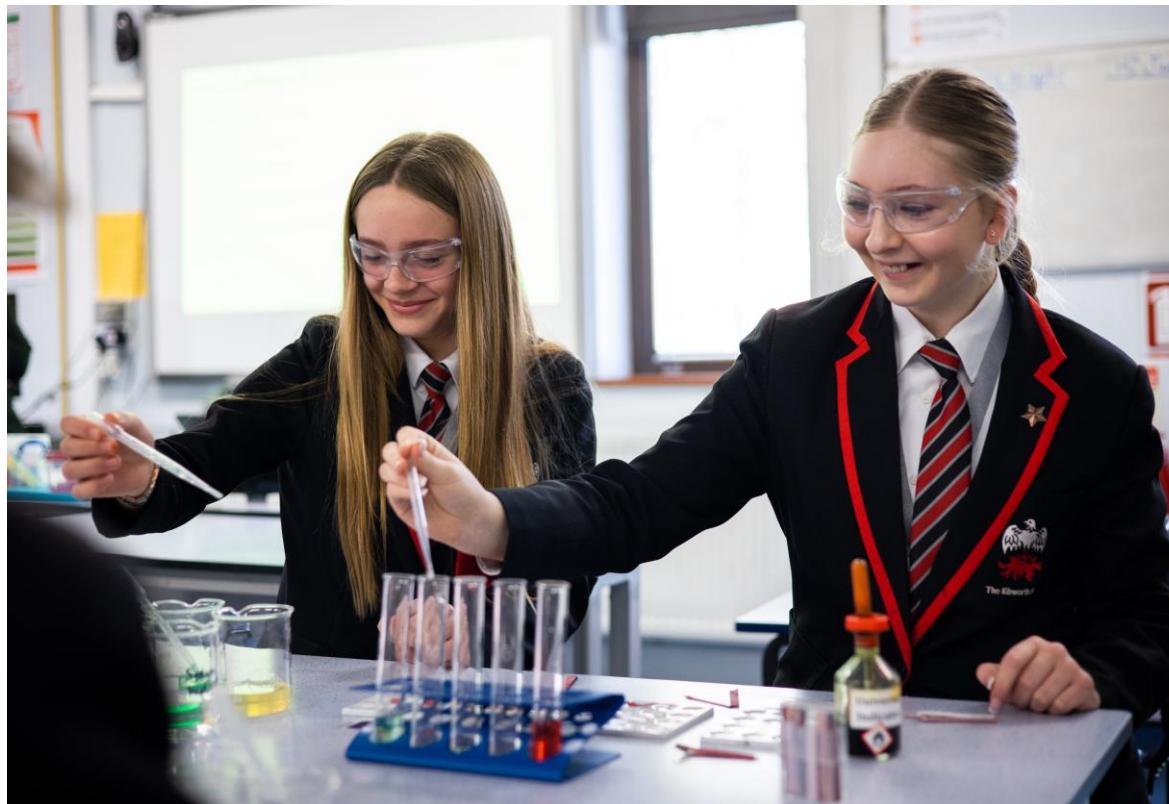


# GCSE Options Booklet 2026

## for Year 9 students



**KIBWORTH MEAD  
ACADEMY**

# Introduction to the Options Process 2026

**Dear Year 9 Student,**

At Kibworth Mead Academy our aim is to produce kind, hard working young people who are able to lead fulfilling and successful lives and make a positive contribution to society. We aim to do this through a carefully thought out five year curriculum.

As year 9 students, you are now entering an important time in your education. This term you will get the opportunity to consider your interests and aspirations and choose an element of the curriculum that you will be studying in Years 10 and 11.

You will find that most subjects are compulsory which means that you have to study them to make sure that you have a broad education that prepares you for whatever you may choose to do in the future.

We want to ensure that you have the right experience and qualifications that will lead on successfully to further study at college, employment or training. For many of you this will include the English Baccalaureate (EBacc). This is a suite of qualifications that include a language and History or Geography along with your core subjects of English, Mathematics and Science. This set of subjects has been shown year after year to provide the best preparation for future life. Research shows EBacc qualifications create wide and varied opportunities for higher level study and employment and also lead to better grades in English and Maths. Our curriculum structure is carefully designed to allow you to

study either a part or full EBacc qualification whilst allowing you the opportunity to specialise in other subjects too.

