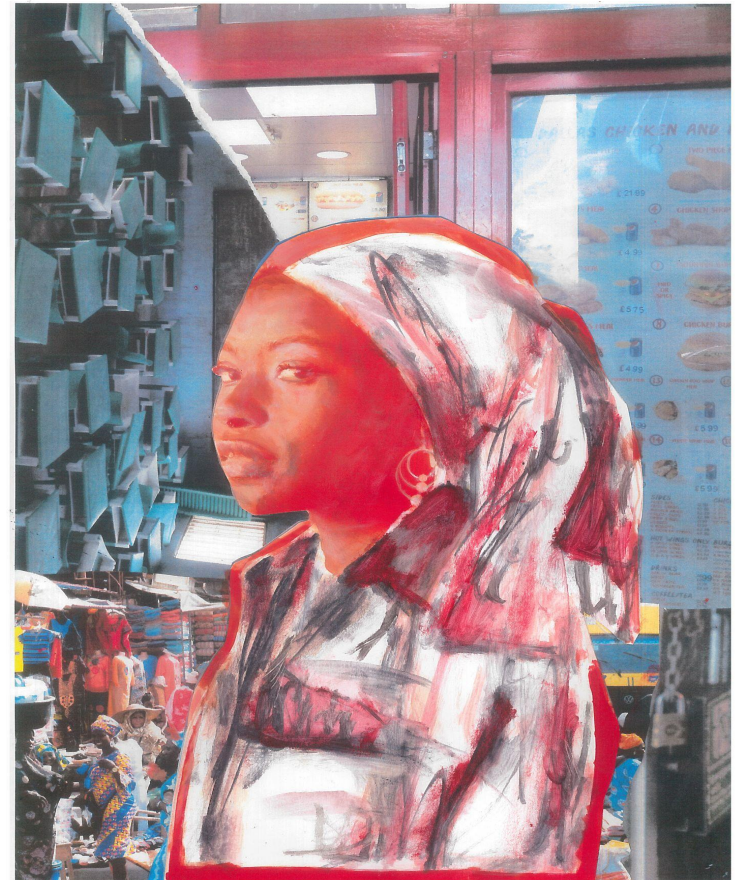


# Art makes people Powerful

Creativity is acknowledged as a vital skill to take into life after education. No matter what you want to pursue in life, art gives you a set of creative, social, critical and metacognitive skills that will ensure you are confident, independent and resilient.

Art is more than a subject, it is a way of thinking about and engaging with the world around you.

Art as a subject is engaging, rewarding and character building.



# Edexcel



## Equity, Efficiency, Effectiveness

### Component 1: NEA

(non examined assessment)

60% of Grade

A Personal Portfolio of work made from beginning of Y10 to Xmas of y11. This includes an induction project, series of workshops and a project theme set by the dept that include two mock exam opportunities.

### Component 2: ESA

(Externally set assignment)

A final portfolio in response to a theme set by Edexcel. 1 January - May final 10 hour, 2 day exam.



# Year 10



## Artistudent Induction:

Six weeks of introductory workshops to learn about project structure, assessment and a range of creative processes to ensure all our students feel knowledgeable and confident before starting their first project.

## NEA Project:

We have a theme running from Christmas of Year 10 to Christmas of Year 11. Within this theme we make a series of sustained works and two exam pieces. This year's theme is 'The Unexpected.....'







# Year 11

## NEA project:

Completed in the autumn term, including a final mock exam at Christmas.

## ESA project: launched 01.01.26

Students have about 10 weeks to make a refined and concise final project ending in the final 10 hour 2 day exam. This years theme is POWER.

We hold an exhibition in the summer to celebrate all the students hard work.



# Extra & Super curricular



Life drawing

Artist workshops

Competitions

Catch Up Clubs

Stretch and Challenge

Trips





# So why study Art at GCSE?



1. It can be Fun!
2. It's a community that supports personal development.
3. It's a celebration of individual opinions, interpretations and reflections on the world, no two artistudents are the same
4. It diversifies and enhances skills learnt in the core curriculum.
5. Art equips young people with self confidence and resilience, and begins a lifelong love for creativity.





# GCSE Art is just the beginning of an exciting journey towards a diverse range of creative professions

We aim to accommodate as many processes and interests as possible. At this point, it is important to keep your ambitions and options open







ARCHITECTURE  
TECHNOLOGY  
ANIMATION  
ILLUSTRATION  
PRODUCT DESIGN  
FASHION  
ADVERTISING  
GRAPHIC DESIGN  
PHOTOGRAPHY  
MUSEUMS AND GALLERIES  
INTERACTION DESIGN  
ART THERAPY



# What makes a good GCSE artistudent?



Passion

Organisation

Communication

Independence

Confidence in developing technical ideas and skills





# Design and Technology

AQA Exam Board

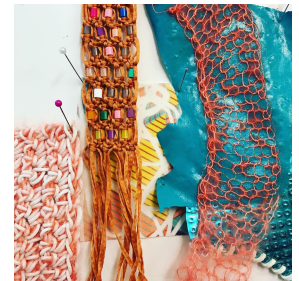
Mrs Aldred-Hall - Head of Design Technology

# Why chose Design Technology?



This **creative** and **thought provoking** qualification gives students the practical skills, theoretical knowledge and **confidence** to succeed in a number of careers. Especially those in the creative industries.

