



THE  
SWANAGE  
SCHOOL

# CHOOSING YOUR OPTIONS



2025

# FROM THE HEADTEACHER



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Dear all,

## MAKING OPTION CHOICES

It's time to decide on your Key Stage 4 curriculum. This means choosing which GCSEs to take. Many subjects at Key Stage 4 remain compulsory but it is at this stage, for the first time, that you are given some choice about what to study.

For core subjects, you will already be working towards your GCSE. For optional subjects, the formal choice process starts now, so please take time to read through the information carefully.

Our 'Options Information Evening' for parents/carers and students will take place on Thursday 13th March 2025 from 4.30pm (please see email). This will give you a chance to talk to teachers of all subjects, both core and optional, to help finalise your decisions. Students can also ask teachers about their courses during the school day and we will be happy to guide parents on what the best choice of options might be for your child if you are at all uncertain.

We are also very happy to arrange one-to-one meetings with the relevant teacher, Crew Leader, or myself, but experience to date suggests that this is often not needed.

Curriculum information, similar to that provided in this booklet, is available on our website at [www.theswanageschool.co.uk/curriculum](http://www.theswanageschool.co.uk/curriculum) and [www.theswanageschool.co.uk/Years-10-11](http://www.theswanageschool.co.uk/Years-10-11) and you will also find a short Powerpoint presentation on each subject at [www.theswanageschool.co.uk/keystage4](http://www.theswanageschool.co.uk/keystage4)

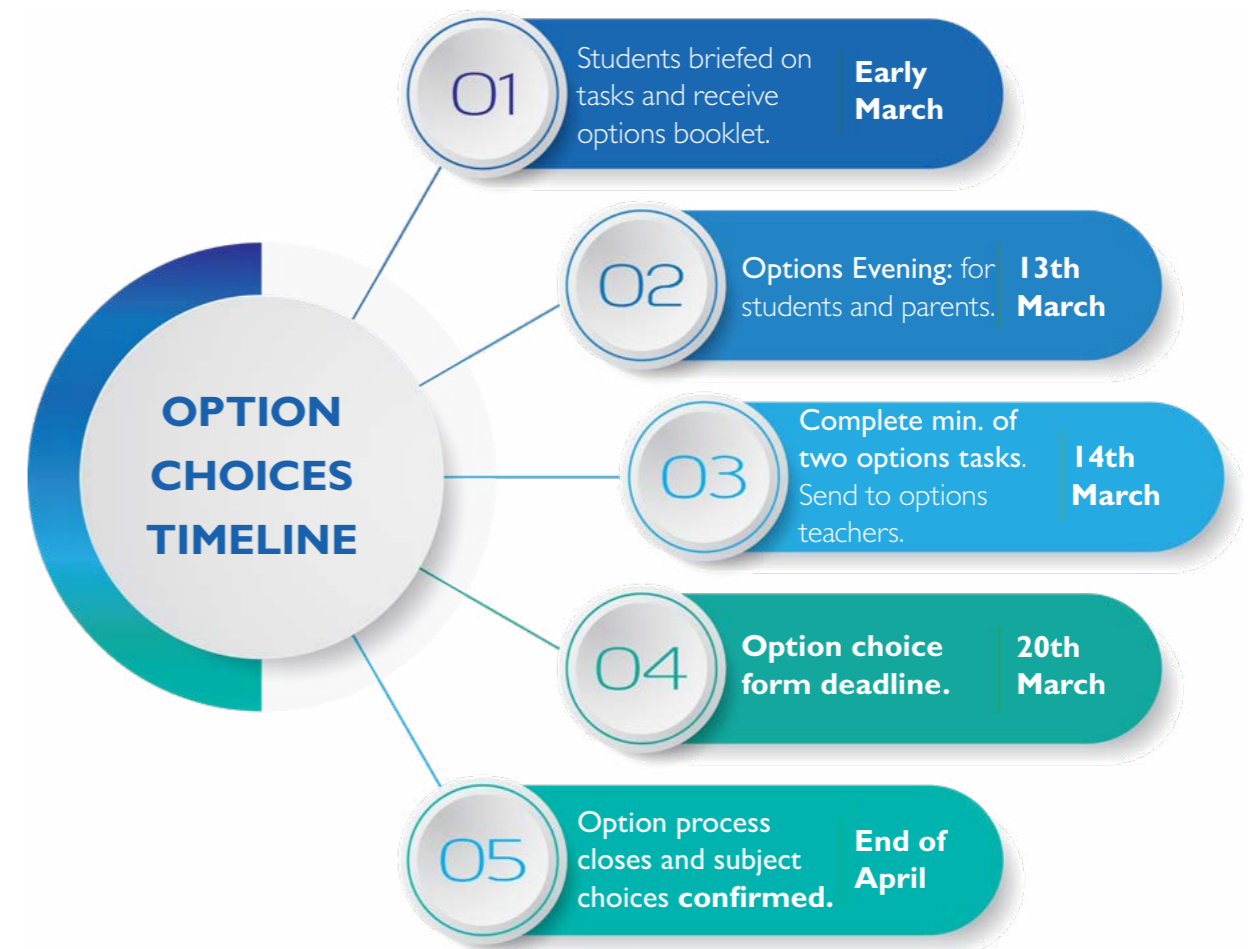
We will have an online option choices return form on our website at [www.theswanageschool.co.uk/option-choices](http://www.theswanageschool.co.uk/option-choices) where you can submit your choices by the deadline of Thursday 20th March 2025.

As usual, if you have any questions about the process, the choices or any other matter, please don't hesitate to contact us at school. We are always available to talk and more than happy to help.

Yours sincerely

Jenny Maraspin  
Headteacher

# THE DECISION-MAKING PROCESS



# THINGS TO DO

- **READ THIS BOOKLET.** We have provided a summary of each course but if you would like more information visit the exam board website where you will find full specifications, assessment information and sample exams. Links are given on the subject pages.
- **SPEAK TO OTHERS.** You could get advice and information from:
  - » Students in Year 10 and 11
  - » Older brother and sisters
  - » Parents / relatives
  - » Subject teachers
  - » Crew Leader
  - » Head of Year
- **ATTEND THE OPTIONS EVENING ON 13th MARCH** to find out more and move closer to your final choices in discussion with teachers.
- **REFLECT** on what will motivate you. What interests and skills do you have? Do you like practical work? Are you creative? Are you technically minded? Do you like planning or communicating?
- **THINK ABOUT YOUR CURRENT SUBJECTS.** What strengths and weaknesses do you have in these? This should help you reflect. What are you good at? What do you enjoy? Where are your weak spots?
- **CONSIDER YOUR FUTURE CAREER OR COURSES.** What aspirations do you have for your next steps? What might you study after school? Do you have a particular career in mind? Research the entry qualifications or career-path options available to you and think about whether this influences the subjects you study at GCSE. Refer to any action plans you've researched during Crew or with the Careers Adviser. Resources are available to help you – ask your Crew Leader.
- **KEEP YOUR OPTIONS OPEN.** Unless you are certain of a future career path (not many people are as early as Year 9!) your best bet is to choose a broad set of GCSE courses that you enjoy and are successful in. You can keep as many doors open as possible by choosing a broad set of subjects that don't overlap too much (an example of subjects that overlap is Art & Design and Design Technology).

# OPTION SUBJECT TASKS

Over the last few weeks, all Year 9 students have been encouraged to carry out research into a minimum of two of the option subjects which they are interested in studying through to GCSE level. The tasks are a chance for students to evaluate whether they feel that they have the necessary skills to study a particular subject at GCSE level. As an example, Computer Science is generally not recommended as an option for students who struggle with Maths.

Option teachers will be available throughout the research period to provide advice and encouragement. We also hope that the options research will kick-start a discussion with parents to enable them to prepare for the Options Evening.

