



Preferences Booklet

**Subject Choices for
Year 10 Courses 2026**

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Dear Parents/Carers,

Choosing subjects for Years 10 and 11 marks an exciting and important stage in your child's education. This is the first opportunity for pupils to shape their own learning, explore their interests in greater depth, and begin considering how their choices may support future ambitions—whether that be further study, apprenticeships, or employment.

This booklet is designed to help you and your child make informed and confident decisions about their subject preferences. It outlines each stage of the process and timeline, provides details about every subject on offer, and explains how each option contributes to a balanced and achievable set of courses leading to respected qualifications recognised by colleges, universities, and employers.

At Reepham, we are proud to offer a broad curriculum that nurtures individual strengths and equips every pupil for success beyond Year 11. Thoughtful decision-making at this stage is essential, as once courses have begun, it can be very difficult to make changes.

We recommend reading this booklet together, discussing the options carefully, and seeking advice from teachers where needed. If you have any questions, please do not hesitate to contact me or any member of the school team for further guidance.

Yours faithfully,



Helen McGuinness
Deputy Headteacher (Curriculum, Teaching and Learning)

Preference Process Timeline

Date	Event
Thursday 18 th December 2025	Year 9 Report on Arbor Year 9 Preference Assembly. Pupils receive a hard copy of the Preference Booklet (this is also available on the school website).
W/b 19 th January 2026	A week of assemblies introducing all preference subjects.
Thursday 29 January 2026	Year 9 Parents' Evening. Prioritise appointments with staff who teach the subjects your son or daughter is genuinely considering as GCSE preference choices.
Friday 30 th January 2026 0900 AM	Year 9 Straw Poll Survey opens- A web code will be sent via email allowing you to indicate your child's likely subject preferences, which will help the school create the final subject blocks.
Friday 6 th February	Year 9 Straw Poll Survey Deadline
Friday 13 th February 2026	Preference forms shared with parents and carers.
Friday 27 th February 2026	Completion deadline for online Preference forms.
Friday 19 th June 2026	Pupils and parents informed of confirmed subject choices.

How to choose your subject preferences

We make every effort to allocate each pupil their top four subject preferences; however, this cannot always be guaranteed. Occasionally, a subject cannot run because too few pupils select it, or a course becomes oversubscribed and cannot accommodate all applicants and a waiting list will be formed in case a space becomes available. For this reason, **pupils are asked to choose two reserve subjects and to consider this option carefully.**

In cases where adjustments are required, decisions are made using a combination of pupils' stated preferences, academic profiles, and assessment data, ensuring that each pupil follows a strong and balanced curriculum suited to their abilities and aspirations.

Where a subject is oversubscribed, late applications may be allocated their reserve choice, volunteers may be invited to switch to another course, and in some cases, staff may recommend a more suitable alternative based on professional judgment—for example, advising a pupil unable to play an instrument to pursue a different subject instead of GCSE Music.

What to avoid when choosing your subjects

- Choosing subjects just because your friends are doing them, as this may not suit your own interests or strengths and it is possible that you will be in different groups in year 10.
- Picking a subject simply because it is thought to be “easy”—all subjects require effort, and motivation is higher when you enjoy the content.
- Basing your choices on liking a particular teacher, as teaching staff and groupings can change and the subject itself is what matters most.
- Selecting all creative subjects; aim for a balanced mix to keep future options open.
- Ignoring the requirements for future study or careers—some universities and sixth forms expect certain subjects. (*See the helpful website links later in this document*).
- Making choices without researching the course content, workload, and assessment or possible future courses or careers or —talk to teachers and older students for honest insights.

Qualifications

In Years 10 and 11, pupils study a mix of compulsory and optional subjects, making sure they get a broad and balanced experience.

All pupils will study these core subjects:

- English
- Mathematics
- Science (either combined or triple science)
- Core Physical Education (non-examined subject)
- Personal Development (non-examined subject)

The rest of the timetable is made up of subjects' pupils can choose, giving them the chance to follow their interests and strengths.

A pupil studies for 50 hours per fortnight and lessons are likely to be distributed in the following way:

	English	Maths	Science	Core PE	Core Preference	Preference 1	Preference 2	Preference 3	Personal Development
Year 10	8	8	10	3	5	5	5	5	1
Year 11	8	8	10	3	5	5	5	5	1

GCSEs (General Certificate of Secondary Education) are a two-year course, with exams in each subject taken at the end of Year 11.

All GCSEs are graded from 1–9, where grade 4 is a standard pass or the equivalent to an old grade C. Grade 5 is a strong pass, or the equivalent to an old B/C grade. All pupils sit an identical exam paper in most subjects, except **Maths, Science and Languages** which have tiers, with **Higher Tier papers aimed at grades 4–9** and **Lower Tier papers aimed at grades 1–5**

GCSE Grade	Old GCSE Equivalent
9	A*
8	A*– A
7	A
6	B
5	Low B/ High C
4	C
3	D
2	F/E
1	G

OCR Cambridge National courses have a final exam but are assessed largely on non-examined assessments (NEA).

Cambridge National Grade	GCSE equivalent
Level 2 Distinction*	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2

Your future beyond year 11

Choosing your GCSE preferences is the first step in planning your future. It's important to select subjects that keep your post-16 options open and aligned with your ambitions, whether you have a clear career path or not. Getting careers guidance early helps avoid limiting choices later.

For careers support, contact Mrs Edgill, the Careers Advisor, at eedgill@reephamhigh.org.uk

To explore which GCSEs, suit specific careers, see BBC Bitesize: <https://www.bbc.co.uk/bitesize/articles/zmskpg8>.

If considering university, check courses on UCAS (www.ucas.com) and the Russell Group's Informed Choices guide: www.informedchoices.ac.uk.

Reepham College offers A Levels in a broad range of subjects (Art, Biology, Business Studies, Chemistry, Computer Science, French, Geography, History, , Maths, PE, Physics, Spanish, and more). Entry requires at least seven GCSEs at grade 4 or above including English and Maths, with some subjects having specific requirements. A Levels like Business Studies, Economics, Law, Politics, Psychology and Sociology do not require prior GCSE study in those subjects. The college encourages keeping options open to support future study or career plans.