Will prepare students to participate confidently and successfully in an increasingly **technological world**.



Students will gain a real understanding of what it means to be a **designer**, alongside the knowledge and **skills** sought by higher education and employers.

They will **investigate** historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing **prototype** of their choice.

Study core technical and designing and making principles, including a **broad range of design processes, materials** techniques and **equipment**.





# Subject Content

50% NEA (Non-Examined Assessment)

- The coursework element (100 marks)

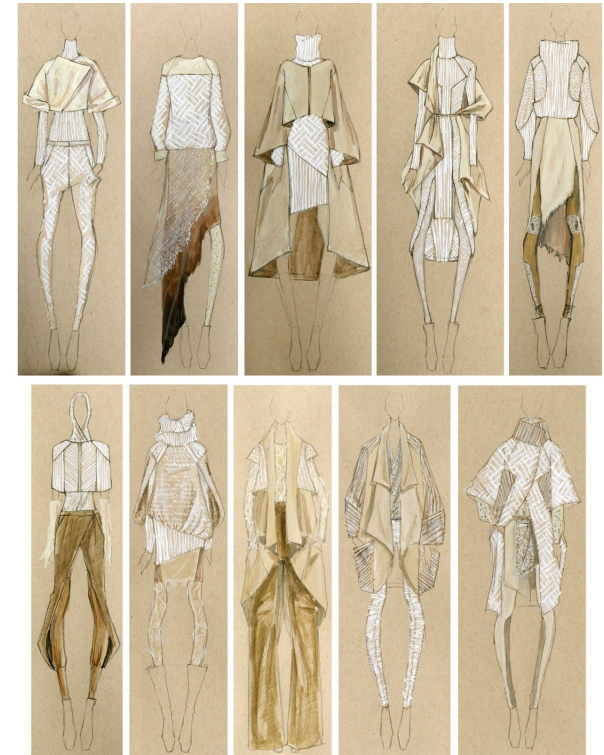
50% Exam (2 Hour Exam)

(100 Marks)

- 20 marks are for Core Knowledge
- 80 marks are for Specialist Knowledge

All assessments are completed in Y11

Students will complete mock assessments of all of these in Y10



Literacy and Numeracy features in the course.

# The Exam: Core knowledge covered



## What is Core and Specialist knowledge?

- **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.

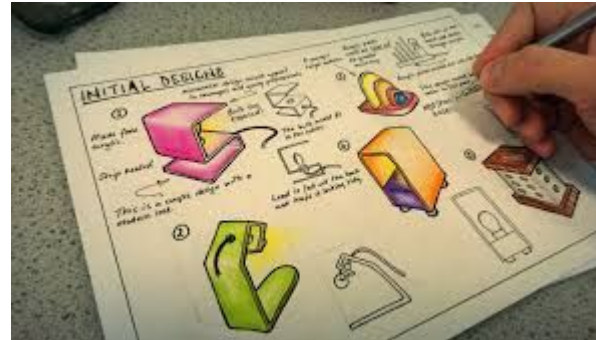
- **Section C – Designing and making principles (50 marks)**

A mixture of short answer and extended response questions.

## Key learning areas for assessment are;

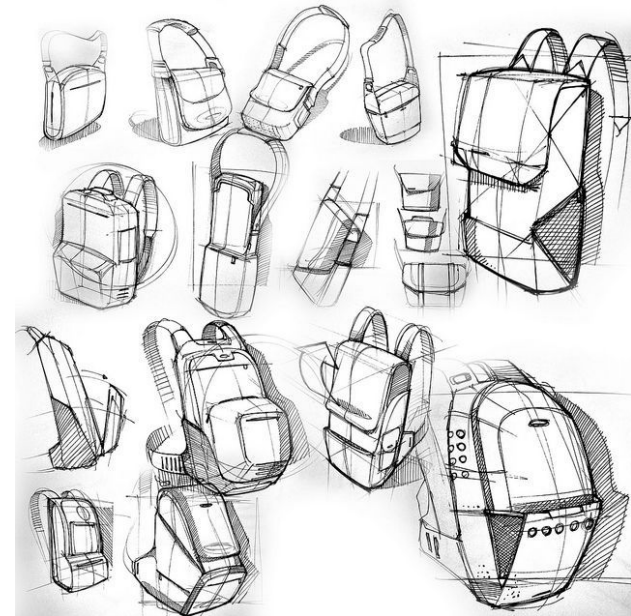
1. Users, needs & design contexts
2. Designing: Design Strategies & communicating ideas
3. Past & present professionals
4. Wider impact of designing & making: Social, moral, environmental & cultural issues, energy storage & generation, new & emerging technologies
5. Levers & mechanisms
6. Forces & stresses
7. Electronics & programmable components
8. Smart & modern materials & technical textiles
9. Materials: Categories, sources, origins, selection & properties
10. Making: Working with specialist materials & techniques

# The NEA:



## What is the NEA

- Students can focus on one Specialist Area (e.g. Textiles) or mix a few (e.g. Textiles, Plastics, Resistant Materials and Electronics)
- The focus is on developing and testing ideas on how to solve an issue posed by the exam board. Students are encouraged to develop a prototype that aims at solving a real and relevant problem.