# FREQUENTLY ASKED QUESTIONS

## What is the EBacc?

The English Baccalaureate (EBacc) is a set of subjects at GCSE that keep young people's options open for further study and future careers. The EBacc is:

- Computer Science
- English Language and Literature
- Maths
- Science
- Geography
- History
- French

## Why are some subjects compulsory?

Maths, English and Combined Science are compulsory subjects in all schools.

We offer a flexible curriculum, giving students the opportunity to complete up to 10 or 11 qualifications. Having a range of option choices provides the right balance of breadth and depth for each individual. Trying to squeeze more GCSEs into the curriculum would reduce the number of lessons per week for each subject and most likely

[www.theswanageschool.co.uk/Years-10-11](http://www.theswanageschool.co.uk/Years-10-11)

result in lower GCSE grades and higher student and parent stress levels.

## What happens if only a few students want to study a particular course?

We will endeavour to deliver a curriculum to meet the needs of all students. Part of the decision-making process is talking about career aspirations, talents, skills and the alternative subject options. Once we have received all of the forms, we will decide on the timetabling of the options to maximise provision of everyone's choices. Whilst we may need to take a tough decision not to run an option if numbers are very small, to date we have always managed to run all options.

## Where can I find more information?

In addition to this booklet, you can also speak to teachers and find more information as below:

- On our website at [www.theswanageschool.co.uk/curriculum](http://www.theswanageschool.co.uk/curriculum) and [www.theswanageschool.co.uk/keystage4](http://www.theswanageschool.co.uk/keystage4)
- Review course specifications on Exam Board websites (links are given on subject pages).

# CURRICULUM STRUCTURE

The curriculum is split into three strands: core, Ebacc and optional subjects. Typically, students will study 9 or 10 GCSEs.

## 1. THE CORE CURRICULUM

All students follow GCSEs in:

- Maths
- English Language
- English Literature
- Science (see note below)

In addition, students will have core PE lessons.

### NOTE ON SCIENCE

We have set up the Science curriculum so that students can either study COMBINED SCIENCE which leads to 2 GCSEs or TRIPLE SCIENCE which leads to 3 GCSEs (see p.11).

Students who wish to study separate sciences (otherwise known as 'TRIPLE SCIENCE') have the opportunity to take this as part of the core science curriculum, in consultation and agreement with their Science teacher and parents/carers. This will lead to 3 GCSEs – Biology, Chemistry and Physics.

Students taking Combined Science will therefore take a total of 9 qualifications (or 10 if they take Further Maths and Statistics). Those taking Triple Science will be studying for 10 qualifications (or 11 if they take Further Maths and Statistics).

Maths, English and Combined Science are compulsory subjects in all schools.

## 2. EBACC SUBJECTS

All students are required to follow ONE (OR MORE) Ebacc GCSE subjects from:

- Computer Science
- French
- Geography
- History

### WHAT IS THE EBACC?

The English Baccalaureate (Ebacc) is a set of subjects at GCSE that keep young people's options open for further study and future careers.

The Ebacc is:

- Computer Science
- English Language and Literature
- Maths
- Science
- Geography
- History
- French

## 3. OPTION SUBJECTS

Students choose THREE subjects from (GCSE qualifications unless otherwise stated):

- Art & Design
- Computer Science
- BTEC Creative Media Production (equivalent to 1 GCSE – see right)
- Design Technology
- Drama
- French
- Further Maths & Statistics (2 qualifications: Further Maths Level 2 Certificate and Statistics GCSE)
- Geography
- History
- Hospitality & Catering Technical Award (equivalent to 1 GCSE – see right)
- Music
- Philosophy, Religion & Ethics (PRE)
- Physical Education (PE)

## WHY BTEC / TECHNICAL AWARDS?

The Business and Technology Education Council (BTEC) qualification and the Technical Award are, like GCSEs, an academic qualification. We have chosen the BTEC route for our Creative Media Production course and the Technical Award in Hospitality & Catering because we recognise the benefits in terms of how they prepare, and increase choices for, our students post-16.

### MYTH BUSTING

BTECs and Technical Awards are recognised and respected as an equivalent to GCSE and are a valid pathway to A-levels and Higher Education, whilst also providing industry-standard vocational experience.



# ENGLISH LANGUAGE

CORE

The English GCSEs are challenging, but it's a challenge that we meet, inspiring students to develop the diverse skills in reading and writing that they need. English is split into two GCSEs - English Language and English Literature and both are taken by ALL students.

For the English Language GCSE, students study and write both non-fiction and fiction. They will develop their experience of reading short passages and will continue to develop their writing. Their ability to understand and use the conventions of letter, speech and article writing is a particular focus, as is their ability to write creatively.

Our fiction studies will include novels and short stories from the 20<sup>th</sup> and 21<sup>st</sup> centuries. There will be a focus on openings, endings, narrative perspectives and points of view, narrative and descriptive passages, and character and atmospheric descriptions. Students will gain an insight into how writers' particular viewpoints and perspectives on issues or themes are important to the way we think and live our lives, giving consideration to these perspectives over time.

On the non-fiction side, choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms. Students will learn to express their opinions and consider the devices writers use to provoke a response.

## STRUCTURE & ASSESSMENT

There is no Controlled Assessment. The English Language GCSE is 100% exam.

### PAPER 1: Exploration in Creative Reading and writing 1hr 45mins (50%)

The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves.

**SECTION A:** Reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers.

**SECTION B:** Writing a creative text, inspired by the topic that has been responded to in Section A to demonstrate narrative and descriptive skills in response to a written prompt, scenario or visual image.

### PAPER 2: Writers' Viewpoints and Perspectives 1hr 45mins (50%)

**SECTION A:** Reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.

**SECTION B:** Producing a written text to a specified audience, purpose and form in which students give their own perspective on the theme that has been introduced to them in Section A.

# ENGLISH LITERATURE

CORE

The Swanage School English Department aims to inspire, encourage and succeed in helping every child reach their full potential and to enjoy the journey through the English GCSE. We create an environment where our students are aspirational, supported and confident to express their opinions and concerns, bringing a knowledge and passion for our subject to the classroom.

Throughout the English Literature GCSE course, students will develop the skills needed to analyse the text and poetry placed before them. They will gain a knowledge of contextual factors that influence meaning and learn to identify and successfully write about language and the linguistic devices used to present our writers' messages – our writers are social commentators and students will develop an understanding of the lives and challenges of our ancestors through their study of the texts. The texts studied are Dickens' 'A Christmas Carol', Priestley's 'An Inspector Calls', Shakespeare's 'Romeo and Juliet' and fifteen poems sharing the themes of power and conflict.

## STRUCTURE & ASSESSMENT

There is no Controlled Assessment. The English Literature GCSE is 100% exam.

### PAPER 1: Shakespeare and the 19th Century Novel 1hr 45mins (40%)

**SECTION A - Shakespeare:** students will answer one question on '**Romeo and Juliet**'. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**SECTION B - The 19th-Century Novel:** students will answer one question on Dickens' '**A Christmas Carol**'. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

### PAPER 2: Modern Texts and Poetry 2hrs 15mins (60%)

**SECTION A - Modern Texts:** students will answer one essay question from a choice of two on Priestley's '**An Inspector Calls**'.