More details and application support are at www.reephamcollege.org.uk. For advice, contact cdurban@reephamcollege.org.uk.

Planning now helps you navigate your future smoothly and ensures your subject choices support your goals for sixth form, university, or employment.



Instructions for subject selection:

1. **Pick 6 preferences:**

4 first choice preferences and **2 reserve** preferences.

2. Choose **at least one subject** from the **Compulsory Choice Preference Block** as one of their 4 first choice preferences.

3. **Choose another 3 first choice preferences.** This can be any subject from the Open Choice Preference Block, or the Compulsory Choice Preference Block.

4. **Choose 2 reserve preferences** from the Open Choice Preference Block, or the Compulsory Choice Preference Block.

Subject Preferences

Compulsory Choice Preference Block

(Choose at least one)

Computer Science GCSE *

French GCSE ²

Geography GCSE

History GCSE

Spanish GCSE ²

Open Choice Preference Block

Art, Craft and Design GCSE ¹

Business Studies GCSE

Computer Science GCSE *

Design Technology GCSE

Food Preparation GCSE

French GCSE²

Geography GCSE

History GCSE

Information Technology OCR Cambridge National *

Music GCSE³

Photography GCSE

PE GCSE**

Religious Studies GCSE

Spanish GCSE²

Sports Studies OCR Cambridge National**

¹ Art, Craft and Design encompasses both the Fine Art and Textile specialisms.

² Your chosen language must have been studied in Year 9.

³ Music is only available to pupils who are currently studying a musical instrument.

* Choose one of these subjects—Computer Science GCSE or Information Technology OCR Cambridge National—or neither.

** Choose one of these subjects—PE GCSE or Sports Studies OCR Cambridge National—or neither.

If reserves have not been completed and/or you have chosen the same subject more than once, your application will not be accepted.

Worked Examples

Pupil A

First choice preferences:

Geography GCSE (Compulsory Choice Preference)

Art, Craft and Design GCSE¹

Music GCSE³

Food Preparation GCSE

Reserve preferences:

Spanish GCSE² (Compulsory Choice Preference)

Religious Studies GCSE

Pupil A enjoys creative subjects and has a strong interest in Geography. They are also keen to explore music and practical skills, with Spanish and Religious Studies as thoughtful back-ups from the Compulsory Choice Preference Block or Open Choice Preference Block.

Pupil B

First choice preferences:

Computer Science GCSE* (Compulsory Choice Preference)

Business Studies GCSE

Design Technology GCSE

Physical Education GCSE

Reserve preferences:

History GCSE (Compulsory Choice Preference)

Photography GCSE

Pupil B is interested in technology and business, enjoys hands-on learning, and likes staying active. Their reserves include History from the Compulsory Choice Preference Block and Photography from the Open Choice Preference Block, providing a good balance if their first choices are unavailable.

Pupil C

First choice preferences:

Business Studies GCSE (very popular choice)

Spanish GCSE² (Compulsory Choice Preference)

Physical Education GCSE

History GCSE

Reserve preferences:

Computer Science GCSE* (Compulsory Choice Preference)

Design Technology GCSE

Business Studies is often a very popular subject, so if it becomes oversubscribed, the reserve choices still allow Pupil C to pursue related interests. Computer Science and Design Technology—both from the Compulsory Choice Preference Block or Open Choice Preference Block—support skills useful for future study or careers in business and technology fields, ensuring a strong backup plan.

Frequently Asked Questions

Are Cambridge National Qualifications worth the same as GCSEs and do employers recognise them?

Cambridge Nationals are Level 2 qualifications equivalent to GCSEs in value for progression to further education or apprenticeships. Employers value them for their practical, skills-based focus alongside academic GCSEs.

Do I have to take a creative or technical subject?

You don't have to pick creative or technical subjects, but it's good to study a wide range of subjects. Creative subjects help you develop useful skills, like hand coordination, which can be important in many jobs—even surgery.

Is the EBacc an extra qualification?

No, the EBacc measures school performance, not a separate award for pupils. Its subjects (English, Maths, Science, Language, Humanities) support future plans.

Can I take two practical courses?

You can pick two practical courses, but this involves a large amount of coursework over two years. We would advise a broad mix of subjects to keep future options open.

Can I take Geography and History?

Yes, select one as Compulsory Choice Preference or both from available blocks.

Can I take French and Spanish?

Yes, on rare occasions if for example a parent is a native speaker from one of these countries. This is due to the high level of competency required to study two Modern Foreign languages. All other pupils chosen language must have been studied in Year 9.

Will I get all my preferences?

Sometimes, a subject cannot run due to low numbers, or it may become oversubscribed, leading to waiting lists. For this reason, pupils must choose two reserve subjects and consider these carefully. Reserve subjects may also be used if there are timetable clashes or if suitability concerns arise, such as requiring instrument skills for Music GCSE. These measures ensure pupils have a viable timetable and access to appropriate courses.

What if I don't know what career I want?

Choose subjects you enjoy and keep your options open. Careers advice is available to help. These cover common concerns and help pupils make informed choices.

Preference Subjects

Course Content

Art, Craft and Design promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. This can incorporate Fine Art, Textiles, Photographic responses, 3-D and mixed media.

Different endorsements and access to a variety of approaches help explores ideas, conveys experiences or responds to themes or issues of personal significance.

The areas of study are very broad and cover drawing, painting, sculpture, installation, lens-based media and mixed media. This incorporated the opportunity to specialise in one or more area of Art, Craft and Design. Art, Craft and Design offers opportunities to use your creativity to express yourself. You will develop your understanding of creative processes, your ability to observe and to think, to solve problems and to communicate in a visual way. It will enable you to work independently and to make your own discoveries by exploring ideas, other artists' work and different materials and techniques. Art, Craft and Design gives you the skills and knowledge to create personal and imaginative work. If you have an adventurous, creative and enquiring mind and are excited by shaping and determining the visual world around us, there is a career opportunity waiting for you.

Pupils will also have the opportunity to do a unit of work that explores the use of digital photography and post processing skills in Photoshop. This forms part of the requirement of Art, Craft and Design and will give pupils the opportunity to specialise in more than one area of their creative journey.

How will you be assessed?