As part of the options process, you and your parents are invited to an Options information evening on **Thursday 29<sup>th</sup> January 2026**. You will be able to speak to individual teachers about their subjects. The following week you will have your Year 9 parents' evening, where we strongly encourage you to attend alongside your parents and meet your subject teachers who will help you with your decisions.

After the Options information evening, you should discuss your ideas with people who you know will give you sensible advice – your family, teachers, your Head of Year and your Form Tutor. Use this booklet and the website to find out more about the courses on offer to you at Key Stage 4.

Following this evening, options forms will be emailed to parents as a microsoft form and need to be completed by **9am 27<sup>th</sup> February 2026**.

Whatever subjects you choose, the learning that takes place at Key Stage 4 will enable you to grow as an individual, achieve fantastic results, and make a positive difference to the school and the wider community. It is an exciting time but also a time you need to take seriously. Think carefully about what you are doing, make sensible decisions and then work really hard for the rest of Year 9 so that you are ready for the challenge of Years 10 and 11.

**Dr Thompson**  
**Vice Principal- Quality of Education**

# Your core Key Stage 4 curriculum

To ensure all of our students have a broad and balanced curriculum allowing them to access a range of courses and careers in the future there are certain qualifications that the Department for Education (DfE) say all students must study.

## Non-examined subjects:

- Core PE: this is not examined but is a requirement for all to support with both physical & mental health.
- PSHE: This important programme will take place in tutor time and will cover the personal, social, health and economic curriculum.
- Religious Education (RE): This is studied for one hour a week and includes Philosophy and Ethics, alongside a careers/Post-16 application rotation in Year 11.

## One Mathematics and two English based GCSEs.

- Mathematics GCSE
- English Language GCSE
- English Literature GCSE

## One science course out of:

### Separate Sciences (3 GCSEs in total)

- Biology GCSE
- Chemistry GCSE
- Physics GCSE

### OR Combined Science (2 GCSEs in total)

Students study Biology, Chemistry and Physics in one combined course.

**Science therefore sits outside the KMA options process and students will therefore be guided to the appropriate pathway by their teachers.**

# Your Key Stage 4 curriculum choices

Students will be given three choices.

## Option 1

One subject from the following languages or humanities subjects:

- Geography
- History
- Spanish
- French

## Options 2 and 3

Two subjects from the following list:

- Art and Design- Fine Art
- Business
- Computer Science
- Design Technology
- Drama
- Economics
- Food Preparation and Nutrition
- French
- Geography
- Health and Social Care
- History
- Music
- Physical Education GCSE
- Religious Studies GCSE
- Sports Studies Cambridge National
- Sociology
- Spanish

For Options 2 and 3, whilst students will study a total of **two** subjects, we will ask students to provide **four** choices in priority order. Wherever possible, students will be granted their first choices but **we cannot guarantee this**.

At KMA we give each student a free choice of subjects, rather than restricting them to subjects within specific blocks, and we build the option timetable around these choices, thereby giving as many students as possible their first choices. Inevitably, however, a small number of students do not get their first choice, and we will support them with their reserve choices.

Each subject qualification has a page devoted to it in this booklet. These pages tell you more about the course and what you can expect from it. PSHE, Core PE and Religious Education are also valuable parts of the KS4 curriculum, but they do not lead to a qualification.

Two pairs of subjects (Sports Studies and PE; Economics and Business) have significant overlap in content but students are sometimes more suited to one subject than the other. We will advise individual students if they are more suited to one of these subjects than the other, in order to ensure all students are on the correct course. In addition, exam board regulations state that students are allowed to only pick one out of Sports Studies and PE; we strongly advise the same for Economics and Business in order to avoid narrowing the curriculum unnecessarily.

# Frequently Asked Questions

## Will there be an examination in my chosen subject?

Every GCSE will include a written examination at the end of Year 11, except art, which has a timed exam component. Please note that Religious Education, PSHE and PE are non-examined subjects.

## Will I be in different groups?

In all of your subjects you are likely to be in groups with different students. Subjects will be in sets where possible.

## Where can I get extra help and guidance in making my decision?

The options choices should be made after careful consideration and discussion. These are the subjects you will study for the next two years and so it's important that you make the best choice possible. Help is available from the following people:

- Subject teachers
- Curriculum Leaders
- Form tutors and Head of Year for Y9
- Careers advisor
- Senior Leadership Team
- Website: <https://www.kibworth-tmet.uk/pupils/year-9-options/>

## Can I select a subject in Option 2, and then have it as my second choice in Option 3, and vice versa? For example, Option 2: First choice Food, second choice French; Option 3: First choice French, second choice Food?