THE ABILITY TO WORK  
INDEPENDENTLY, SET  
GOALS, MANAGE YOUR OWN  
WORKLOAD AND MEET  
DEADLINES

PROJECT MANAGEMENT - TO SEE THE DESIGN  
PROJECT THROUGH FROM CONCEPTION TO  
COMPLETION

ATTENTION TO DETAIL

IT AND TECHNICAL SKILLS

MARKETING AND  
COMMERCIAL AWARENESS

SECONDARY SCHOOL TEACHER

CONSERVATOR

FURTHER EDUCATION  
TEACHER

VISUAL MERCHANDISER

PRINTMAKER

CLOTHING/TEXTILE  
TECHNOLOGIST

ILLUSTRATOR

PRODUCT  
DESIGNER

INTERIOR AND SPATIAL DESIGNER

# WHERE CAN IT TAKE ME?

THE ABILITY TO WORK  
EFFECTIVELY WITH OTHERS  
THROUGH COLLABORATION, TEAM  
WORK AND NEGOTIATION

HIGHER EDUCATION  
LECTURER

TEXTILE DESIGNER

FASHION DESIGNER

COLOUR TECHNOLOGIST

STYLIST

GRAPHIC DESIGNER

COMMUNITY ARTS  
WORKER

RESOURCEFULNESS

RETAIL BUYER

RESEARCH AND  
ANALYTICAL SKILLS

THE ABILITY TO WORK TO  
DEADLINES AND A  
BUDGET

COMMUNICATION AND  
PRESENTATION

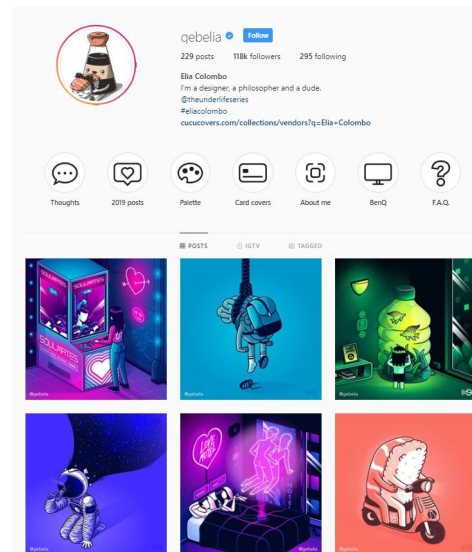
-  DIRECTLY RELATED CAREERS
-  LINKED CAREERS
-  TRANSFERABLE SKILLS



# What can a student do to prepare?



1. Follow your favourite **designers** on social media – particularly the ones on the AQA specification.
2. Keeping up-to-date with cultural events
3. Using pinterest to gather inspirational material
4. Pantone App – Colour
5. Fashion / Product Design Magazines/websites – Vogue , Harpers Bazaar, Dezeen
6. Museums to visit – V&A, Design Museum
7. Keep your own personal visual diary - sketchbook
8. Begin your photographers practice
9. Get the AQA revision guide





# Further information

AQA - Design and Technology Website

Speak to your DT teacher about any questions you may have.

Thank you for listening!



# GCSE Food Preparation and Nutrition



# Subject content – what is covered?

Food preparation skills – these are intended to be integrated into the **SIX** sections:

1. Food Commodities – Fruit and Vegetables, Carbohydrates, Protein, Dairy, Sugars, Fats and Oils
2. Principles of Nutrition
3. Diet and Good Health
4. The Science of Food
5. Where Food comes from
6. Cooking and Food Preparation



# Practical Cooking



Students will cook a variety of dishes in school to help with the theoretical knowledge for their written exam. They should also build on their skills at home if possible.

The dishes are primarily focused on the commodities within the specification. They are also taught a range of high level skills which they will use for the NEA coursework.

## **Skills include:**

Knife skills  
Deboning and portioning Chicken  
Filleting Fish  
Making Pastry  
Making Fresh Pasta  
Making Sauces  
Various cooking techniques

## **Dishes include:**

Vegetable Soup and Homemade Bread  
Chicken Kiev  
Lasagne  
Sweet Potato and Spinach Curry  
Profiteroles  
Lemon Meringue Pie  
Scones

# What is assessed?



**50% Written exam**



**15% - Food Investigation  
NEA 1**



**35% - Food Preparation  
NEA 2**

All assessments are completed in Year 11

Students will complete mock assessments of all of these in Year 10



# EXAM: Paper 1: Food Preparation and Nutrition (50%)

## What's assessed

- Theoretical knowledge of Food Preparation and Nutrition from subject content

## How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

## Questions

- Section A – Questions Based on Visual Stimuli
- Section B - Structured, short and extended response questions to assess content related to Food Preparation and Nutrition.

# ASSESSMENTS – PRACTICAL EXAM

## NON EXAM ASSESSMENT: (NEA)



### NEA 1: Food investigation (15%)

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Gelatinisation

Raising Agents

Emulsification

Plasticity

Shortening

Viscosity



### APPLE SCIENCE!

Use acids and bases from your kitchen for an apple experiment!