There are two components:

Component 1 Portfolio: must show evidence of working in two or more areas of study considering the distinguishing characteristics of Art, Craft and Design. This is worth 60% of your overall marks.

Component 2 Externally Set Assignment: must show evidence of areas of study drawn from one or more of the titles. This is worth 40% of your total marks.

What skills will you learn?

Alongside improving your practical expertise, you'll learn how to develop, refine and record your ideas; present a personal response that realises your intentions; improve your creative skills through the effective and safe use of media, materials, techniques, processes, and technologies; successfully use visual language and the formal elements e.g. colour, line, form, shape, tone, texture, use drawing skills for different needs and purposes.

How will it fit in with your other subjects?

Studying Art, Craft and Design helps to create a broad and balanced curriculum, which is an excellent foundation for whatever you want to do afterwards. The transferable skills you'll gain, such as creativity, analysis and problem solving, complement a range of other subjects and careers.

Where will a creative GCSE take you?

You can continue your art and design studies at A-level, where the same specialisms are available. You'll also be able to choose areas of study to specialise in within a particular title. If you don't want to take your art and design studies any further, the transferable skills you gain will still be valuable. You'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

Mr A Hadden – Head of Art

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BUSINESS GCSE

Exam Board & Code - AQA 8132

Course Content

The course consists of six units which will be studied over two academic years in Year 10 and Year 11.

Businesses in the real world: This section introduces candidates to issues concerning the setting up and operation of a business in the real world. It explores why people establish businesses and what forms they take. The unit looks at the activities of business and the reasons for success or failure. It encourages candidates to appreciate that businesses must operate within society and that this involves businesses engaging with a wide range of stakeholders who will hold differing perspectives.

Influences on Business: This section encourages pupils to appreciate that businesses operate in a wider external environment and explores the forces that influence business activity including changes in technology, ethical considerations, the economic climate, the competitive environment, business law and globalisation.

Business operations: Under business operations we begin to look at the internal running of the business, including the study of purchasing operations, quality control and customer service.

Human Resources: We will then move on to look at people in business. We will study the various structures a business might take and how recruitment and selection is used to find the best staff. We will also study the motivation and training of employees.

Marketing: Businesses have to market, promote and sell their products to be successful. In marketing, we look at how businesses identify their customers and divide them into segments in order to focus activity. We will look at market research methods and study the marketing mix.

Finance: The final section of the course is about financial management and control. We will look at where the money comes from to start a business and grow it. We will study the importance of cash flow and learn some of the important financial calculations that businesses use to control their performance.

Key skills:

- A clear understanding of business operations and activity
- The ability to analyse key business situations
- The ability to evaluate business actions and decisions
- Teamwork and group activities
- Independent learning
- Strong mathematical ability

Assessment Information

The course is assessed with two examinations at the end of Year 11. Each examination will last 1 hour and 45 minutes.

Career/Life Skills/Value of Subject

All pupils leaving school will work in organisations in both the public and private sectors and it is hoped that many will at some time in their lives run their own businesses. This course is designed to introduce pupils to the essential aspects of business so that when they enter organisations they will be familiar with the structure and operation of their workplace. Our aim is to help pupils to achieve a level of business awareness that will allow them to make a valuable contribution to the organisations for which they work at a very early stage.

Ms S Iwanczyk - Teacher in charge of Business Studies

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COMPUTER SCIENCE GCSE

Exam Board & Code - OCR J277

A subject in the Compulsory Choice Preference Block

Choose either Information Technology OCR
Cambridge National or Computer Science GCSE

Course Content

GCSE Computer Science helps pupils learn how modern technology works. Pupils use real programming techniques and learn how computers store, send and protect information. The course links well to maths because coding uses logic, number skills and careful thinking. Pupils who enjoy solving problems and want to understand how computers really work will enjoy this subject.

Why choose GCSE Computer Science?

Computer Science teaches pupils how to think clearly, spot patterns and solve problems in steps. Pupils learn how computer systems work, how networks connect devices, and how to create and test code. They also learn how technology is used in the real world and how it affects people and the environment.

These skills are useful for many future courses and careers, not only in computing, but also in science, engineering, business and creative industries.

What will I learn?

Component 01 - Computer Systems (50%)

- 1.1 System Architecture - different types of computer system and how the CPU works.
- 1.2 Memory & Storage - how text, image, sound and numbers are represented in binary.
- 1.3 Computer Networks - how data travels across networks and how the networks are set up.
- 1.4 Network Security - the risks involved in connected devices together and how to prevent them.
- 1.5 System Software - the software computers need to run and how they are used.
- 1.6 Impact of Computer Systems - the ethical, legal, cultural and environmental impact of computers.

Component 02 – Problem Solving (50%)

- 2.1 Algorithms – solving problems using clear, step-by-step instructions.
- 2.2 Programming Fundamentals – how to write code.
- 2.3 Producing Robust Programs – making sure your programs work well and are easy to fix.
- 2.4 Boolean Logic – using simple logical expressions in computing.
- 2.5 Programming Languages and IDEs – how programs are created and shown to users.

In short, you will get a solid grounding in the concepts of Computer Science and learn a wide range of valuable skills that will help equip you for your working life.

Course recommendation

A strong level of math's is essential for this course, as coding relies heavily on logical thinking, working with numbers and applying mathematical skills.

Books/Resources pupils might find useful to have access to at home

Computer Science teachers have created an excellent revision guide. This guide is written by our subject experts and is designed to match the exact course content, lessons, assessments and learning journey. Other resources include:

- Clear Revise OCR GCSE Computer Science J277 – PG Online
- GCSE (9–1) OCR Computer Science Course Textbook – S. Robson & P.M. Heathcote
- Clear Revise Exam Tutor OCR GCSE J277 – PG Online
- Free online practice websites such as Seneca Learning can also help.

If you have any questions, please email our expert team at:

computingdept@reephahigh.org.uk

DESIGN TECHNOLOGY GCSE

Exam Board & Code - Eduqas - 603/1121/6

Course Content

Within Design & Technology related industries, there is a deliberate shift away from defining roles by material specialism. Instead, professionals are expected to have knowledge and skills across a wide range of materials and processes. The Design & Technology GCSE reflects this approach by enabling students to develop broad, cross-disciplinary understanding while still offering opportunities to explore and specialise in areas that interest them.