**SECTION B - Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. They will learn 15 poems.

**SECTION C - Unseen Poetry:** students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

WHO

**WHO DO I SPEAK TO FOR MORE INFORMATION?**  
Miss Woodward: [cheriwoodward@theswanageschool.co.uk](mailto:cheriwoodward@theswanageschool.co.uk)

**EXAM BOARD:** AQA  
[www.aqa.org.uk/subjects/english/gcse](http://www.aqa.org.uk/subjects/english/gcse)

WHO

**WHO DO I SPEAK TO FOR MORE INFORMATION?**  
Miss Woodward: [cheriwoodward@theswanageschool.co.uk](mailto:cheriwoodward@theswanageschool.co.uk)

**EXAM BOARD:** AQA  
[www.aqa.org.uk/subjects/english/gcse](http://www.aqa.org.uk/subjects/english/gcse)

# MATHEMATICS

CORE

Maths is part of the core curriculum and is taken by ALL students. Our aim is to not only provide students with the ability to reason mathematically, but to appreciate the beauty and power of mathematics, and to have a sense of enjoyment and curiosity about the subject. Mathematics is a vehicle for understanding the world. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

The GCSE Mathematics course is designed to:

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

## STRUCTURE & ASSESSMENT

Over the course students will study maths looking at the following topics:

- Number
- Algebra
- Geometry
- Measures
- Probability and Statistics

Students will complete three written examination papers, each containing a mix of question styles. GCSE Mathematics has a Foundation tier (grades 5-1) and a Higher tier (grades 9-3) and students take three question papers at the same tier. The proportion of marks on each topic is shown below.

PAPER 1: 1½ hrs, 33.3% of the GCSE, non-calculator  
 PAPER 2: 1½ hrs, 33.3% of the GCSE, calculator  
 PAPER 3: 1½ hrs, 33.3% of the GCSE, calculator

Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability & Statistics	15	15

WHO

### WHO DO I SPEAK TO FOR MORE INFORMATION?

Ms Everitt: [saraheveritt@theswanageschool.co.uk](mailto:saraheveritt@theswanageschool.co.uk)

EXAM BOARD: AQA

[www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300](http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300)

# SCIENCE

CORE

As part of the Core Curriculum, students take either Combined Science (2 GCSEs) or, in consultation with teachers and parents/carers, may take Triple Science (3 GCSEs) by covering the additional curriculum content required for 3 GCSEs. The Triple Science option is not more difficult than the Combined Science course, there is simply more content.

The specifications are straightforward, and there are a number of core practicals which are designed to help bring science learning to life. Studying Science at GCSE builds upon and deepens scientific knowledge and understanding of ideas developed in earlier key stages and provides an understanding of the natural world, enhancing lives in an increasingly technological society. For some students, their Science GCSEs will provide a platform for more advanced studies and be the foundation stone for a wide range of exciting careers.

See below for structure and assessment details.

## COMBINED SCIENCE

Gain 2 GCSEs in Science (which combine all three sciences - Biology, Chemistry and Physics)

The course consists of six externally examined papers (each weighted 16.67% of the qualification). These are available at Higher tier (grades 9-4) and Foundation tier (grades 5-1). Students complete all exams at the end of Year 11.

BIOLOGY	CHEMISTRY	PHYSICS
PAPER 1 1hr 10mins 60 marks	PAPER 2 1hr 10mins 60 marks	PAPER 3 1hr 10mins 60 marks
PAPER 4 1hr 10mins 60 marks	PAPER 5 1hr 10mins 60 marks	PAPER 6 1hr 10mins 60 marks

Mathematical skills are assessed through the content. For Combined Science, 20% of marks are allocated to the assessment of mathematical skills across all papers.

## TRIPLE SCIENCE

Gain 3 GCSEs in Biology, Chemistry and Physics

The course consists of six externally examined papers (each weighted 16.67% of the qualification). These are available at Higher tier (grades 9-4) and Foundation tier (grades 5-1). Students complete all exams at the end of Year 11.

BIOLOGY	CHEMISTRY	PHYSICS
PAPER 1 1hr 45mins 100 marks	PAPER 1 1hr 45mins 100 marks	PAPER 1 1hr 45mins 100 marks
PAPER 2 1hr 45mins 100 marks	PAPER 2 1hr 45mins 100 marks	PAPER 2 1hr 45mins 100 marks

Mix-tiered entries between subjects are possible, e.g. taking Foundation tier in Physics and Higher tier in Biology.

Mathematical skills are assessed through the content: the marks allocated to assessment of mathematical skills is 30% Physics, 20% Chemistry and 10% Biology.

WHO

### WHO DO I SPEAK TO FOR MORE INFORMATION?

Mr Hines: [adamhines@theswanageschool.co.uk](mailto:adamhines@theswanageschool.co.uk)

EXAM BOARD: Pearson Edexcel

[qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016](http://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016)

# ART & DESIGN

OPTION

WHAT

## WHAT IS THIS SUBJECT ABOUT?

Art is a hands-on and creative subject, suiting visual and practically minded people. The programme of study builds on skills and knowledge gained through Key Stage 3 to enable learners to progress with greater depth and sophistication. Students will be encouraged to challenge themselves and be experimental with their work and ideas. They will undertake in-depth research on the work of artists, craftspeople and designers. This requires good self-motivation, the willingness to study independently and the ability to manage time effectively.

The Art and Design (Fine Art) GCSE course enables students to explore drawing, painting, printmaking, sculpture, textiles, fashion, lens-based imagery and other forms of two-dimensional and three-dimensional work. Students will get the chance to work with local artists, craftspeople and designers, linking to coursework projects, and to visit galleries and museums.

WHY

## WHY SHOULD I CHOOSE THIS SUBJECT?

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Art & Design is a great choice! The skills you gain make it a great complement to other subjects. It can help you with further study and prepare you for the world of work. Students opting for GCSE Art & Design will learn to express themselves and communicate with an audience in both visual and written forms, guided and supported by their art teacher through workshops and individual tutorials.

All project work will start with teacher-led workshops and experimental assignments leading towards a portfolio of more independent and individual focus which is carried out under controlled conditions within the class.

WHICH

## WHICH SUBJECTS SHOULD I HAVE AN APTITUDE IN?

You should enjoy creative subjects such as Performing Arts, Design & Technology and English. There will be written elements to the course and you will frequently be asked to analyse and assess your own and others' work.

WHERE

## WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

You gain many transferable skills such as how to interpret and to communicate, and how to analyse the key features of your own and others' work using critical thinking to refine and evaluate. This course will help you to develop skills which will be useful in a wide range of jobs such as design work, architecture, graphics, advertising, textile/costume design, fashion illustration, fashion and media journalism, product design, art history, teaching, community work and art therapy.



WHO

## WHO DO I SPEAK TO FOR MORE INFORMATION?

Miss Lardner: [nikkilardner@theswanageschool.co.uk](mailto:nikkilardner@theswanageschool.co.uk)

**EXAM BOARD:** AQA

[www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206](http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206)

## STRUCTURE & ASSESSMENT

GCSE Art & Design (Fine Art) is comprised of two components.

### COMPONENT 1

60 % of the overall grade

This is comprised of at least one sustained project and other supporting portfolio evidence. This commences at the start of Year 10 and runs through until Christmas of Year 11.

At the start of Year 10 students learn how to create a sustained investigation through a project entitled 'I do, I undo, I redo'. Students then move on to a short skills project entitled 'The Natural World', before progressing to the 'mock exam' project in which they are given a choice from selected questions from old externally set assignment papers. This culminates in a 10-hour mock exam in November / December of Year 11, in which students resolve the project through appropriate outcomes that respond to their preparatory work (project).

### COMPONENT 2

40% of the overall grade

The externally set assignment is comprised of one project (or sustained body of work) and is worth 40% of the overall grade. In January of Year 11, students receive a copy of the assignment which has seven themes from which they must select one to investigate. This will develop into a project that culminates in outcomes(s) to be produced in 10-hours of practical unaided work done in controlled conditions (exam). All preparatory work must be brought into the exam and handed in at the end of the ten hours. The exam is usually taken around early April.

Candidates produce a portfolio of work showing their personal response to a set starting point. Students are expected to maintain a sketchbook of work and build a sustained portfolio of evidence throughout the course.