No. This will, in effect, not give you any backup options. Although wherever possible, students will be granted their first choices we cannot guarantee this, which is why we ask you to select two **different** choices for each of Options 2 and 3.

## Can I do both history and geography?

Yes. You would select one, for example history, in Option 1, and then the other, in this case geography, in Option 2. You would then have one other free subject (Option 3).

## What if I change my mind?

You will get plenty of advice and guidance to support you in making your decision. If you change your mind during Year 9 but after the deadline, please talk to your form tutor, Mrs Palmer or Dr Thompson. If there is space on another course, it is possible we could swap options, but this is dependent on there being a space available. If you change your mind in Year 10, once you have started on a GCSE course it is not easy to restart another one, as you will have to catch up on missed work. For these reasons we encourage you to think carefully about your decision following the guidance above.

# Useful websites

<https://www.myworldofwork.co.uk/my-career-options>

<https://www.careerpilot.org.uk/information/gcses/choosing-your-gcses>

<https://www.bbc.co.uk/bitesize/articles/zrjh92p#zfrsvwx>

<https://www.ucas.com/further-education/thinking-about-university>

<https://nationalcareers.service.gov.uk/>

<https://www.gov.uk/careers-helpline-for-teenagers>

<https://www.leicestershire.gov.uk/jobs-and-volunteering/skills-for-jobs/careers-advice-for-young-people-aged-16-19>

## What now?

- Read this Course Information Booklet in full;
- Research online using the links above and read course specifications;
- Discuss your interests and ambitions with your family;
- Talk to your form tutor and teachers;
- Look at your data snapshot to see which subjects you are doing well on;
- Attend Options information evening on **Thursday 29<sup>th</sup> February 2026** so that you can ask your teachers questions about the courses;
- Attend Year 9 Parents' evening on **Thursday 5<sup>th</sup> February 2026** so that you can talk to your teachers about your suitability for the courses on offer;
- Complete the options form sent to you before 9 am on **Friday 27<sup>th</sup> February 2026**.

**It is possible that some students will not be able to follow the exact combination of subjects they prefer. We will do our best to meet as many requests as possible, but the order of preference and the selection of reserve choices is really important. Keep an open mind and try to consider alternatives. You will receive confirmation of your options after Easter, when the process has been completed and choices have been allocated.**

# English Language

## Overview

English Language is a 'core subject' which all students study; focusing on reading, writing, and speaking and listening skills. The qualification has been designed to inspire and motivate students, providing appropriate stretch and challenge whilst ensuring, as far as possible, that the assessment and texts are accessible to the full range of students. The AQA specification enables students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

## Key topics studied

- Critical reading and comprehension
- Summary and synthesis
- Evaluation of a writer's choice of vocabulary, form, grammatical and structural features
- Comparing texts
- Producing clear and coherent text
- Writing for impact
- Presenting information and ideas
- Responding to spoken language
- Spoken standard English.

## Pathway through the subject

The English Language GCSE consists of three assessments:

**Paper 1** - Assesses creative reading and writing. Worth 50% of the GCSE, this a 1 hour 45 minute examination which assesses students' reading of an extract from a work of literature and assesses their descriptive or narrative writing.

**Paper 2** - Assesses writers' view points and perspectives and is worth 50% of the GCSE. The examination is 1 hour 45 minutes long. Students' reading skills are assessed through their responses to one non-fiction text and one literary non-fiction text. Writing to present a view point is assessed also.

**Spoken language** - Presenting, responding to questions and use of Standard English is assessed throughout the course and is endorsed separately.

## Qualification Details

Qualification: GCSE English Language      Examination Board: AQA      Specification Code: 8700  
<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

## Additional information

English Language reflects the importance of reading and writing skills in the study of all subjects, and for pleasure. An ability to read and write well will facilitate higher achievement in all GCSE courses, and prepare students for their working lives. There is also now a requirement of students who do not reach this grade at the end of Year 11 to re-sit their GCSE English Language at College, up to the age of 18.