The Design and Technology GCSE prepares pupils to participate confidently and successfully in an increasingly technological world. They will develop an understanding of the broader influences on design, including historical, social, cultural, environmental, and economic factors. Throughout the course, pupils will have opportunities to work creatively in both designing and making, while applying technical knowledge and analytical skills.

Pupils will:

- Demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice.
- Develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values.
- Use imagination and experimentation and combine ideas when designing.
- Develop the skills to critique and refine their own ideas whilst designing and making.
- Communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing.
- Develop decision-making skills, including the planning and organisation of time and resources when managing their own project work.
- Develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes.
- Be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses.
- Consider the costs, commercial viability and marketing of products.
- Demonstrate safe working practices in design and technology.
- Use key design and technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.

Assessment information

- NEA (Coursework) 50% (35 hours)
- Written paper 50% (2 hours)

Career/Life Skills/Value of Subject

This course equips pupils with the skills and knowledge needed to progress to A Level study, apprenticeships, vocational pathways, or degree programmes. The creative, strategic, practical, and technical skills they develop are directly transferable to industry.

In an increasingly fast-paced and rapidly changing world, there is a growing demand for high-quality individuals with skills relevant to design, engineering, technology, communication, and media sectors. This course provides an essential first step towards a future career in these sectors.

Miss C Geraghty - Head of Technology
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FOOD PREPARATION AND NUTRITION GCSE

Exam Board - Eduqas

Course of Study

The WJEC /Eduqas GCSE in Food Preparation and Nutrition will equip pupils with the knowledge, understanding and skills required to cook and apply the principles of food, science, nutrition and healthy eating. Whilst it provides a transition from food technology at Key stage 3, the rigour and content at GCSE is at a higher level, with a focus on theory, research and production of supporting evidence rather than a bias towards practical skills and cooking sessions.

Practical

Practical work is an essential part of the course. Pupils will need to bring in cooking ingredients every other week. (There may be some financial support available for pupils who receive free school meals).

Course Content

1. Principles of nutrition
2. Diet and good health
3. Food spoilage
4. The science of cooking food
5. Food provenance and food waste
6. Cultures and cuisines
7. Technological developments
8. Factors affecting food choice

Unit Assessments (Completed in Year 11)

Component 1: Principles of food preparation and nutrition

(Written examination 1 hour and 45 minutes) 50% of qualification.

This component will consist of two sections, both containing compulsory questions, and will assess the full range of specified GCSE content.

Section A: Questions based on a stimulus/theme.

Section B: A range of question types to assess content related to food preparation and nutrition.

Component 2: Food preparation and nutrition in action

Non examination assessment (NEA) - 50% of qualification

The pupils will be given the opportunity to develop their knowledge and understanding of the **eight areas** of content. They will also be given the opportunity to develop technical skills through practical and experimental work, relating to exam board published briefs issued in September and November.

Assessment 1: a scientific food investigation of no more than 2000 words. (15%)

Assessment 2: a practical assessment where the pupil must plan, cook and present three dishes with accompaniments. (35%)

Career/Life Skills/Value of Subject

Following this qualification will encourage pupils to cook and enable them to make informed decisions about food and nutrition in order to be able to feed themselves and others affordably and nutritiously, now and later in life. There are direct links to hospitality, food manufacturing and product design.

Mr J Baxter - Teacher of Food Technology

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Course Content

You must have studied French in Year 9.

This course allows pupils to develop their ability to communicate with French native speakers in both speech and writing. The vocabulary in this qualification enables pupils to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Pupils develop and use their knowledge and understanding of French grammar progressively through their course of study. They also develop a greater awareness of the culture of French speaking communities and countries.

Skills the Course will Develop

1. Speaking in French
2. Listening and understanding in French
3. Reading and understanding in French
4. Writing in French
5. Cultural awareness of France and the French speaking world
6. Transferable skills (Cognitive skills, Interpersonal skills, Intrapersonal skills)

Assessment Information:

Paper 1 – Speaking (25%): internally conducted, recorded and externally assessed Tasks: read aloud, role play, picture task and conversation.

Paper 2 – Listening (25%) Sections: listening, dictation **Paper 3 – Reading (25%)** Sections: reading and understanding, translation into English **Paper 4 – Writing (25%)** Questions: picture-based task (Foundation Tier only), two open-response questions, translation into French.

Please note that all skills are assessed via final exam only.

Career/Life Skills/Value of Subject

Any modern language GCSE is a rewarding and enriching qualification. It provides evidence of both academic ability and practical skill which carries a value beyond the qualification alone. Language skills are valued by employers in an increasing number of fields including travel and tourism, catering, finance, journalism, law, secretarial work, sales and teaching (especially at primary level). Native speakers of English with foreign language skills are in great demand in the global marketplace. Whatever your future career path, the skills you pick up with a modern language could support your future job role, enjoyment of travel, and cultural appreciation.

GCSE Geography: AQA

A subject in the Compulsory Choice Preference Block

Course Content

The Geography GCSE course is based upon a study of Physical and Human Geography.

Paper 1: The <u>physical</u> environment 35%	Paper 2: The <u>human</u> environment 35%	Paper 3: Geographical Investigations: Fieldwork and UK challenges 30%
A- Natural Hazards (Tectonics, Weather and Climate change)	A- Urban issues and challenges (the urban world, Urban change in the UK, Sustainable urban development)	A- UK Challenges and Issue Evaluation
B- The Living world (TRF's and Hot Environments)	B- The Changing economic world (The development gap, and NIC study and The changing UK economy)	B- Fieldwork (Human and Physical)
C- Physical landscapes in the UK (Coasts and Rivers)	C- The challenge of resource management (Energy)	

Assessment Information:

- Physical Geography paper (35% of overall mark) 1:30h
- Human Geography paper (35% of overall mark) 1:30
- Geographical Investigations: Fieldwork and UK challenges (30% of overall mark) 1:30

Fieldwork/Trip opportunities:

Human fieldwork – Compulsory trip to Norwich/Aylsham

Physical fieldwork- Compulsory trip to the Norfolk coast (Cromer, Sheringham, Happisburgh)