# ASSESSMENTS – PRACTICAL EXAM

## NON EXAM ASSESSMENT: (NEA)



### NEA 2: Food preparation assessment (35%)

- Students' knowledge, skills and understanding in relation to the **planning, preparation, cooking, presentation of food** and **application of nutrition** related to the chosen task.
- **Students will prepare, cook and present a final menu of three dishes within three hours, planning in advance how this will be achieved.**





# Where can it take me for a career?





# Further information

Eduqas – Food Preparation and Nutrition Website

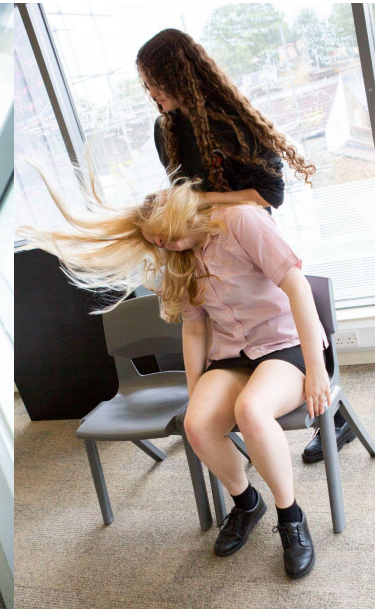
Speak to your DT teacher about any questions you may have



# Drama

at LMS

Exam Board: AQA (GCSE)



# Key information

## Comp 1: Written Examination

The exam consists of three parts:

**Section A:** Theatre terminology/job roles (*Multiple Choice*)

**Section B:** In depth study of a set play text, '**The Crucible**'.

**Section C:** Analysis and Evaluation of a live theatre performance.

## Comp 2: Devising (NEA)

You will devise a performance based your choice from a selection of stimuli given to you. This will be accompanied by a devising log, a written documentation of the devising process and evaluation of your final work.

*This is marked by Mrs Chamberlain and Mrs Bacon and moderated by AQA.*

## Comp 3: Texts in Practice

You will perform two extracts from a set play text.

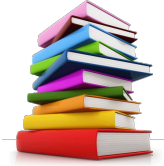
This can be done as:

- an individual (monologue)
- a two (duologue)
- a small group (ensemble)

*This is marked by a visiting examiner from AQA.*



Competed in Y11



40%

Competed in  
Y10



40%

Competed in Y11



20%

# Why Drama?



**Collaboration is at the heart of our lessons**

**Develop your appreciation of theatre**

**Trips to the theatre**

**Building cultural capital**

**The opportunity to be curious and creative**

**Build confidence and autonomy**

**The freedom to decide elements of what you learn**

**Explore your emotional intelligence and empathy**

**Have your say on issues/ events which are important to you**

**Further your research skills**

**A strong sense of community and friendship in our classes**

**Become an excellent communicator**

**Practice working under pressure and managing your time**

**Frequent performance opportunities**

**Develop the top ten employability skills...**



# Why Drama?



# Why Drama?



Of course if you love the arts and acting then drama is right for you, but what if you want a different career? Did you know that 70% of Oxbridge undergraduates have experience or qualifications in Drama, Dance or Music?

## **Possible Career Choices:**

- Any role within the performing arts industry
- Design careers
- TV, Film or Radio work
- Law
- Medicine
- Management Positions
- Social Work
- Journalism
- Drama Therapy
- Teaching
- Writing
- Multimedia Industries
- Entertainment Businesses
- Secretarial or Administrative Roles
- Emergency Services
- Copywriting
- Politics

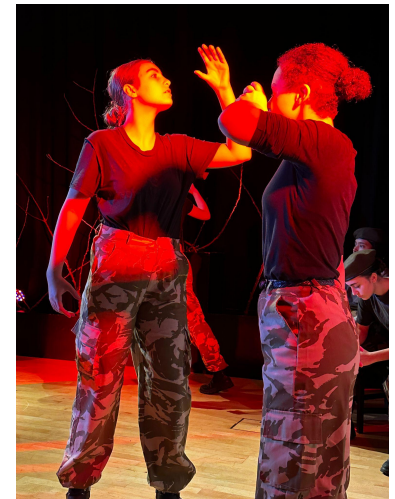
In fact, Drama can support any career in which you are required to work effectively with other people and communicate successfully. The skills you learn in Drama will make you highly employable.

# Want to find out more?



Speak to Mrs Chamberlain (Head of Drama) or Mrs Bacon for more information.

You could also request to join our **Year 9 super curricular workshops and events** - see Mrs Chamberlain for more information



*Photos of the Senior Play 2023 - Macbeth*





# MFL at GCSE





# Curriculum Intent

Our Languages Department curriculum focuses on:

- Literacy
- Oracy
- Curiosity
- Critical thinking





We would like our students to:

- Develop inquiring minds when learning about Spanish and French speaking communities and countries around the world.
- Analyse the socio-political context of those communities, so that all become **Curious, Just** and **Friendly** citizens.



To build students' cultural capital through a decolonised curriculum so as to recognise diverse cultures and ways of life to which they can identify.







We offer a wide range of opportunities beyond the classroom, including clubs and trips



Granada (España)



Paris (France)



Develop **literacy** and **oratory** in lessons so that students can become eloquent and confident **communicators** in the future by creating opportunities to work on all four skills.





# Curriculum



We follow the Edexcel GCSE syllabus, which covers various topics:

- Family and traditions
- Hobbies and spare-time activities
- School and future careers
- Town and local area
- Holidays
- Environmental and social issues

★ Literature and culture from different French and Spanish speaking countries are included in each of these topics.

★ The focus is to develop students' vocabulary further and to go into more depth over grammatical structures they will need to master should they wish to continue their studies at A level.