# COMPUTER SCIENCE

## WHAT

### WHAT IS THIS SUBJECT ABOUT?

GCSE Computer Science gives students a real, in-depth understanding of how computer technology works. It provides excellent preparation for higher study and employment in Computer Science and it helps to develop critical thinking, analysis and problem-solving skills.

You'll learn how to apply the fundamental principles and concepts of Computer Science, analyse problems in computational terms through practical experience of solving such problems (including designing, writing and debugging programs), explore the components that make up digital systems, and understand the impacts of digital technology to the individual and to wider society.

## WHY

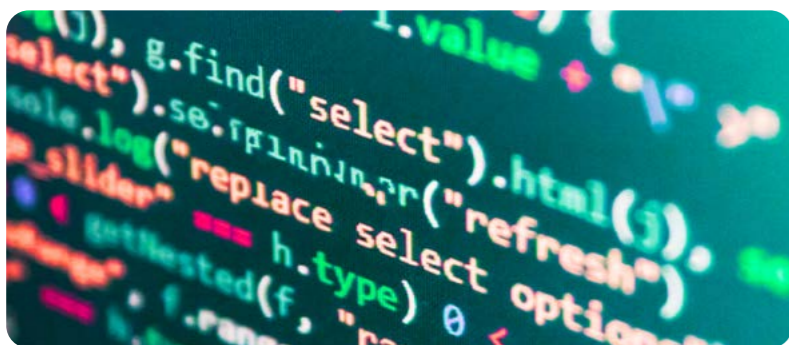
### WHY SHOULD I CHOOSE THIS SUBJECT?

You should choose this course if you have a passion for emerging technologies such as aerospace, autonomous vehicles, robotics, cyber-security, games development, digital media or artificial intelligence or are considering a career in such areas or in computing infrastructure.

## WHICH

### WHICH SUBJECTS SHOULD I HAVE AN APTITUDE IN?

To program you need to be logical, but also creative. You should be confident in the use of computers and will probably already have tried programming your own applications. Being passionate about and enjoying mathematics is also important.



## WHERE

### WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

Computer Science A Level and then on to a degree in Computer Science. Career routes are wide-ranging (see 'Why' above) and the skills you gain from this course will prove useful for any career involving technology.

## WHO

### WHO DO I SPEAK TO FOR MORE INFORMATION?

Mr Kirkham: [mikekirkham@theswanageschool.co.uk](mailto:mikekirkham@theswanageschool.co.uk)

**EXAM BOARD:** OCR

[www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/](http://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/)



EBACC

OPTION

## STRUCTURE & ASSESSMENT

In the course, students cover six aims and objectives, which enable them to:

- 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 impact of digital technology on wider society, including issues of privacy and cybersecurity
- apply mathematical skills relevant to computer science.

### PAPER 1: Principles of Computer Science 50% (75 marks), 1hr 30mins written paper

This paper includes five compulsory questions, each focused on one of the first five aims and objectives. The questions consist of multiple-choice, short-, medium- and extended-open response, tabular and diagrammatic items.

#### The Five Aims and Objectives

##### Topic 1: Computational thinking -

understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables

**Topic 2: Data** - understanding of binary, data representation, data storage and compression

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

**Topic 4: Networks** - understanding of computer networks and network security

**Topic 5: Issues and impact** - awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

### PAPER 2: Applications of Computational Thinking 50% (75 marks), 2hrs on-screen examination

This practical paper, completed on-screen, requires students to design, write, test and refine programs in order to solve problems using Python 3.

This assessment consists of six compulsory questions.

#### The Sixth Aim and Objective

This paper will assess **Topic 6: Problem solving with programming.**

The main focus of this paper is:

- understanding what algorithms are, what they are used for and how they work in relation to creating programs
- understanding how to decompose and analyse problems
- ability to read, write, refine and evaluate programs.



# CREATIVE MEDIA PRODUCTION

## WHAT

### WHAT IS THIS SUBJECT ABOUT?

This qualification is for students interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Creative Media sector – transecting many exciting and vibrant industries such as film, television, games, web and app development, and publishing – giving students an introduction that keeps all of their options open and allows them to make an informed decision about their future learning and career. This qualification is equivalent to 1 GCSE.

The course is designed to nurture students with a passion for all things media, storytelling and communicating, and a talent for expressing themselves. Through experiential learning, students will have the opportunity to learn how to create and distribute content across multiple media platforms.

## WHY

### WHY SHOULD I CHOOSE THIS SUBJECT?

Through the course, students will develop personal skills, such as: managing their creative projects, documenting their skills and work, responding to briefs, and presenting their work through a practical and skills-based approach. The qualification will broaden the students' experience and will help them to make more informed choices for further learning and prepare them for careers or further education working in the digital sector.

They will also develop key skills such as investigating and developing ideas through pre-production, production, and post-production, managing their creative projects, documenting progress of skills and work, responding to briefs, presenting work, and reflective practice, as well as developing their skills in using Adobe, which is the professional standard software. In addition to this, students develop employability skills such as teamwork, time management and communication.

## WHICH

### WHICH SUBJECTS SHOULD I HAVE AN APTITUDE IN?

This Tech Award complements the learning in GCSE programmes such as Design and Technology, Art and Design, and Computer Science.



## WHERE

### WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

Students might consider progression to A Levels or to the study of vocational qualification at Level 3, such as a BTEC National in Creative Media. Students who enjoy and progress well in this subject might move on to further education opportunities and apprenticeships within industries such as Film & Media Production, Advertising, Marketing, Journalism or Games Design.

In many ways it's a little old-fashioned to refer to the 'digital' world as if it were in some way separate; our lives are almost seamlessly integrated with technology now and get more and more plugged in every day. There are constant new innovations within the world of media and therefore new careers in film, TV, sounds, apps, games and more. The creators of YouTube, Facebook, WhatsApp, Snapchat and Instagram dreamed of things that didn't exist before and brought them to life; that could be you.

## OPTION

## STRUCTURE & ASSESSMENT

Students are required to complete and achieve three components in the qualification. This qualification takes a fully practical and skills-based approach to learning and assessment, with no written exam. All components, including the externally assessed synoptic component, are assessed through engaging, open, and flexible set tasks, designed to stimulate creative ideas without restricting the type or direction of learner response.

COMPONENT 1 Exploring Media Products 30% (60 marks) Internal assessment with 2 tasks	COMPONENT 2 Developing Digital Media Production Skills 30% (60 marks) Internal assessment with 2 tasks	COMPONENT 3 Create a Media Product in Response to a Brief 40% (60 marks) External synoptic task
10 hours of supervised sessions. Students will develop their understanding of how media products create meaning for their audiences, as well as examining existing products and exploring media production techniques.	10 hours of supervised sessions. Students will develop and apply skills and techniques in media production processes by creating a media product from one of the following sectors: audio/moving image, print or interactive design.	10 hours of supervised sessions. Students will apply and develop their planning and production skills and techniques to create a media product in response to a brief.



## WHO

### WHO DO I SPEAK TO FOR MORE INFORMATION?

Mr Kirkham: [mikekirkham@theswanageschool.co.uk](mailto:mikekirkham@theswanageschool.co.uk)

**EXAM BOARD:** Pearson Edexcel

[www.qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production-2022](http://www.qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production-2022)

# DESIGN & TECHNOLOGY

OPTION

WHAT

## WHAT IS THIS SUBJECT ABOUT?

GCSE Design and Technology helps students develop the ability to solve problems, design and develop solutions with creativity and originality using a range of materials and processes.

Students will learn how to research, justify and present their ideas using sketching, rapid prototyping and 3D Computer Aided Design. Technology is used in conjunction with more traditional processes to find solutions to design problems, whilst taking account of sustainability and the environmental impact of their production. This course is a progression from what they have undertaken at KS3. An emphasis is placed on skills that are sought after in industry in the fields of engineering and research and design.