## Possible Careers

Media • Publishing • Accounting • Teacher • Law • Marketing • Content writers • Public relations

**Head of Subject:** T Roberts [troberts@kibworth-tmet.uk](mailto:troberts@kibworth-tmet.uk)

# English Literature

## Overview

English Literature is a 'core subject' and is studied by all students. Texts will include plays by Shakespeare and 20th century playwrights; poetry by Romantic, Victorian and modern poets; and nineteenth/early twentieth century novels. Students will also read, analyse and write about a previously unseen poem or a piece of imaginative/fictional prose. The teaching in preparation for both English Language and English Literature syllabi gives the students experience of a wide range of reading in literary and non-literary texts.

## Key topics studied

- A play by Shakespeare
- A 19th century novel
- British poetry, post-1789
- British drama, post-1914

## Pathway through the subject

The English Literature GCSE course will be examined through two exam papers:

**Paper 1** - Assesses students' knowledge and understanding of both a Shakespeare play and a 19th century novel. Worth 40% of the GCSE. Students are required to write in detail about the play and the novel chosen. This examination is 1 hour 45 minutes.

**Paper 2** - Assesses students' knowledge and understanding of a modern text and a poetry anthology. Students are assessed on one modern prose or drama text and will answer one comparative question from the chosen anthology cluster. Furthermore they will use their skills to respond to an unseen poem. This 2 hour 15 minute examination is worth 60% of the GCSE.

## Qualification Details

Qualification: GCSE English Literature      Examination Board: AQA      Specification Code: 8702

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

## Additional information

Central to both the Language and Literature exams is the ability to close-read and to understand how language works. These are essential skills that contribute to the students' life-long use of language and their proficiency as writers. An ability to appreciate and interpret poetry and prose within English Literature extends our awareness of our cultural heritage.

## Possible Careers

Media • Publishing • Accounting • Teacher • Law • Marketing • Content writers • Public relations

**Head of Subject:** T Roberts [troborts@kibworth-tmet.uk](mailto:troborts@kibworth-tmet.uk)

# Mathematics

## Overview

Mathematics is a ‘core subject’ so all students study it to GCSE. The syllabus consists of topics students have already met and many new ones too. The qualification is split into two tiers of entry, higher and foundation. Both tiers contain questions designed to test whether a student can:

- Use & apply standard techniques.
- Reason, interpret & communicate mathematically.

- Solve problems within Mathematics and in other contexts.

## Key topics studied

- Number (Foundation 25%, Higher 15%).
- Algebra (Foundation 20%, Higher 30%).
- Ratio, proportion and rates of reaction (Foundation 25%, Higher 20%).
- Geometry (Foundation 15%, Higher 20%)
- Probability & Statistics (Foundation 15%, Higher 15%)

## Pathway through the subject

The GCSE Mathematics course will be examined through three terminal examination papers: 1 non-calculator and 2 calculator papers. Each is 1 hour 30 minutes in length and consists of 80 marks. Foundation tier covers questions at grades 1 to 5 and Higher tier covers questions at grades 4 to 9. Each examination will consist of a mixture of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

## Qualification Details

Qualification: GCSE Mathematics    Examination Board: AQA    Specification Code: 8300

<https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300>

## Additional information

Most College & University courses will require a grade 4 in Mathematics. There is also now a requirement for students who do not reach this grade at the end of Year 11 to re-sit their GCSE Mathematics at College, up to the age of 18.

## Possible Careers:

- Engineering
- Finance
- Architecture
- Data analyst
- Surveyor
- Statistician
- intelligence analysis, operational research
- statistical research
- logistics
- financial analysis
- market research (for business)
- management consultancy
- IT (systems analysis, development or research)
- software engineering
- computer programming
- Informatics
- nurse specialist
- Accountant
- Computer programmer
- Data scientist
- Financial analyst
- Pharmacy technician
- Supply chain manager.

**Head of Subject:** S Partridge    [spartridge@kibworth-tmet.uk](mailto:spartridge@kibworth-tmet.uk)

# GCSE Science

## Separate Sciences or Combined (Trilogy)

### Overview

GCSE Science helps students to make sense of the world around them and explain the Science they come across in everyday life. They come to appreciate what Science can tell them about themselves, the environment and the Universe.

Students will follow one of two Science pathways – GCSE Separate Sciences or GCSE Combined Trilogy. For GCSE Separate Sciences they will achieve a grade in each Science, 3 GCSEs in total. For GCSE Combined Science Trilogy they will achieve 2 Science GCSEs. Practical skills are assessed through written assessment, incorporated into each of their individual Year 11 examinations.