Optional trip to London

Key Skills Gained:

- GIS and Map skills
- Digital technologies
- Decision making
- Problem solving
- Fieldwork, Analysis and Evaluation
- Statistics

Careers:

Town planner	Climate Scientist
Conservationist	Geologist
Meteorologist	NGO Worker
Data analyst	Marine Biologist
Travel agent	Computer
Programmer	
Volcanologist	Landscape Gardener
Pilot	Air Steward

Mrs L Hunter

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HISTORY GCSE

Exam Board & Code - Edexcel 1H10

A subject in the Compulsory Choice Preference Block

Course Content

Pupils will study four units over the course of their History GCSE, assessed across three timed exams. They will study a thematic study where they look at the changing nature of crime over a 1000 year period. Paper 2 consists of Superpower Relations & the Cold War, and Anglo-Saxon & Norman England, which are assessed as two “mini” papers in one exam sitting. Finally, they will complete an in- depth studies of Weimar and Nazi Germany, most of which they will have already covered in Year 9. There is no coursework or non-exam assessment.

Skills the Course will Develop

Pupils will learn to be able to work with large amounts of historical information. As such, the skills involved include analysis of evidence through discussion, questioning and reason. It will involve organising and selecting material and communicating in an effective and structured way. As the course involves extended writing, it will help the development of writing skills, which are invaluable for post-16 study.

Assessment Information

Paper 1 (30%): Crime and Punishment, c.1000-present day

Paper 2 (40%): Superpower Relations & the Cold War and Anglo-Saxon & Norman England

Paper 3: (30%): Germany, 1918-1939

Career/Life Skills/Value of the Subject

History is a respected subject, recognised by employers for its academic rigour and development of key verbal reasoning and written communication skills. Employers are increasingly looking favourably on qualifications in the Humanities as they are subjects that develop interpersonal and organisational skills which are valuable in any workplace.

Beyond this, it is a subject that develops an understanding of people, ideas and change. It helps pupils understand the motivations and beliefs of different groups and individuals, as well as providing them with a greater understanding of the wider world. It provides a strong moral education and guides pupils towards their own understanding of right and wrong. Our GCSE pupils often go on to higher study of the subject at post-16 and related subjects at university, including Politics, Sociology, Geography and History itself. We have had several pupils who have interviewed and secured Oxbridge places too.

Mr A Roberts – Head of History
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Course Content

The Cambridge National in IT (J836) helps pupils understand how technology is used in real life. Pupils learn how data is collected, stored, protected and presented, and how different digital tools are used in school, work and everyday situations. The course links well to maths and problem-solving because pupils need to think logically, follow steps and understand how information is organised.

Pupils who enjoy practical tasks, using software, creating digital products and understanding how technology supports modern life will enjoy this subject.

Why choose Cambridge Nationals?

This course teaches pupils how computers and digital systems work together. Pupils learn how data is used to make decisions, how to keep information safe, and how digital tools can be used to design and present work clearly. They also complete practical assignments that build confidence with important workplace skills.

These skills support many future courses and careers — including business, design, IT support, data roles, media, and many other industries that use digital technology every day.

What will I learn?

R012 – Understanding Tools, Techniques, Processes and Technical Skills (Exam - 40%)

1. Data and Information – understanding how data is collected, organised and used.
2. Cybersecurity and Online Safety – how to keep information safe and protect systems.
3. Digital Tools – learning how different software helps complete everyday tasks.
4. Planning Digital Solutions – researching, planning and choosing the right tools for a task.
5. Evaluating Solutions – checking your work and suggesting improvements.

R013 – Coursework (60%) Two projects**1. Spreadsheets (30%)**

1. build a smart, working spreadsheet from scratch,
2. use formulas and functions to do the thinking for them,
3. make the spreadsheet look tidy and professional,
4. test it to make sure it actually works,
5. show off the results using charts and graphs.

It's a bit like being a digital problem-solver: you set up the spreadsheet, and it does the hard work for you, just like real businesses do every day.

2. Create an Augmented Reality (AR) Product (30%)

1. dream up a cool AR idea based on the scenario,
2. create images, markers or interactive features,
3. use AR software to bring their idea to life on screen,
4. try it out, fix issues, and make the final AR experience shine.

This is where creativity meets technology, learners get to build something that looks modern, fun and impressive, just like the AR used in adverts, apps, games and museums.

Course recommendation

Good organisation, clear writing and confidence using computers will help pupils succeed in this course. Logical thinking when working with data and planning digital products is key.

Books/Resources pupils might find useful to have access to at home

Our IT teachers have created an excellent revision guide, written by the subject experts who teach the course. It matches the units, lessons, assessments and learning journey at Reepham. Other helpful resources include:

- Cambridge National in IT (J836) – Official OCR Textbook/Revision Guide – Hodder
- Online practice websites such as Seneca Learning or Wayground.

If you have any questions, please email:

computingdept@reephamhigh.org.uk

MUSIC GCSE

Exam Board & Code - Eduqas C660QS

Course Content

The GCSE Music course is only available to pupils who are currently studying a musical instrument and consent to continue lessons during the course.

Please add something here about the schools arrangement for payment of music lessons.

GCSE Music lessons are small and informal, focusing on performing, composing, and appraising music both individually and in groups. The course content includes three units taught through practical activities.

Unit 1. Performing (30% - Coursework) - Pupils are required to perform two pieces, one as a solo and one as part of an ensemble (group) on an instrument, or as a singer. These can be on any instrument and the two performances can be on different instruments if the pupil wishes. The performances can be in any style of music, from classical to rock/pop.

Pupils are required to provide at least 4 minutes of performances, which will be recorded. It is expected that **by the end of Year 11, pupils should be working at approximately Grade 3 – 5 practical exam.**

standard. The school will support GCSE Music Pupil tuition one half hour lesson per week (30 weeks per year) where a suitable instrumental teacher is available for the chosen instrument. Please discuss this with the Music Teacher.

Unit 2. Composing (30% - Coursework) - Throughout the GCSE course pupils will be introduced to a range of key composing techniques and the study of music from all styles/genres which will lead to the completion of two compositions (the first to a brief, the second is free choice). Pupils may use Cubase (a music sequencing programme) or MuseScore (a music notation programme), to complete and record their work. A basic knowledge and understanding of music theory is useful, but not essential.