WHY

## WHY SHOULD I CHOOSE THIS SUBJECT?

Design and Technology is all about solving problems creatively using knowledge of materials and processes – you will become a 'problem-solver'. The modern world relies on cutting edge design and technology to deliver products and services that ensure convenience, safety and entertainment across the world. There is a critical shortage of suitably qualified people to serve the needs of industry.

WHICH

## WHICH SUBJECTS SHOULD I HAVE AN APTITUDE IN?

You should enjoy creative and practical subjects. Elements of this course are shared with Art, Maths, Geography, Physics and Chemistry. There will be written elements to the course in addition to the practical elements.

WHERE

## WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

There are many exciting opportunities which follow on from this subject in both further education and future careers.

Engineering has a strong link with the subject and is significant in many areas of specialism, such as: aerospace, mechanical, automotive, civil and marine. Other courses and careers that are directly relevant include: architecture, product design, graphic design, carpentry, joinery, jewellery making, fashion design, CAD operators, prototypers and so many more.



## STRUCTURE & ASSESSMENT

The course offers a good balance of practical and theory elements. The course is assessed in two parts.

### PART 1: 50% of final grade

2 hour written exam.

### PART 2: 50% of the final grade

A 35 hour NEA (non-examined assessment) – context-based project.

WHO

## WHO DO I SPEAK TO FOR MORE INFORMATION?

Mr Dallimore: [andrewdallimore@theswanageschool.co.uk](mailto:andrewdallimore@theswanageschool.co.uk)

**EXAM BOARD:** AQA

[www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552](http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552)

# DRAMA

OPTION

WHAT

## WHAT IS THIS SUBJECT ABOUT?

GCSE Drama is a creative and stimulating subject. You will explore drama techniques and learn performance skills. You have the opportunity to create your own work, and look at other people's plays. You explore issues and themes and learn about different ways of communicating these on stage.

WHY

## WHY SHOULD I CHOOSE THIS SUBJECT?

This course is both practical and creative. Drama builds confidence and self-esteem, which are key life skills. Drama also requires you to use deeper thinking skills and look at stimuli in an exciting and abstract way.

WHERE

## WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

Drama and Theatre Studies AS/A2 and drama studies at college/university. Career routes include acting, directing, and teaching. However, the skills you learn in drama are transferable to any career.

## STRUCTURE & ASSESSMENT

### COMPONENT 1

#### Devising

40% of the qualification

You will create and develop a devised piece of work from a stimulus and perform this to an audience. You will create a portfolio (1500-2000 words) to analyse and evaluate the devising process and the performance.

### COMPONENT 2

#### Performance from Text

20% of the qualification

You will perform in and/or design for two key extracts from a performance text.

### COMPONENT 3

#### Theatre Makers in Practice

40% of the qualification

You will study and explore one complete performance text and watch a live piece of theatre, for an exam.

**Section A:** Bringing Texts to Life (45 marks)

**Section B:** Live Theatre Evaluation (15 marks)



WHO

## WHO DO I SPEAK TO FOR MORE INFORMATION?

Mr Peake: [harrypeake@theswanageschool.co.uk](mailto:harrypeake@theswanageschool.co.uk)

**EXAM BOARD:** Pearson Edexcel

[www.qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016](http://www.qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016)

# FRENCH

## WHAT

### WHAT IS THIS SUBJECT ABOUT?

In French, you will study various topics such as family, hobbies, technology, education, jobs, environment and festivals and learn to communicate in speaking and writing in all of them. Through this, you will explore the structure of the French language and the similarities and differences with the English language; you will get a better understanding of your own language. The GCSE focuses on trying to communicate in a range of real situations, (for example: role plays/writing a blog/understanding the gist of an email) so making mistakes is OK! You will become more confident as you learn to communicate in French, spontaneously, on a range of topics.

## WHY

### WHY SHOULD I CHOOSE THIS SUBJECT?

Language skills are in high demand in our extremely competitive job market and an international career can be extremely rewarding. Research has shown that studying a language will also provide you with invaluable communication skills as well as improving your decisiveness, problem-solving ability and negotiation skills.

## WHERE

### WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

Universities favour students who have studied a modern foreign language and it can make it easier to study abroad where you will meet many international students. Later in your job, you could be chosen for working on an international project, work abroad, be a liaison for international customers or be picked to learn a new language invaluable to your firm.



## WHO

### WHO DO I SPEAK TO FOR MORE INFORMATION?

Mrs Fawke: [delphinefawke@theswanageschool.co.uk](mailto:delphinefawke@theswanageschool.co.uk)

**EXAM BOARD:** Pearson Edexcel  
[qualifications.pearson.com/en/qualifications/edexcel-gcse/french-2024](https://qualifications.pearson.com/en/qualifications/edexcel-gcse/french-2024)

EBACC

OPTION

## STRUCTURE & ASSESSMENT

There are four examinations at the end of Year 11 around the same topics and each is worth 25% of the total qualification.

### PAPER 1: Listening and Understanding in French (25%)

Students are assessed on their understanding of standard spoken French in a range of public and social settings.

### PAPER 2: Speaking in French. Internally tested and externally assessed (25%)

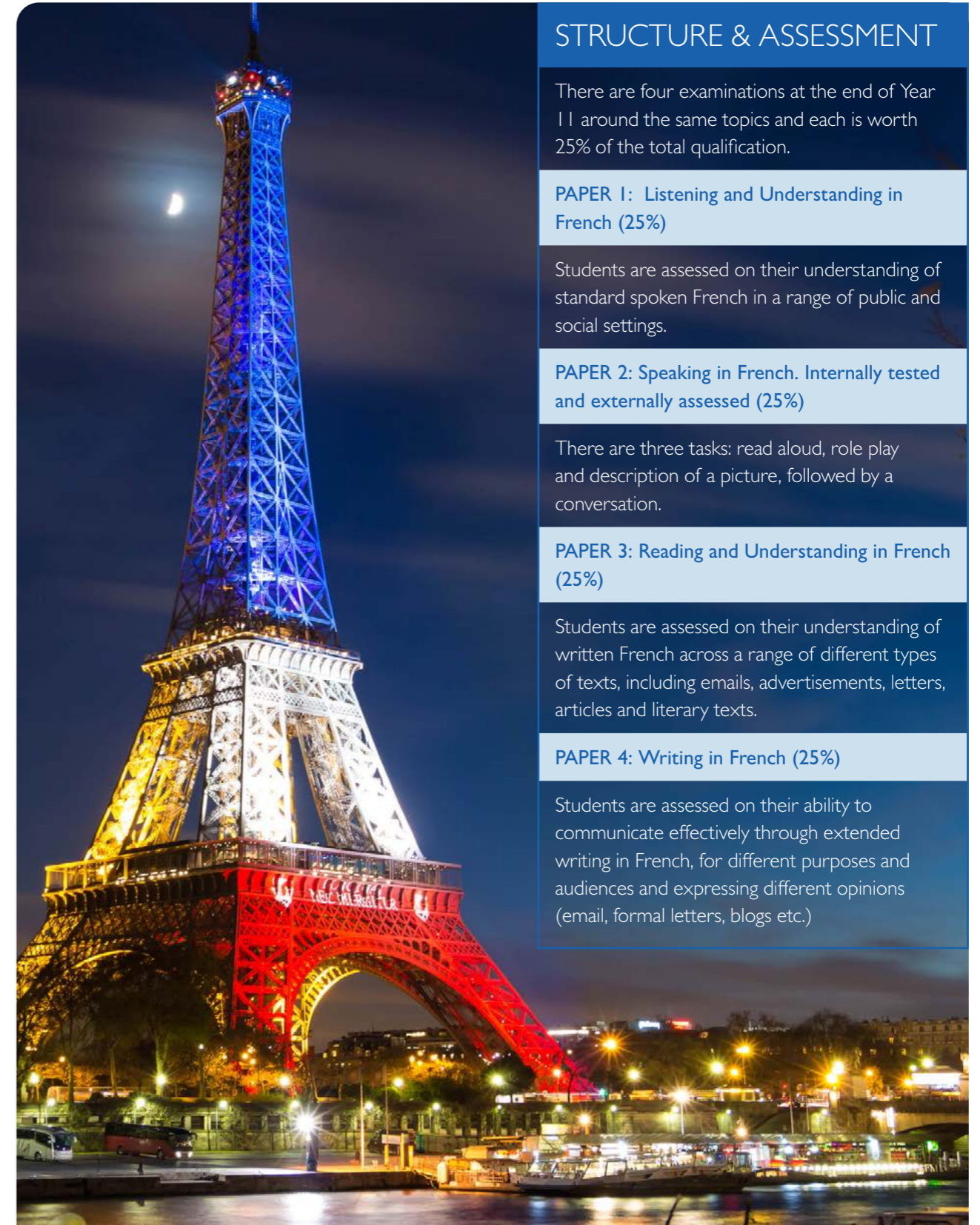
There are three tasks: read aloud, role play and description of a picture, followed by a conversation.