Both pathways are allocated the same curriculum time but separate science has significantly more content. **Science therefore sits outside the KMA options process and students will therefore be**

**guided to the appropriate pathway by their teachers.**

### Pathway through the subject

Students will build on the foundation of knowledge from Year 7 and 8 in order to understand the world around them. GCSE Science is a linear qualification. In order to achieve each award, students must complete all assessments at the end of the course and in the same series.

For GCSE Separate Sciences, assessment consists of two 1 hour and 45 minutes terminal examinations for each of the Science subjects. GCSE Combined Science Trilogy has the same number of assessments, each of 1 hour and 15 minutes in duration.

Both science pathways allow progression to A-Level Science subjects and supports progression into further and higher education.

### Key Topics Studied

#### Biology

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

#### Chemistry

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

#### Physics

- Energy
- Electricity
- Particle model of matter
- Atomic Structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space Physics\*

\*Separate Science only

### Qualification Details

Combined Science Qualification: GCSE Trilogy Science Examination Board: AQA Specification Code: 8464

<https://www.aqa.org.uk/subjects/science>

Triple Science Qualification: GCSE Biology/Chemistry/Physics Specification codes: 8461, 8462, 8463

<https://www.aqa.org.uk/subjects/science>

**Head of Subject:** M Rashid [mrashid@kibworth.tmet-uk](mailto:mrashid@kibworth.tmet-uk)

# Art and Design- Fine Art

## Overview

Students will learn to express themselves and communicate with an audience in both visual and written forms, guided and supported by experienced and enthusiastic staff. All project work will start with teacher led sessions progressing towards a portfolio of more independent and individual focused work. Students will be encouraged to challenge themselves and be experimental with their work and ideas. They will undertake in-depth research into the work of artists and designers. This course requires good self-motivation, the willingness to study independently and the ability to manage time effectively.

## Key topics studied

Students will be required to demonstrate skills in the following areas:

- Develop ideas through investigations informed by selecting and critically analysing sources.
- Apply an understanding of relevant practices in the creative and cultural industries.
- Refine ideas as work progresses through recording, selecting, editing and presenting outcomes.
- Record ideas, observations, insights and independent judgements in ways that are appropriate to the title.
- Use appropriate specialist vocabulary through either visual communication or written annotation (or both).
- Demonstrate the effective and safe use of Media, Materials, Techniques, Processes, Technologies.
- Use drawing for different needs and purposes.
- Realise personal intentions through the sustained application of the process.

## Pathway through the subject

### Component 01: Portfolio (60%)

Students produce a portfolio of practical work, demonstrating their personal response to a set starting point/brief/scenario/stimulus. The portfolio may be presented in appropriate formats for the specification title they are following and chosen area of study. The portfolio must provide evidence that all four assessment objectives have been met.

### Component 02: Externally set task (40%)

Students respond to one of five themes, each with a range of written and visual starting points and stimuli. Students research, plan and develop ideas for their response to the option they have chosen, which they must then realise within the ten-hour supervised time period.

## Qualification Details

Qualification: GCSE Art and Design      Examination Board: OCR      Specification Code: J171

<https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/>

## Additional information

This course will suit you if you like to use different materials and processes to develop your visual skills and are creative, enthusiastic and imaginative. This course provides a strong foundation for A-level studies, as well as vocational pathways. Further studies could include A-level: Art & Design, Photography, Fashion, Textiles, Graphics and Art and Craft.

## Possible Careers:

Graphic Designer • Architect • Photographer • Special effects artist • Illustrator • Fashion Designer

**Head of Subject:** A Crellin [acrellin@kibworth.tmet-uk](mailto:acrellin@kibworth.tmet-uk)

# Business

## Overview

An engaging and inspiring course of study, which reflects the demands of a truly modern and evolving business environment. This qualification will enable your child to develop as a commercially minded and enterprising individual.

Everyone is involved in business activities every day; from the clothes we wear to the food we eat. We can be involved as a customer, as a worker or perhaps as an owner.

## Key topics studied

### **Business 01: Business activity, marketing and people**

Students are introduced to business concepts and issues concerning the activities of a business. They explore the purpose and role of a business

from spotting an opportunity through to the growth of an established business. They also look at the role of marketing and human resources.

### **Business 02: Operations, finance and influences on business**

Students take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss, cash and cash flow.

They also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent nature of business.