Unit 3. Listening and Appraising (40% - Exam)

Over the period of the GCSE Music course pupils will study a range of music including pop and rock, world music, classical music and jazz styles. Pupils will also study eight musical works in detail. At the end of the course the pupil's knowledge and understanding of musical language and style will be assessed in a exam which lasts 1 hour and 45 minutes. Pupils are played extracts of selected set works and answer questions on the music, which will be short answers and multiple choice. There is also a longer question where pupils are asked to compare a piece they know with a piece they don't know. This question will require a little more writing than the other questions.

Career/Life Skills/Value of Subject

This course will enable pupils to actively engage in the study of music and develop skills and interests, including the ability to make music both individually and in groups. It will also allow pupils to understand and appreciate a range of different types of music and encourage them to become effective, independent learners. The course will also develop broader life skills and attributes including critical and creative thinking, emotional awareness, cultural understanding, self-discipline, self-confidence and self- motivation. It is also a good preparation for further musical study and provides a foundation for A-Levels in Music and Music Technology. people wish to try and work in the performing arts and music.

Career and employment opportunities include the music industry, publishing, teaching, entertainment, health therapy and any job that involves communication and expressive skills. There are also many benefits from studying music which reach far beyond the subject itself. It is well documented that

studying music has many educational benefits. Employers, colleges and universities generally look very favourably on music as a subject, as it suggests a person will have many additional skills.

Course Content

This course will give pupils exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle. Pupils will be assessed as a performer in three sports. It will appeal to individuals who:

- have a keen interest in sport and exercise science.
- take part in sport/recreation outside class time.
- want to know more about the benefits of sport and exercise.
- are considering a sports-related career or an A Level/higher education course in PE.

Skills the course will:

- develop their knowledge and practical skills in a range of physical activities.
- examine the effects of exercise and how training can improve performance.
- identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity.
- appreciate the benefits of promoting 'sport for all.'

Assessment Information

The course is assessed over four components:

Component 1:

This is externally assessed through a written examination paper of 1 hour and 30 minutes. It will contribute a maximum of 36% towards the total marks. The paper is broken down into four areas:

Topic 1: Applied anatomy and physiology

Topic 2: Movement analysis

Topic 3: Physical training

Topic 4: Use of data

Component 2:

This is externally assessed through a written examination paper of 1 hour and 15 minutes. It will contribute a maximum of 24% towards the final marks. The paper is broken down into four areas:

Topic 1: Health, fitness and well-being

Topic 2: Sport psychology

Topic 3: Socio-cultural influences

Topic 4: Use of data

Component 3:

This requires practical performance in three different sports. It will contribute a maximum of 30% towards the final marks.

One must be a team sport.

One must be an individual sport.

The final one is a free choice. Please ask your teacher for a list of accepted sports.

Component 4:

This is a Personal Exercise Program and is 10% of the final marks.

Career/Life Skills/Value of Subject

As well as being the ideal preparation for the A Level Physical Education course, GCSE PE allows for progression to related vocational qualifications, such as BTEC Firsts and Nationals in Sport or Sport and Exercise Sciences. The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include further training in such areas as recreational management, leisure activities, the fitness industry, the armed forces and the Civil Service.

Mr J Easton - Head of Physical Education

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PHOTOGRAPHY GCSE

Exam Board & Code – Eduqas C656QS

Course Content

Produce images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. Areas of study could include portraiture, installation, photo-journalism, moving image (film, video and animation) and fashion photography.

Photography is about looking, learning, thinking and communicating ideas. It inspires creative thinkers. Photography means 'drawing with light' and that is what photographers do when they take a picture. Many photographers have explored various techniques to create images that make a personal statement about things that have interested or concerned them. The most exciting aspect of photography is that you are capturing the world as you see it.

Pupils who wish to study photography at GCSE level will be expected to have access to their own digital camera. Please note, although there may be some cases where a mobile phone camera is appropriate, it is not to be used as a primary camera for taking coursework photographs.

How will you be assessed?

There are two components:

Component 1 Portfolio: Pupils produce a sustained project based on internally set themes and development of technical skills, and a selection of further work that represents the course of study. This is worth 60% of your overall marks.

Component 2 Externally Set Assignment: This component is externally set by the exam board. It features seven tasks and you have to complete one of them. The paper is usually released in January and pupils then embark on their preparation time, culminating in a skills test of ten hours of supervised time. This is worth 40% of your total marks.

What skills will you learn?

Alongside improving your practical expertise, you'll learn how to develop, refine and record your ideas using a range of digital and traditional photographic skills, techniques and processes.

Present a personal response that realises your intentions; improve your creative skills through the effective and safe use of digital media, materials, techniques, processes, and technologies, successfully use visual language and the formal elements e.g. colour, line, form, shape, tone, texture, use drawing skills through the camera for different needs and purposes. You will also learn how to present your work through a digital sketchbook and portfolio.

How will it fit in with your other subjects?

Studying photography helps to create a broad and balanced curriculum, which is an excellent foundation for whatever you want to do afterwards. The transferable skills you'll gain, such as creativity, analysis and problem solving, complement a range of other subjects and careers.

Where will a creative GCSE take you?

You can continue your photographic studies at A-level, where the same options for digital, traditional and physical photography are available. You'll also be able to choose areas of study to specialise in. If you don't want to take your photography studies any further, the transferable skills you gain will still be valuable. You'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

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RELIGIOUS STUDIES GCSE

Exam Board & Code - AQA 8062

Course Content

The Religious Studies course is based on the specification provided by AQA.

Across the two years, pupils will be following Route A. In Route A pupils must answer questions on two religions in Component 1A, and four religious, philosophical and ethical studies themes in Component 2A.