### PAPER 3: Reading and Understanding in French (25%)

Students are assessed on their understanding of written French across a range of different types of texts, including emails, advertisements, letters, articles and literary texts.

### PAPER 4: Writing in French (25%)

Students are assessed on their ability to communicate effectively through extended writing in French, for different purposes and audiences and expressing different opinions (email, formal letters, blogs etc.)



# FURTHER MATHEMATICS (L2 CERT) AND STATISTICS (GCSE)

We offer **Further Maths Level 2 Certificate** and **Statistics GCSE** combined in an option for students who have exceptional aptitude and interest in mathematics. Students who take this option will therefore gain two qualifications.

## FURTHER MATHS (LEVEL 2 CERTIFICATE)

This qualification has been designed to bridge the gap between the GCSE course and Level 3 mathematics qualifications such as A-levels and apprenticeships etc. Further Maths covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills. It also gives an introduction to calculus and matrices and develops further skills in trigonometry, functions and graphs. The AQA Level 2 Certificate in Further Mathematics is an un-tiered Level 2 linear qualification suited to students who:

- either already have, or are expected to achieve, grades 7, 8 and 9 in GCSE Mathematics
- are likely to progress to A-Level study in Mathematics and possibly Further Mathematics

It offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to GCSE Mathematics, rather than as a replacement.

## STRUCTURE & ASSESSMENT

**PAPER 1: 1hr 45, 50%**  
Non-calculator

**PAPER 2: 1hr 45, 50%**  
Calculator

The Further Mathematics course covers the following topics:

- Number
- Algebra
- Coordinate Geometry (2 dimensions)
- Calculus
- Matrix Transformations
- Geometry

Each paper contains a mix of question styles and assesses content from any part of the specification.

WHO

### WHO DO I SPEAK TO FOR MORE INFORMATION?

Ms Everitt: [saraeveritt@theswanageschool.co.uk](mailto:saraeveritt@theswanageschool.co.uk)

**EXAM BOARD:** AQA

[www.aqa.org.uk/subjects/mathematics/aqa-certificate/further-mathematics-8365](http://www.aqa.org.uk/subjects/mathematics/aqa-certificate/further-mathematics-8365)

OPTION

## STATISTICS (GCSE)

Statistics is about making decisions when there is uncertainty. Perhaps one of the most versatile areas of maths, it gives students the skills to collect, analyse, interpret and present data. It complements subjects such as GCSE Biology and Geography, and is useful for future study in Psychology, Business and Economics, to name a few. An understanding of statistics opens the door to a variety of careers – from weather forecasting to the biological sciences.

In this course, students will learn to:

- use statistical techniques in a variety of authentic investigations, use real world data in contexts such as, but not limited to, populations, climate, sales etc.
- identify trends through carrying out appropriate calculations and data visualisation techniques
- apply statistical techniques across the curriculum, and outside of the classroom in the world in general, and learn how to critically analyse data, calculations and evaluations
- understand how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors
- apply appropriate mathematical and statistical formulae, building upon prior knowledge.

The Statistical Enquiry Cycle (SEC) underpins the study of Statistics, and students will learn to apply knowledge and techniques within the framework of the SEC. The cycle covers five stages:

- initial planning
- data collection
- data processing and presentation
- interpretation of results
- evaluation and review.

## STRUCTURE & ASSESSMENT

GCSE Statistics has a Foundation tier (grades 1-5) and a Higher tier (grades 4-9). Students take two question papers at the same tier, at the end of the course.

**PAPER 1: Tiered – Higher and Foundation**  
1 hr 45mins, 50%

**PAPER 2: Tiered – Higher and Foundation**  
1 hr 45mins, 50%

Each paper assesses all specification content and contains a mix of question styles: multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question.

WHO

### WHO DO I SPEAK TO FOR MORE INFORMATION?

Ms Everitt: [saraeveritt@theswanageschool.co.uk](mailto:saraeveritt@theswanageschool.co.uk)

**EXAM BOARD:** AQA

[www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8382](http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8382)

# GEOGRAPHY

EBACC

OPTION

WHAT

## WHAT IS THIS SUBJECT ABOUT?

Geography is everywhere, all the time – it's the key to unlocking our world! Geography studies the different patterns and processes that affect our lives in today's world. It covers both physical geography (which is science based) and social geography (based on the human aspects of geography). You will learn about the reasons behind why some countries suffer with extreme weather events, why some countries are sitting on a ticking time bomb and why other countries suffer with extreme poverty. You will be able to explain different issues that are affecting our world on a daily basis.

WHY

## WHY SHOULD I CHOOSE THIS SUBJECT?

Geography is a subject that is based on investigation both inside and outside the classroom. You will be investigating different cultures, societies, economies and environments. You will learn how to use a variety of skills that will help you to find out and apply your knowledge in different contexts. You will be able to ask and answer the big questions that we ask about our world. You will learn how to become an active citizen in today's complicated world.

WHICH

## WHICH SUBJECTS SHOULD I HAVE AN APTITUDE IN?

Geography, English and Science are the main subjects that you should enjoy. Geography is a literacy-based GCSE that will involve a fair amount of written work. Physical Geography has a science element to it.

WHERE

## WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

You will learn many skills that employers value; how to investigate and enquire into different pieces of information, such as photos, newspaper articles or maps; how to evaluate the usefulness of different information; how to communicate and apply your knowledge in a variety of ways (such as ICT and project-based work); how to describe and analyse the key features of different places through critical thinking and problem-solving.

This course will help you to develop skills which will be useful in a wide range of jobs such as tourism, teaching, planning, human resources, business, recruitment, politics, wildlife, ICT, advertising, banking, sustainability and environmental sciences. Geography links extremely well with specialist science and arts subjects, so it is ideal for a balanced curriculum. As a degree subject it has one of the highest rates of employability, being highly valued by employers.

WHO

## WHO DO I SPEAK TO FOR MORE INFORMATION?

Mrs Drodge: [dannidrodge@theswanageschool.co.uk](mailto:dannidrodge@theswanageschool.co.uk)

**EXAM BOARD:** AQA

[www.aqa.org.uk/subjects/geography/gcse/geography-8035](http://www.aqa.org.uk/subjects/geography/gcse/geography-8035)

## STRUCTURE & ASSESSMENT

You will have three exams at the end of Year 11.

### PAPER 1: Living with the Physical Environment (35%)

Physical Geography.

### Paper 2: Challenges in the Human Environment (35%)

Human Geography

### PAPER 3: Geographical Applications (30%)

Two field work investigations will also take place, one focusing on Human Geography and the other focusing on Physical Geography. These will make up 30% of your GCSE and the paper will focus on Geography skills and the field work investigations.