## Pathway through the subject

The Business GCSE consists of two assessments:

- Two written examinations, both 90 minutes in length
- Each paper is worth 50% of the overall qualification
- Each paper is worth 80 marks
- Each paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C must be applied to business case studies
- Calculators may be used in each examination

## Additional information

Business Studies is firmly rooted in the everyday world of finance, commerce and business where all sorts of firms are studied – from one person small businesses, to large multi-nationals like Coca Cola and Virgin.

## Qualification Details

Qualification: GCSE Business Examination Board: OCR Specification Code: J204

<https://www.ocr.org.uk/qualifications/gcse/business-j204-from-2017/>

## Possible Careers

- Banking
- Finance
- Business Management
- Marketing
- Retail Management
- Advertising
- Sales

**Head of Subject:** K Rees [krees@kibworth-tmet.uk](mailto:krees@kibworth-tmet.uk)

# Computer Science

## Overview

Computer Science enables you to grasp essential computing principles and address problems using programs. The course will give learners a real, in-depth understanding of the components that make up digital systems and how they communicate with one another. You will gain vital transferable skills such as critical and logical thinking, mathematical skills, problem solving skills as well as programming.

This course will provide a real advantage to those students wishing to go on and study Computer Science after GCSE.

## Key topics studied

**Component 01: Computer systems** – this unit will introduce you to the central processing unit, computer memory and storage, data

representation, wired and wireless networks, network topologies, system security and system software. It also considers the ethical, legal, cultural, and environmental issues associated with computer science.

**Component 02: Computational thinking, algorithms, and programming** – this unit requires you to develop skills and understanding in computational thinking, algorithms, programming techniques, producing robust programs, computational logic and using translators.

**Practical programming** – you will have the opportunity to complete programming tasks which will allow you to develop your skills to design, write, test, and refine programs using a high-level programming language e.g. Python

## Pathway through the subject

Computer Science GCSE consists of two assessments:

- Two written examinations, both 1 hour and 30 minutes in length.
- Each paper is worth 50% of the overall qualification

## Additional information

A strong understanding of Maths is required to achieve well in this subject. Based on previous experience we recommend it to students who are tracking consistently at **Grade 5 and above** in Mathematics.

## Qualification Details

Qualification: GCSE Computer Science      Examination Board: OCR      Specification Code: J277

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

## Possible Careers

Computer Science can lead directly into careers such as software/app development, cyber security (including ethical hacking), data and AI, and video game development. It also supports a huge range of careers indirectly, as the skills you build—logical thinking, problem solving, and working with data and technology—are highly valued in areas like engineering, finance, science, healthcare, business, and digital industries.

**Head of Subject:** J Simpson      [jsimpson@kibworth-tmet.uk](mailto:jsimpson@kibworth-tmet.uk)

# Design Technology

## Overview

GCSE Design and Technology is an exciting course for budding designers, architects etc. You will learn how to design creative products that not only meet a brief but having considered key issues such as sustainability and client needs and wants. The course is primarily a theory-based GCSE, developing student understanding of Product Design. 10% of the GCSE is practical work so most of the GCSE will be learning the knowledge needed to be a successful designer and applying design theory/drawing techniques to produce high quality design work. With a 50/50 split between NEA (non-examination assessment) and exam, students will spend Year 10 developing their knowledge alongside small design projects before commencing the NEA in Year 11 where students will apply all of this in as they develop a prototype through from concept to working model.

## Pathway through the subject

Students will be assessed with a written examination of 2 hours, worth 100 marks (50% of the GCSE).

- Section A – Core technical principles (20 marks): A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- Section B – Specialist technical principles (30 marks): Several short answer questions (2–5 marks) and a few extended responses to assess a more in-depth knowledge of technical principles (6-8 marks). Mathematical knowledge such as areas, multiplication, costing etc will also be tested.
- Section C – Designing and making principles (50 marks): A mixture of short answer and extended response questions (6-8 marks).

Students will complete a non-exam assessment (NEA) which is approximately 30-35 hours of work, 100 marks and worth 50% of the qualification.

## Qualification Details

Qualification: GCSE Design and Technology Examination Board: AQA Specification Code: 8552

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

## Possible Careers

- Architect •Construction •Engineering •Product Designer •Surveyor •Creative director

**Teacher of Subject:** R Barratt [rbarratt@kibworth-tmet.uk](mailto:rbarratt@kibworth-tmet.uk)

# Drama

## Overview

GCSE Drama is an active and engaging course that will teach you how to create, perform, evaluate and analyse Drama in the live theatre context. The course emphasises the application of knowledge and practical skills, and assessment objectives relate to the creation and performance of practical drama, informed by the knowledge and understanding of various scripts, styles, conventions and practitioners. The course is intellectually, emotionally, and physically demanding.