**Carnival in Guadeloupe**



**Music festival in France**

# French



**School in the Reunion Island**



**Environmental and social issues**



**Food and traditions**



**Three wise men parade**

## Spanish



**Writer Carlos Ruíz Zafón**



**Languages and the world of work**





## Four skills will be assessed

### **Paper 1: Listening and understanding**

25% of the total qualification.

### **Paper 2: Speaking**

25% of the total qualification.

### **Paper 3: Reading and understanding**

Includes a translation passage from Spanish/French to English  
25% of the total qualification.

### **Paper 4: Writing**

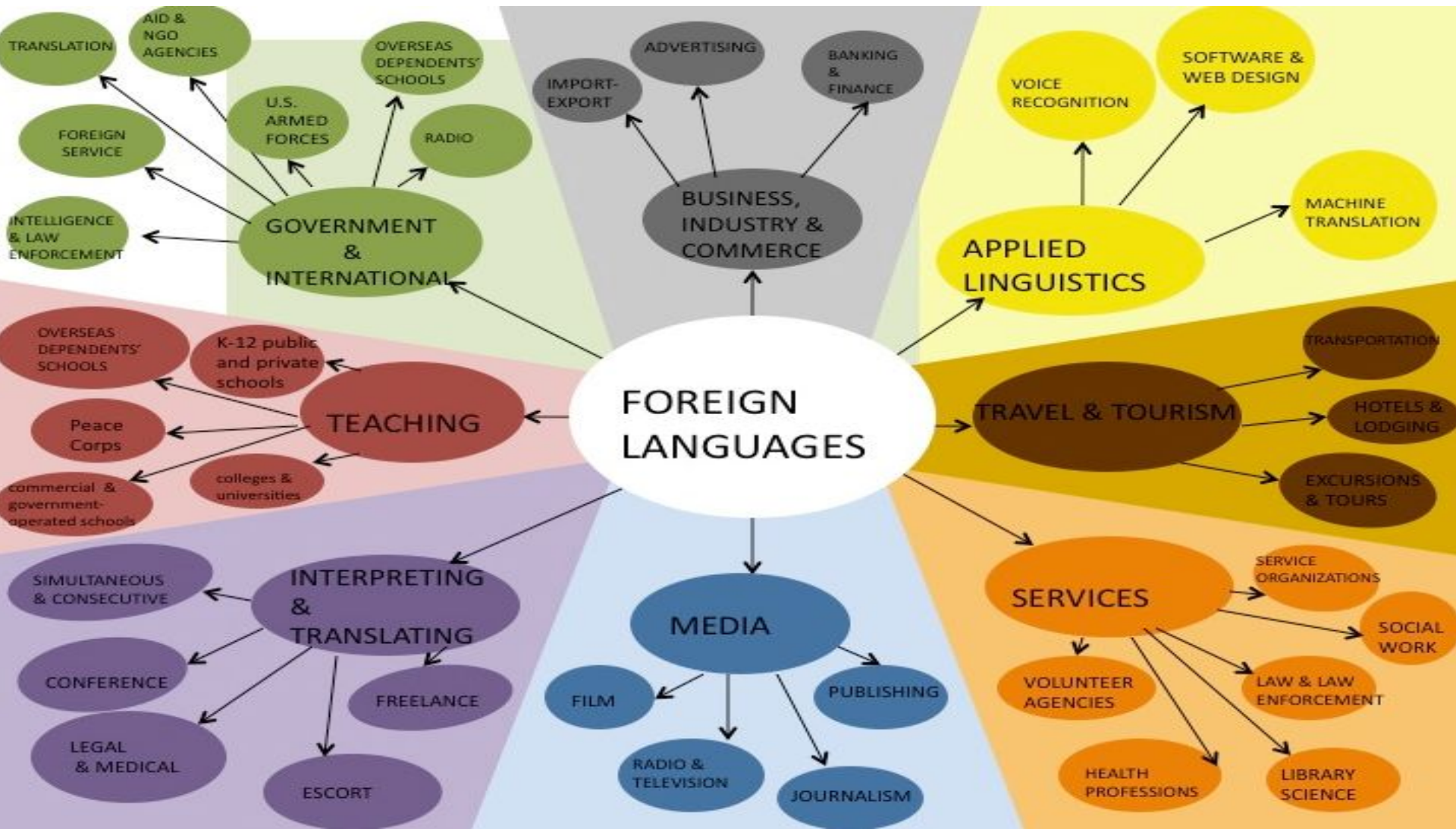
Includes a translation passage from English to Spanish/French  
25% of the total qualification.





## Year 13 Destinations

- French and Classics (**Oxford University**)
- Management and Modern languages- with a year abroad (**King's College London**)
- French and History of Art (**Bristol University**)
- Modern Foreign Languages and Business Studies (**Newcastle**).



# Why study Geography?

To **learn** about the **world** around us

To **discover** how **physical wonders** occur.



To **consider** the **global issues** which impact **our lives**

To **discuss** the impact of humans on the **environment and the economy**

# Geography Department Aims

1. To teach students about the vitally important role that Geography plays in understanding how the world works in an increasingly globalised society, environment and economy and to enable them to contribute positively to their local, national and global communities.
2. To be inclusive in aiding our students in their journey to becoming independent, well-rounded, life-long learners who can demonstrate key skills.
3. To develop a staff team who have good subject knowledge and work together to support each other and the students.
4. To build character through encouraging our students to be curious, empathetic and to show stewardship.