# HISTORY

EBACC

OPTION

WHAT

## WHAT IS THIS SUBJECT ABOUT?

History is about people – real people whose lives were sometimes exciting, like travelling across the Wild West in a wagon train, and sometimes frightening, like having a limb amputated without any anaesthetic. Whatever their lives were, there's a fascinating, and sometimes tragic, story behind them. Should you choose GCSE History you will learn about the conflict that developed between the Native Americans and the white settlers, along with how African Americans experienced the same time period. You will also learn about how Germany and other parts of Europe suffered under the rule of the Nazis. In terms of British History, you will learn about the People's Health (1250-today), Corfe Castle and the rule of Elizabeth 1st.

WHY

## WHY SHOULD I CHOOSE THIS SUBJECT?

In your first History lesson I asked you to write why learning History is important, so please look over what you wrote there. History lets you understand the world you live in, by allowing you to see how it came to be. It lets you see how individuals can have a massive effect on the world, for good or bad, based on their decisions and the actions they take. It is also a good way to discover more about what it means to be British and how our country has developed over the last 1,000 years!

WHICH

## WHICH SUBJECTS SHOULD I HAVE AN APTITUDE IN?

History and English are the main subjects that you should enjoy. History is a literacy-based GCSE that will involve a large amount of written work and research. We will also be analysing sources and considering what we can learn from them and any limitations they have, so being able to look at information critically will be a massive help.

WHERE

## WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

You gain transferable skills such as how to interpret and evaluate pieces of information (sources), how to communicate and apply your knowledge, how to describe and analyse the key features of the period studied, and critical thinking and problem-solving. This course will help you to develop skills that will be useful in a wide range of jobs such as law, tourism, teaching, human resources, business, recruitment, politics, ICT, advertising, banking, accounting and psychology. In fact History will help you in applications for most degrees.

WHO

## WHO DO I SPEAK TO FOR MORE INFORMATION?

Miss Vallely: [lisavallely@theswanageschool.co.uk](mailto:lisavallely@theswanageschool.co.uk)

**EXAM BOARD:** OCR

[www.ocr.org.uk/qualifications/gcse/history-b-schools-history-project-j411-from-2016/](http://www.ocr.org.uk/qualifications/gcse/history-b-schools-history-project-j411-from-2016/)

## STRUCTURE & ASSESSMENT

PAPER 1: 1¾ hrs (40%)

PAPER 2: 1 hr (20%) local site study

PAPER 3: 1¾ hrs (40%)

You will have 3 examinations at the end of Year 11, assessing your analytical and written skills.

You will study 5 topics. These are:

- The People's Health (Paper 1)
- The Elizabethans (Paper 1)
- Corfe Castle (Paper 2)
- The Making of America (Paper 3)
- Life in Nazi Germany (Paper 3)

# HOSPITALITY & CATERING

## WHAT

### WHAT IS THIS SUBJECT ABOUT?

The Hospitality & Catering Technical Award will help you to develop a greater understanding of nutrition, food provenance and the hospitality and catering industry. You will learn about food from around the world, through the study of British and international culinary traditions as well as developing an understanding of where food comes from (food provenance) and health & safety as it relates to the industry. You'll learn about nutrition, master culinary skills and appreciate the science behind food and cooking. This is an exciting and creative course which will allow you to learn about the hospitality and catering industry, demonstrate your practical skills and make connections between theory and practice.

## WHY

### WHY SHOULD I CHOOSE THIS SUBJECT?

See yourself as the next Jamie Oliver? Are you intrigued when you watch programmes like "Food Unwrapped" or wonder about the impact of Brexit on food security? Do you like trying different recipes, foods and planning menus? Interested in working in hospitality or the food industry? This course is suitable for those students who not only enjoy making and tasting new food products but those who have an interest in where our food comes from and the science behind how we can change the properties of food when cooking. Students who choose to study this course are expected to participate fully in all practical lessons.

## WHICH

### WHICH SUBJECTS SHOULD I HAVE AN APTITUDE IN?

The skills you develop through the curriculum in Hospitality & Catering will support your study of a wide range of other subjects and can be studied in combination with any other course. In terms of subject knowledge, the nutrition and health may particularly complement the study of Biology and Physical Education. This course also helps you to learn how to work independently and manage your time – skills valued by both higher education institutions and employers alike. Naturally, with an emphasis on cooking skills, much of the learning is through practical lessons. Therefore, you will be interested in cooking and already be able to prepare a range of meals. There is also a substantial amount of theory, and written work is still required. Students must be organised and understand the importance of health and safety.

## WHERE

### WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

This Technical Award will equip you to go on to further study. You could embark on AS or A-level study, begin an apprenticeship or perhaps begin employment in the catering or food industries. You will also have the knowledge and skills to feed yourself (and others) affordably and nutritiously for life. This is a course with a strong practical focus. You will master a variety of technical skills and become proficient in the kitchen. In addition, you'll develop an in-depth knowledge of the hospitality industry, food science, food safety, food choice, nutrition and health. The course also develops transferable skills such as analysis, evaluation, communication, working independently, time management and the ability to interpret information and data.



## OPTION

## STRUCTURE & ASSESSMENT (TECHNICAL AWARD)

### UNIT 1: Exam (40%) 1hr 20mins

#### The Hospitality & Catering Industry:

You will:

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

### UNIT 2: Controlled Assessment (60%) 12hrs

#### Hospitality & Catering in Action

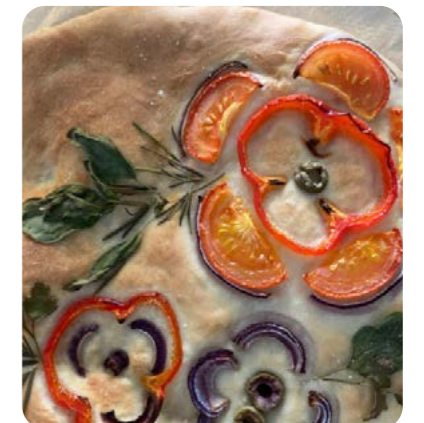
You will:

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

For the assessment, you will complete an assignment where you will plan and prepare a menu in response to a brief.

### NOTE ON COSTS

To succeed in this course there is an expectation that you will cook fortnightly with the cost varying from £2 to £5 approx. It is compulsory to bring in ingredients.



## WHO

### WHO DO I SPEAK TO FOR MORE INFORMATION?

Chef Harris: [cliveharris@theswanageschool.co.uk](mailto:cliveharris@theswanageschool.co.uk)

EXAM BOARD: WJEC EDUQAS

[www.eduqas.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/](http://www.eduqas.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/)

# MUSIC

OPTION

## STRUCTURE & ASSESSMENT

Students are assessed in the areas of performing, listening and composing.

### UNIT 1: Integrated Tasks 30% of the GCSE

One performance and one composition using the candidate's own instrument/voice and a commentary.

This is worked on throughout the course and handed in during the Summer Term of Year 11.

### UNIT 2: Practical Portfolio 30% of the GCSE

One group performance and one composition or arrangement based on the area of study.

This is worked on throughout the course and handed in during the Summer Term of Year 11.

### UNIT 3: Listening Test 40% of the GCSE

Written examination at the end of Year 11.



WHAT

### WHAT IS THIS SUBJECT ABOUT?

We focus on three areas: performing, listening and composing. By the end of the year, you will perform both as an individual and as part of an ensemble. You will listen to a wide variety of music (The Western Classical Tradition, Popular Music of the 20th & 21st Centuries, Film Music and World Music). You will also compose two pieces of music.

WHY

### WHY SHOULD I CHOOSE THIS SUBJECT?

Music GCSE is a highly valued qualification. The aims of the course are to give students the opportunities to acquire the skills, knowledge and understanding needed to:

- Make and create music individually and in groups
- Develop a long-standing interest in music
- Progress to further study.