## Key topics studied

- Key Theatre Skills
- Drama Styles & Practitioners
- Monologues & Duologues
- Devising Drama
- How meaning is interpreted and communicated (Blood Brothers)
- Live Theatre Evaluation & Analysis
- Performing drama from a script.

## Pathway through the subject

The Drama GCSE consists of:

### 1. Component 1: Understanding Drama (Written Assessment)

This component builds students' core knowledge and understanding of drama, focusing on theatre roles and responsibilities, stage types and positions, and theatrical styles and conventions. Students apply this learning across other components of the course. They study one set play text in depth and attend at least one live theatre performance to prepare for the Component 1 examined assessment.

**Assessment:** Written examination, 1 hour and 45 minutes in length. 40% of the overall GCSE Qualification.

The paper is worth 80 marks (Section A – 4 marks, Section B – 44 marks, Section C – 32 marks).

### 2. Component 2: Devising Drama. (Written and Practical Non Examined Assessment)

This component is completed in year 10 and focuses on creating and performing an original piece of drama based on a given stimulus. Students work in small groups to develop a performance that communicates meaning to an audience. They then perform their final piece to an audience. Throughout the process, students reflect on their devising journey in a devising logbook, recording how ideas were created, how performance material was developed, and includes a review of the final performance

**Assessment:** Final Devised Performance (20 marks), Written devising Logbook (60 marks), 80 marks in total. 40% of the GCSE Qualification.

### 3. Component 3: Texts in Practice (Practical Non Examined Assessment).

This component focuses on the performance of Drama from a given script. Students will work in small groups to perform two extracts from one script. They will learn lines, direct and stage their performances to be assessed by an external examiner from the exam board (AQA).

**Assessment:** Performance of Extract 1 (20 Marks), Performance of Extract 2 (20 Marks). 40 Marks in total, 20% of the GCSE Qualification.

## Qualification Details

Qualification: GCSE Drama    Examination Board: AQA    Specification Code: 8261

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

## Possible Careers

• Actor • Drama therapist • Stage manager • Stage/Costume/Set designer • Journalist • Politician

**Head of Subject:** E Shaw    [eshaw@kibworth-tmet.uk](mailto:eshaw@kibworth-tmet.uk)

# Economics

## Overview

When students understand how markets and economies work, they will develop an economic awareness to benefit them personally and professionally for years to come.

GCSE Economics will provide opportunities for students to talk about today's economic issues by using up to date and relevant case studies. It will also support the development of communication, critical thinking and analytical skills through the completion of tasks based on anything from ways to cut the budget deficit, to weighing up the pros and cons of inflation or being part of free-trade agreements.

## Key topics studied

### How markets work:

- Economic foundations.
- Resource allocation.
- How prices are determined.
- Production, costs, revenue and profit.
- Competitive and concentrated markets.
- Market failure.

### How the economy works:

- Introduction to the national economy.
- Government objectives.
- How the government manages the economy.
- International trade and the global economy.
- The role of money and financial markets.

## Pathway through the subject

The Economics GCSE consists of two assessments:

- Two written examinations, both 1 hour and 45 minutes in length.
- Each paper is worth 50% of the overall qualification.
- Each paper is worth 80 marks.
- In each paper section A has 10 multiple choice questions followed by a range of calculation, short and extended response questions.

Section B has five questions involving a mix of calculations, short and extended responses.

## Additional information

Students will be encouraged to explore the moral, ethical and sustainability issues that underpin all aspects of managing an economy.

## Qualification Details

Qualification: GCSE Economics

Examination Board: AQA

Specification Code: 8163

<https://www.aqa.org.uk/subjects/economics/gcse/economics-8136>

## Possible Careers

- Investment Analysis
- Management consultant
- Marketing
- Retail management
- Hedge fund management
- Management consultant

**Head of Subject:** K Rees [krees@kibworth-tmet.uk](mailto:krees@kibworth-tmet.uk)

# Food Preparation and Nutrition

## Overview

This AQA GCSE Food Preparation and Nutrition qualification is an exciting and creative course, which focuses on theoretical and practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification builds confidence in the kitchen and nurtures students' practical cookery skills. We also aim to give them a strong understanding of food through our theory lessons which provide a deep dive into the world of nutrition, and which will give students the knowledge they need for the

theory exam. Lessons will roughly be divided up as: 60% Theory and 40% Practical in year 10, and 80% Theory and 20% Practical in year 11.