# What skills will I learn if I study Geography?



**How to read and interpret different types of data**



**Develop critical thinking skills**



**Become a good communicator**



**Environmental Awareness**



**Be able to solve problems**

# What will I study at GCSE? Edexcel A

## Year 10 specification: Physical & Human

1. **Changing cities**
2. **Coastal landscapes and processes and river landscapes and processes**
3. **Ecosystems, biodiversity and management**
4. **Urban Fieldwork & River Fieldwork**

## Year 11 specification: Physical & Human

1. **Global development**
2. **Weather hazards and climate change**
3. **Energy resource management**
4. **UK Challenges (both human and physical)**



Human fieldwork- Regeneration in Hammersmith and Fulham

Physical fieldwork- River change Beverley Brook



# Trips and Visits



Hammersmith and Fulham fieldwork with Year 10



Beverley Brook field trip with Year 10




# What extracurricular opportunities are there?


Students are invited to the extracurricular reading group sessions run 2-3 times a half term.

- They provide the students with an opportunity to challenge themselves by reading academic articles.
- They give them the chance to explore Geography further than the GCSE specification.
- They help the students prepare for A level by breaking down and discussing academic literature.
- They give the students a chance to develop critical thinking skills by debating points explored within the articles.

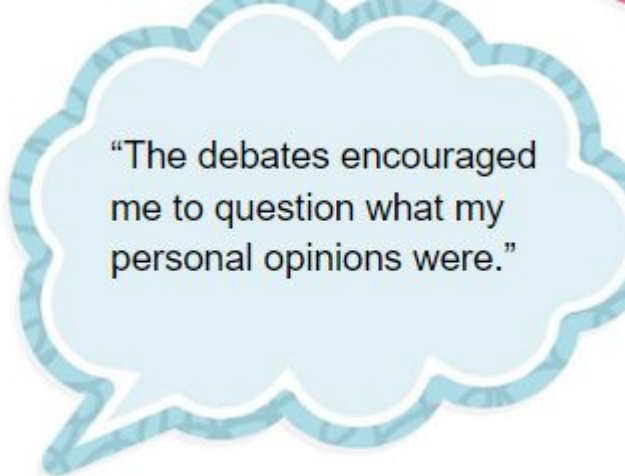
***Students comments below***



"After attending the seminar group sessions I found my wording in exams improved as I was able to understand and use more academic language."



"I now find it easier to be critical when analysing academic articles."



"The debates encouraged me to question what my personal opinions were."



# Where will Geography take me?

**Geography: it's the must-have subject.**

*The Guardian*

“Geography is **highly valued by universities** as a GCSE and A Level choice, and combines well with both arts and science subjects. It can be a **facilitating subject** - that is a subject most likely to be required or preferred for entry to degree courses.

Choosing **facilitating subjects will keep more options open at A level and university-level**; geography opens doors to other areas such as business and administrative studies, law, engineering and technology, and the other social physical sciences.”

**You Gov** “ Geography was also found to be the **most relevant GCSE subject in teaching students about climate change.** ”

**Geography has one of the highest employability rates.**

*UCAS (Universities and Colleges Admissions Service)*

“Geography is considered one of the **broadest subject areas**. And, it has one of the **highest employability rates of all undergraduate degrees!**

As a graduate you'll be an attractive candidate for most jobs thanks to your **range of transferable skills**, including problem-solving, critical thinking, data analysis, technical computing, and team working.”

# Did you know...

Geography is among the **top subjects for graduate earnings**

Geographers are among the **most employable university graduates**

**Female geography graduates earn over 10% more** than the average female graduate

Students who #ChooseGeography are more likely to enjoy and complete their degree than students of most other subjects

That **being a responsible local, national and international citizen** is a valuable attribute of geography graduates

**Statistics for employability consistently show that geography graduates are highly employable, working across a wide range of sectors and roles.**

# Possible jobs in Geography?!

## Policy and Government:

- Flood management
- Public communications
- Development advisor
- Environment sector

## Geographical Information Systems:

- Police Geographical Information Analyst
- Hydrologist
- Land requirements officer

## The Built Environment:

- Town planner
- Chartered Surveyor
- Events executive
- Property Manager
- Transport consultant

## Travel, Tourism and Leisure:

- Conservation project coordinator
- Educational travel consultant
- Expedition manager
- Incident response manager
- Travel writer
- Broadcaster
- Travel journalist

## The Business World:

- Responsibility and sustainability manager
- National accounts manager
- Natural resource manager
- Sales
- Oil- resource manager

## Society:

- Teacher
- Manager of national park
- Fundraising officer for a charity
- Prison officer
- Livelihoods Project Officer
- Charity worker
- Outreach worker

## The Physical Environment:

- Pollution specialist
- Catastrophe Risk Analyst
- Coastal Technical Specialist
- Soil Mechanic Scientist
- Ecologist
- Wildlife Conservationist

# Why study Geography?

To **learn** about the **world** around us

To **discover** how **physical wonders** occur.



To **consider** the **global issues** which impact **our lives**

To **discuss** the impact of humans on the **environment and the economy**





## OUR CORE VALUES

To promote respectful and companionate learning environment, with empathetic appreciation for diversity and difference

To develop intellectual curiosity and wisdom through historical enquiry

To build student confidence and resilience in their approach historical study through an exploration of second order historical concepts including; causation, change, continuity, similarity, difference and historical significance.