WHICH

### WHICH SUBJECTS SHOULD I HAVE AN APTITUDE IN?

Candidates will be required to either play an instrument or be able to sing at grade 4. You will have a strong understanding of music theory.

WHERE

### WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

If you are interested in music-based careers, there are lots to choose from. You could become a professional performer or composer or you might want to teach music to adults and children. You could become a music therapist or use music to help those who struggle to communicate using words.

WHO

### WHO DO I SPEAK TO FOR MORE INFORMATION?

Mr Peake: [harrypeake@theswanageschool.co.uk](mailto:harrypeake@theswanageschool.co.uk)

EXAM BOARD: OCR  
[www.ocr.org.uk/qualifications/gcse-music-j536-from-2016/](http://www.ocr.org.uk/qualifications/gcse-music-j536-from-2016/)

# PHILOSOPHY, RELIGION & ETHICS

OPTION

WHAT

### WHAT IS THIS SUBJECT ABOUT?

The Philosophy, Religion & Ethics (PRE) GCSE (Religious Studies) is aimed at providing students with an insight into different cultures and worldviews in an increasingly global society, as well as developing essential critical thinking and evaluation skills. Throughout the PRE course, students are encouraged to develop a sense of curiosity in the religious beliefs of others and to gain an understanding of why different groups of people behave the way they do. They will be encouraged to express their own opinions as well as learning to critically and sensitively consider the views of others.

WHY

### WHY SHOULD I CHOOSE THIS SUBJECT?

In an increasingly multi-cultural British society and ever more accessible world, understanding how people think and why they behave the way they do is vitally important. Equally important is our ability to think critically and question the relevance and authority of different sources of information that we are given, both of which are developed through the study of PRE at GCSE level.

WHICH

### WHICH SUBJECTS SHOULD I HAVE AN APTITUDE IN?

PRE is a literacy-based subject so feeling confident in your written work is important. There is also a fair amount of specialist vocabulary to learn so having a talent at learning languages would be a bonus, but by no means essential.

WHERE

### WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

The skills you will develop in GCSE PRE will be applicable to a wide range of careers in the future including industries such as law, journalism, creative and digital industries including AI, and any jobs which involve working with people such as teaching, medicine and social care.

WHO

### WHO DO I SPEAK TO FOR MORE INFORMATION?

Mrs Humby: [stephumby@theswanageschool.co.uk](mailto:stephumby@theswanageschool.co.uk)

EXAM BOARD: EDUQAS  
[www.eduqas.co.uk/qualifications/religious-studies/gcse/index](http://www.eduqas.co.uk/qualifications/religious-studies/gcse/index)

## STRUCTURE & ASSESSMENT

You will have three exams at the end of Year 11.

### COMPONENT 1 2hr exam, 50%

Religious, Philosophical and Ethical Studies in the Modern World, including the following topics, studied from Christian, Hindu and non-religious worldviews:

- Relationships
- Life and Death
- Good and Evil
- Human Rights

### COMPONENT 2 1hr exam, 25%

A Study of Christianity

### COMPONENT 3 1hr exam, 25%

A Study of a World Faith – focusing on exploring the vastly diverse beliefs, teachings and practices of Hinduism.

# PHYSICAL EDUCATION

## OPTION

### STRUCTURE & ASSESSMENT

The assessment for PE is split into 4 key components:

#### COMPONENT 1: 36%

Fitness and body systems.

#### COMPONENT 2: 24%

Health and performance.

#### COMPONENT 3: 30%

Practical performance.

#### COMPONENT 4: 10%

Personal Exercise Programme.

Also known as the PEP.



### WHAT

#### WHAT IS THIS SUBJECT ABOUT?

GCSE PE gives students the opportunity to explore a wide range of topics linked to physical activity, sport and performance. Areas you cover will include: anatomy and physiology, movement analysis, physical training, sport psychology, socio-cultural influences and health, fitness and well-being. You will also have to be strong in 3 sports for both team and individual events.

### WHY

#### WHY SHOULD I CHOOSE THIS SUBJECT?

PE at GCSE is hard work and requires commitment to the course to be successful. It also provides you with a unique challenge for those who enjoy being active. As part of the course you will develop your knowledge and understanding of sport at a higher level as well as the science behind the human body. It is also a great choice if you have a keen interest in sport or aspirations to work within the sporting community.

### WHICH

#### WHICH SUBJECTS SHOULD I HAVE AN APTITUDE IN?

You should enjoy PE first and foremost both in the classroom as well as outside. The course covers lots of content but in relation to other subjects it is close to Human Biology. Other aspects of the course looks into diet and leading a healthy, active lifestyle which links to Food & Nutrition.

### WHERE

#### WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

After studying GCSE PE you could go on to study the subject further at 6th form, college or university. There are a wide variety of courses such as A-Levels, B-TECS, C-TECS and degrees.

Potential careers in sport include: PE teacher, coaching, physiotherapy, sports therapy, strength and conditioning, personal trainer, sports medicine, match analysis, sports science or sports journalism.

### WHO

#### WHO DO I SPEAK TO FOR MORE INFORMATION?

Mr Butler: [connorbutler@theswanageschool.co.uk](mailto:connorbutler@theswanageschool.co.uk)

**EXAM BOARD:** Pearson Edexcel  
[qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016](https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016).

# NEXT STEPS AND CONTACTS

- 1 Make sure you have read this booklet thoroughly and have spoken to others about your choices.
- 2 Attend the Options Evening with your parents/carers if you possibly can.
- 3 For all subjects that you have chosen you need to speak to your subject teacher, to confirm that they think you are suited to the course.
- 4 Speak to your Crew Leader about your intended choices and they will discuss it through with you.
- 5 Identify which EBacc subject you would like to study (see p.6).
- 6 Identify your top 3 option subjects plus a fourth reserve choice (see p.7).
- 7 Your parent/carer then needs to make the online submission of the form on your behalf by 20th March 2025 (or contact the School Office if unable to do an online submission). Keep a note of your choices for your own reference.

## PLEASE COMPLETE THE ONLINE FORM

THE ONLINE FORM WILL BE AVAILABLE ON OUR WEBSITE AND PARENTS WILL BE SENT THE LINK BY TEXT AFTER THE OPTIONS EVENING ON 13th MARCH:  
[www.theswanageschool.co.uk/option-choices](http://www.theswanageschool.co.uk/option-choices)

### SUBJECT TEACHERS

Email addresses for the subject leads are given on subject pages, or speak to your current teacher. You will also find email addresses on our website: [www.theswanageschool.co.uk/staff-list](http://www.theswanageschool.co.uk/staff-list)

### CREW LEADERS

Email addresses can be found on our website: [www.theswanageschool.co.uk/staff-list](http://www.theswanageschool.co.uk/staff-list)

### DIRECTORS OF LEARNING

**Mrs Drodge:** [dannidrodge@theswanageschool.co.uk](mailto:dannidrodge@theswanageschool.co.uk)

- English
- French
- Geography
- History
- Philosophy, Religion & Ethics (PRE)
- Physical Education (PE)

**Ms Everitt:** [saraheveritt@theswanageschool.co.uk](mailto:saraheveritt@theswanageschool.co.uk)

- Mathematics & Further Maths
- Science
- Statistics

**Mr Peake:** [harrypeake@theswanageschool.co.uk](mailto:harrypeake@theswanageschool.co.uk)

- Art & Design
- Computer Science
- Creative Media Production
- Design & Technology
- Drama
- Hospitality & Catering
- Music





The Swanage School  
High Street  
Swanage  
Dorset  
BH19 2DQ  
[www.theswanageschool.co.uk](http://www.theswanageschool.co.uk)  
01929 500599