- **Component 1A:** The study of religions: beliefs, teachings and practices (Christianity & Buddhism).
Written exam: 1 hour 45 minutes 50% of GCSE
- **Component 2A:** Thematic studies (four of the following religious, philosophical and ethical studies themes will be chosen).
Written exam: 1 hour 45 minutes 50% of GCSE

Theme A: Relationships and families - Theme B: Religion and life Theme - C: Existence of God and revelation - Theme D: Religion, peace and conflict - Theme E: Religion, crime and punishment - Theme F: Religion, human rights and social justice

Skills the course will develop

- Knowledge and understanding of some of the beliefs, values and traditions of Christianity and other religions, especially as they relate to the topics outlined above
- Debating and communication skills through engaging ethical topics
- Form well structured arguments whilst being able to consider more than one point of view, a skill which is needed for many other written based subjects
- Investigate and respond to some fundamental questions of life raised by religion and human experience
- Pupils gain the opportunity to develop their own "Philosophy for Life" by exploring their own morality, beliefs and disbeliefs

Assessment Information

- Component 1A = 50%
- Component 2A = 50%
- All exams are completed at the end of Year 11

Career/Life Skills/Value of Subject

This course provides pupils with the opportunity to debate philosophical questions, discuss cultural changes and explore a range of arguments, challenging their own and others' views about the world. A GCSE in Religious Studies also helps pupils develop a strong understanding of people from different contexts, environments and backgrounds, which is valuable for careers such as nursing, teaching, social work, policing and journalism. Because it is based on understanding people's views and developing these skills, employers regard GCSE Religious Studies as a useful and valuable qualification. GCSE Religious Studies is acknowledged for a wide range of Humanities and Arts subjects, including A Levels such as Religious Studies, Philosophy and Ethics, English Literature, Law, Sociology, and Psychology.

Course Content

You must have studied Spanish in Year 9.

This course allows pupils to develop their ability to communicate with Spanish native speakers in both speech and writing. The vocabulary in this qualification enables pupils to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Pupils develop and use their knowledge and understanding of Spanish grammar progressively through their course of study. They also develop a greater awareness of the culture of Spanish speaking communities and countries.

Skills the Course will Develop

2. Speaking in Spanish
3. Listening and understanding in Spanish
4. Reading and understanding in Spanish
5. Writing in Spanish
6. Cultural awareness of Spain and the Spanish speaking world
7. Transferable skills (Cognitive skills, Interpersonal skills, Intrapersonal skills)
- 8.

Assessment Information:

Paper 1 – Speaking (25%): internally conducted, recorded and externally assessed Tasks: read aloud, role play, picture task with conversation

Paper 2 – Listening (25%) Sections: listening, dictation Paper 3 – Reading (25%) Sections: reading and understanding, translation into English Paper 4 – Writing (25%) Questions: picture-based task (Foundation Tier only), two open-response questions, translation into Spanish. Please note that all skills are assessed via final exam only.

Career/Life Skills/Value of Subject

Any modern language GCSE is a rewarding and enriching qualification. It provides evidence of both academic ability and practical skill which carries a value beyond the qualification alone. Language skills are valued by employers in an increasing number of fields including travel and tourism, catering, finance, journalism, law, secretarial work, sales and teaching (especially at primary level). Native speakers of English with foreign language skills are in great demand in the global marketplace. Whatever your future career path, the skills you pick up with a modern language could support your future job role, enjoyment of travel, and cultural appreciation.

Course Content

The Cambridge National in Sport Studies gives pupils exciting opportunities to take part in a wide range of physical activities while developing an understanding of how sport works in the real world. Through a blend of practical performance and written assignments, pupils will build knowledge and skills that promote an active, healthy life-style.

This course will appeal to pupils who:

- have a strong interest in sport, physical activity or the sports industry.
- take part in regular sport or physical activity outside of lessons.
- want to understand how sport is organised, coached and officiated.
- are considering a sport-related career or further study in PE, Sport Studies, or Sport Science

Pupils will learn to:

- develop practical skills in a range of sports and physical activities.
- understand the key components of performance and what makes effective coaching and leadership.
- explore how physical activity contributes to health, fitness and well-being.
- officiate and lead activities with confidence and professionalism.
- appreciate the value of inclusive sport and how to promote participation for all.

Assessment Information

The Cambridge National in Sport Studies is assessed through a mixture of internally assessed coursework units and externally assessed examinations.

Unit R184: Contemporary Issues in Sport (Exam)

- Externally assessed written examination (1 hour 15 minutes)
- Worth 40% of the final grade

Topics include: Issues affecting participation in sport, the role of sport in society, values and ethics in sport, the importance of hosting major sporting events, how sport is organised in the UK, the role of national governing bodies.

Unit R185: Performance and Leadership in Sports Activities

- Internally assessed coursework unit
- Worth 40% of the final grade

Pupils will; demonstrate performance skills in two different sports, lead a sports session, review their leadership and performance.

R187: Increasing awareness of Outdoor and Adventurous Activities

- Internally assessed coursework unit
- Worth 20% of the final grade

Pupils will; Research the provision, equipment, clothing and safety aspects for different types of outdoor and adventurous activities in the UK, participate in an outdoor and adventurous activity, evaluate participation in an outdoor and adventurous activity.

Career / Life Skills / Value of the Subject

The Cambridge National in Sport Studies provides excellent preparation for Level 3 qualifications such as A Level PE, Cambridge Technicals, or BTEC Nationals in Sport. These skills support future careers in: sports coaching and leadership, PE and school sport, leisure and fitness industries, sports development, physiotherapy and sports science.

Core Subjects

English Language

English Literature

Maths

Science (Combined and Triple)

All pupils study for two GCSEs: English Language and English Literature. The subjects are assessed by terminal examinations; there is no coursework for either subject.

ENGLISH LANGUAGE GCSE

Exam Board & Code - AQA 8700

Course Content

For English Language, reading and writing are equally weighted and each comprises 50% of the GCSE marks. In preparation for the examinations, pupils will learn to analyse extracts from modern and nineteenth/twentieth century fiction and non-fiction texts. Pupils are required to identify and analyse a writer's use of structure, language and viewpoint. Spelling, punctuation and grammar make up 20% of the overall marks for the GCSE English Language qualification.

Paper 1: Exploration in Creative Reading and Writing

What's assessed: - **Section A:** Reading - one literature fiction text with questions on the writer's methods.

Section B: Writing - descriptive or narrative writing.

How it's assessed: Written exam: 1 hour 45 minutes - 80 marks - 50% of GCSE

Questions:

Reading (40 marks) (25%) - one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for spelling, punctuation and grammar).