To develop and sustain an understanding and appreciation for justice through the exploration of a broad range of key historical controversies

**J410 OCR History A**  
Explaining the Modern World



# #HumanitiesMatter

Around 85% of humanities graduates were in work, study or both 15 months after graduating

Studying history means being able to think critically and analyse the world around you, unlock different languages, histories and cultures.

Humanities starting salaries (ranging from £23,320 to £28,307) are generally higher than for psychology graduates, and similar to graduates in biology and law.

Humanities graduates are in the top 10 yearners within 5 years of graduating.

History helps you develop the key skills you need for the **future**. These include:

- Communication
- Problem solving
- Analysis
- Leading and working in a team

Studying history can take you anywhere in the world, opening up a number of different careers, including; marketing, law, event planning, teaching, curating and so much more.

# Key Skills to Succeed in History at Lady Margaret School



- A passion for historical enquiry demonstrated through the posing of critical and reflective questions about the past.
- A desire to search for answers by extending knowledge and understanding of the world through wider reading and discussion.
- A critical and reflective approach to historical evidence to understand not only its validity, but how it is used to construct an idea about the past.
- The ability to organise and communicate ideas effectively in order to reach substantiated conclusions.

# Topics Studied at Lady Margaret School



**YEAR 10 - Component 1: Period Study with non-British depth study**

- **International Relations: the changing international order 1918—1975** with **Germany 1925—1955: The people and the state**





# Topics Studied at Lady Margaret School



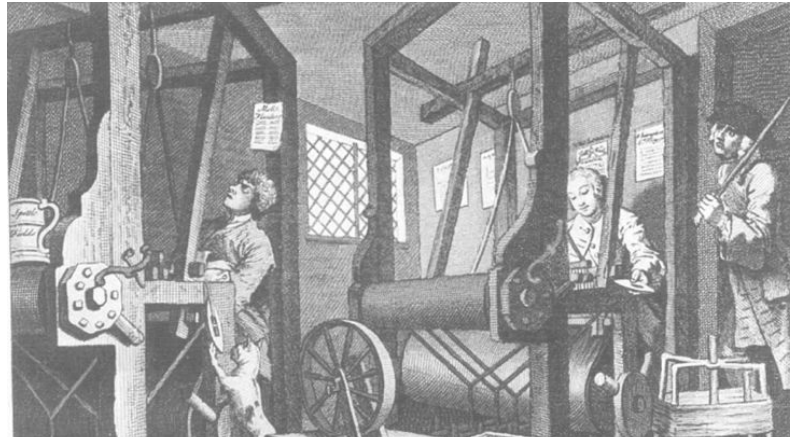
## YEAR 11

### Component 2: Thematic Study

- Migration to Britain c. 1000 — 2010

### Component 3: British Depth Study with the Historic Environment

- The impact of empire on Britain 1688 — c. 1730 with Urban environments:  
Patterns of migration (Historic Site is **Spitalfields, London**)



# EXAM BOARD: OCR HISTORY A Explaining the Modern World



## YEAR 10 - Component 1: Period Study with non-British depth study

- **International Relations: the changing international order 1918—1975** with **Germany 1925—1955: The people and the state**

## YEAR 11 - Component 2: Thematic Study

- **Migration to Britain c. 1000 — 2010**

## YEAR 11 - Component 3: British Depth Study with the Historic Environment

- **The impact of empire on Britain 1688 — c. 1730** with Urban environments: Patterns of migration (2020 Historic Site is **Spitalfields, London**)

### Assessment Overview

Component Group	Marks	Duration	Weighting
Component Group 1: Period Study with non-British depth study (01-07)	105	1 hour 45 Minutes	50%
Component Group 2: Thematic Study (08-10)	50	1 hour	25%
Component Group 3: British depth study with a study of the historic environment (03)	55	1 hour 15 Minutes	25%



# Key Skills to Succeed in History at Lady Margaret School

- A **passion for historical enquiry** demonstrated through the posing of **critical and reflective questions** about the past.
- A desire to search for answers by **extending knowledge** and understanding of the world through wider reading and discussion.
- A critical and **reflective approach to historical evidence** to understand not only its validity, but how it is **used to construct an idea about the past.**
- The ability to **organise and communicate** ideas effectively in order to reach **substantiated conclusions.**



# What do we do in GCSE Music





# What does GCSE Music look like?



## Component 1

### Performing (30%)

- Solo performing
- Ensemble performing
- Approaches to performing
- **NEA** - Internally marked, externally moderated.

## Component 2

### Composing (30%)

- Students compose two compositions.
- One composition 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.
- **NEA** - Internally marked, externally moderated.