Paper 2: Writers' Viewpoint and Perspectives

What's assessed: - **Section A:** Reading - one non-fiction text and one literary non-fiction text.

- **Section B:** Writing - writing to present a viewpoint

How it's assessed: Written exam: 1 hour 45 minutes - 80 marks - 50% of GCSE

Questions:

Reading (40 marks) (25%) - two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8 marks & 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)
-

Non-examination Assessment: Spoken Language

The spoken element is not included as part of the GCSE but is awarded separately. To satisfy the exam board's requirements, pupils must be filmed making their presentations, with the recording submitted to the examination board for moderation.

What's assessed

- presenting
- responding to questions and feedback
- use of Standard English

Assessed:

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

ENGLISH LITERATURE GCSE

Exam Board & Code - AQA 8702

Course Content

GCSE English Literature involves the study of a range of texts, including a Shakespeare play, a poetry anthology, a modern drama, and a nineteenth-century novel. Pupils must also learn the skills required to analyse unseen poetry.

Paper 1: Shakespeare and the 19th-century novel

What's assessed:

- a Shakespeare play
- a 19th-century novel

How it's assessed:

Written exam: 1 hour 45 minutes - 64 marks - 40% of GCSE (closed book)

Questions:

Section A: Shakespeare: pupils will answer one question on their play of choice. 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: pupils will answer one question on their novel of choice. 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

What's assessed:

- a modern prose or drama text
- the poetry anthology
- unseen poetry

How it's assessed

Written exam: **2 hour 15 minutes - 96 marks - 60% of GCSE (closed book)**

Questions:

Section A - Modern texts: Pupils will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B - Poetry: Pupils will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C - Unseen poetry: Pupils will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

MATHEMATICS GCSE

Exam Board & Code - AQA 8300

Course Content

Mathematics is a core subject of the national curriculum and is studied by all pupils from the age of five up to sixteen. There are many reasons for this, including the role played by mathematics in many other subjects. Topics learnt in mathematics are used and developed in science, technology, engineering and economics. The language of mathematics is international. The subject transcends cultural boundaries and its importance is universally recognised.

Skills the Course will Develop

As well as helping pupils to consolidate their numeracy skills, the course will also enable pupils to deal with abstract ideas. It is important that pupils are able to carry out calculations and explain their method in a logical and efficient manner. It is imperative that pupils therefore have their own calculator (preferably scientific) so that they can familiarise themselves with all of its functions.

The introduction of functional maths puts a greater emphasis on problem solving, process skills and applying mathematics in context. Mathematics equips pupils with uniquely powerful ways to describe, analyse and interpret situations. Pupils who are functional in mathematics are able to think independently in applied and abstract ways, can reason, solve problems and assess risk.

Assessment Information

The new GCSE will be assessed by examination only, comprising of three 1 hour 30-minute papers. Two calculator and one non-calculator paper. Pupils will be awarded one of nine grades, represented by the highest level of attainment. There will be two levels of entry:

Higher - grades 9-3

Foundation - grades 5-1

Career/Life Skills/Value of Subject

Mathematics is regarded as a vital requirement for many college courses and also a wide range of jobs. Mathematics is frequently found in everyday life, including pay, tax, insurance, shopping, travel and measuring.

It is important for all members of a modern society to learn mathematics, as a habit of mind, for its use in the workplace, business and finance, and for personal decision-making.

Mathematics will enable pupils to learn skills that they will use for the rest of their lives.

Pupils should be aware that some universities are requesting a Grade 4 and others are requesting a Grade 5. This will affect their eligibility for certain institutions should they choose to continue with their education.

Combined Science vs Triple Science GCSE

To ensure students are appropriately supported and challenged, we select Triple Science pupils based on Year 9 performance data, looking closely at their maths and science performance. This helps match students to the pathway where they can thrive, with Combined Science as a sensible option if data suggests better achievement there. Both routes develop valuable problem-solving, analysis, and critical thinking skills prized by employers and universities, and allow entry to A Level Sciences.

Assessment Information

Combined Science GCSE, also called Double Science, covers biology, chemistry, and physics. Students finish with two GCSE grades. It still provides a solid foundation and progression to A-level sciences.

For foundation tier students, students can achieve a grade 1-1 to 5-5, and the higher tier students can achieve a grade 4-4 to 9-9.

A grade 4-4 would represent 2 grade 4's.

A grade 4-3, would represent a student achieving a grade 3 and a grade 4 in their combined science GCSE. Each of the papers will assess knowledge and understanding from distinct topic areas.

Triple Science GCSE are separate sciences, which explore biology, chemistry, and physics in greater depth, leading to three separate GCSEs. Because Triple Science is taught within the same number of hours (10) as Combined Science, it is **more demanding and requires a stronger pace of learning**. All Triple Scientists are entered for the Higher Tier examinations and gain three separate GCSEs.

Combined Science (Trilogy) – AQA Code - AQA 8464

Pupils are entered for either the higher of foundation tier

2 GCSEs

Study biology, chemistry, and physics.

Required practicals.

6 exams papers (1 hour 15 each)

Each paper is 1 hour 15 minutes.

2 biology, 2 chemistry, 2 physics.

Can go on to study sciences at A Level (including RHSC) and degree level.

Less content to learn.

Triple Science – AQA

Codes - AQA 8461, 8462, 8463

All pupils are entered for the Higher Tier Paper

3 GCSEs

Study biology, chemistry, and physics

Required practicals.

6 exam papers (**1 hour 45 each**)

2 biology, 2 chemistry, 2 physics.

Can go on to study sciences at A Level (including RHSC) and degree level.

More content to learn.

	Biology	Chemistry	Physics
Paper 1	Cell Biology Organisation Infection and Response Bioenergetics	Atomic Structure and the Periodic Table Bonding, Structure, and Properties of Matter Quantitative Chemistry Chemical Change Energy Changes	Energy Electricity Particle Model Atomic Structure
Paper 2	Homeostasis and Response Inheritance, Variation and Evolution Ecology	Rate and Extent of Chemical Changes Organic Chemistry Chemical Analysis Chemistry of the Atmosphere Using Resources	Forces Waves Magnetism and Electromagnetism Space*

Space* - Triple Science only

Mr S Murray

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