## Component 3

### Appraising (40%)

- **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)

#### Areas of study:

- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Fusions.
- **Examination**

# Examples of GCSE Performance Repertoire



## Ensemble Performance Examples:

*I Know Him So Well* - **Vocal Duet**

*Blackbird, The Beatles* - **Guitar & Voice**

*Who You Really Are* - from *Sherlock* -  
**Violin Duet**

*Animal Spirits, Vulfpeck* - **Drum kit, alto saxophone & bass guitar**

*Romeo and Juliet, Prokofiev* - **Piano Duet**

*Sleeping Beauty Waltz, Tchaikovsky* -  
**Piano Duet**

## Solo Performance Examples:

*When she loved me* - from *Toy Story* - **Voice**

*Writing's On the Wall* - Sam Smith - **Voice**

*I'm Not That Girl* - Wicked - **Voice**

*No Time to Die* - from *James Bond* - **Voice**

*A Distant Star in the Stillness* - Grade 5 -

**Piano**

*Suite Francaise - Bourree d'Auvergne* - **Cello**

*You know I'm no good* - Amy Winehouse -

**Drum Kit**

*Wait for the moment* - Vulfpeck - **Bass Guitar**

# What could I compose?



n o t e f l i g h t

## Composition Styles:

- Film Score
- Minimalism
- Pop song
- Solo Piano
- Jazz Ensembles
- Fusion
- Contemporary worship songs
- Blues songs
- Instrumental duets



One set brief and one free choice composition = 3 minutes

# Common GCSE Music Questions



Do I need to *have done Grade 5* on my instrument or voice to take GCSE Music?

Do I need to be able to *read* music fluently at the beginning of Year 10?

Am I only allowed to do GCSE Music if I have *instrumental or vocal lessons*?





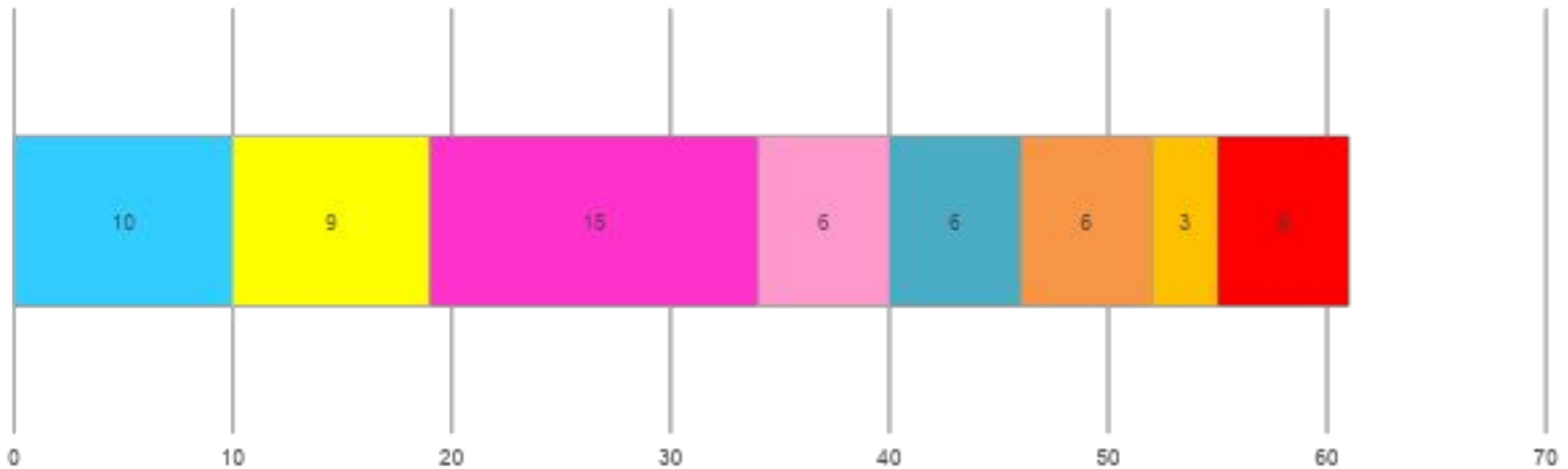
# The KS4 curriculum and the options process

# Compulsory Curriculum



Mathematics	GCSE
English Language	GCSE
English Literature	GCSE
Science	2 or 3 GCSEs
Religious Studies	GCSE
Wellbeing	not examined
Geography and/or History	GCSE
French and/or Spanish	GCSE

# What does this look like in a 2 week timetable?



- English
- Maths
- Science
- RS
- French or Spanish
- History or Geography
- Wellbeing
- Other subject



- The total for the core compulsory subjects is 42 lessons per 60 lesson in a two week cycle
- GCSE in a Modern Foreign Language is 6 lessons per 60 in a two week cycle
- GCSE in History or Geography is 6 lessons per 60 in a two week cycle
- This leaves 6 lessons for another subject
- It will not be possible to study History and Geography and French and Spanish as there are not enough lessons available.





# Optional Subjects

- Art and Design
- Design and Technology
- Drama
- French
- Food Preparation and Nutrition
- Geography
- History
- Music
- Spanish

# GCSE Subject Choices Form for Year 9 Students

Please make sure that you complete all sections of this form. Please choose your preferred subject combination from the drop down list below. You may only choose one combination.

The deadline for submissions is THURSDAY 14th MARCH 2024

Forename and Surname \*

Your answer

Tutor Group \*

Choose

Please select your preferred option from the drop down menu. \*

French Geography Design and Technology

Please tick to say that you have discussed and agreed your subject combination above with your parents/carers \*

Yes



# Next steps

- Discuss your possible subject choices with your subject teachers at Parents Evening on 22nd February 2024
- Discuss your subject choices with your parents and form tutor
- When you have decided choose one option from the drop down list on the Google form that will be emailed to your school email address on Friday 23rd February 2024.
- The deadline to complete the form is Thursday 14th March 2024