## Key topics studied

Food preparation skills are integrated into five core topics:

- Food, nutrition, and health
- Food science
- Food safety
- Food choice
- Food provenance

## Pathway through the subject

- **NEA (non-examined assessment) 1:** Food investigation – Students will be expected to show their understanding of the working characteristics, functional and chemical properties of ingredients. This assessment is 15% of the final grade awarded and 30 marks.
- **NEA (non-examined assessment) 2:** Food preparation assessment – Students' knowledge, skills and understanding in relation to planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. This assessment is 35% of the final grade awarded and 70 marks. This includes a practical exam. For this Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved. This practical exam is part of NEA 2 and is worth 30 marks out of 70.

**Written Exam:** Students will be assessed with a written examination of 1 hour and 45 minutes, worth 100 marks and 50% of the overall GCSE. The examination will contain multiple choice questions (20 marks) and five questions with a number of sub questions (80 marks).

## Additional information

Importance is placed on demonstrating a wide range of preparation and creative cooking skills, but a large part of the course is having a high level of understanding the science behind cooking.

## Qualification Details

Qualification: GCSE Food preparation and nutrition

Examination Board: AQA

Spec. Code: 8585

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

## Possible Careers

- Chef
- Food scientist
- Dietician
- Food journalist
- Nutritionist
- Food technologist

**Head of Subject:** K Freeman [kfreeman@kibworth-tmet.uk](mailto:kfreeman@kibworth-tmet.uk)

# French

## Overview

GCSE French offers you the opportunity to develop your language skills in a variety of contexts, and to gain a broad understanding of the culture of countries and communities where French is spoken. The course encourages enjoyment of language learning and provides you with the necessary skills to play a positive part in a multi-lingual society.

## Key topics studied

The AQA GCSE French pathway is a theme-based course, which will include familiar topics and also new ones that will inspire those of you who are interested in the culture of the countries where the language is spoken. The course builds on the four language skills (reading, writing, speaking and listening) you have acquired in Key Stage 3, allowing you to develop your ability to write and speak in French and to understand French in its

written and spoken form. This course will also prepare you for further study of the language if you so wish.

There will be opportunities to work in pairs, groups and individually and to take advantage of the AQA digital resources and whole school platforms for independent learning and consolidation. A wide range of materials will be used to deliver interesting and stimulating lessons. You will celebrate a variety of French festivals and participate in extracurricular events. You will also have the opportunity to spend time in France discovering its culture and practicing the vocabulary you have learned.

- Theme 1 – People and Lifestyle.
- Theme 2 – Popular Culture.
- Theme 3 – Communication and the World around us.

## Pathway through the subject

Each of the four skills (listening, reading, speaking and writing) will be assessed in four separate exams (worth 25% each) to establish how well you have achieved the following assessment objectives:

- AO1: understand and respond to spoken language in speaking and in writing.
- AO2: understand and respond to written language in speaking and in writing.
- AO3: demonstrate understanding and accurate application of the grammar and vocabulary presented in the specification.

## Additional information

Studying French will not only be useful to you when you travel but will also enable you to develop skills for life, improving your memory, boosting your confidence, and seeing the world with an open mind.

## Qualification Details

Qualification: GCSE French

Examination Board: AQA

Specification Code: 8652

## GCSE French Specification for first teaching in 2024: Specification

## Possible Careers

• Translation and interpreting • Finance • Tourism • National intelligence • International aid worker

**Head of Subject:** N Lambourne [nlambourne@kibworth-tmet.uk](mailto:nlambourne@kibworth-tmet.uk)

# Geography

## Overview

This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

This AQA qualification allows students to travel the world from their classroom, exploring case studies in the United Kingdom (UK), Higher Income Countries (HICs), Newly Emerging Economies (NEEs) and Lower Income Countries (LICs).

Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

## Pathway through the subject

Assessment will be via three terminal examinations at the end of year 11.

- Paper 1. Living with the physical environment. 1 hour and 30 minutes. 35% of total marks
- Paper 2. Challenges in the human environment 1 hour and 30 minutes. 35% of total marks
- Paper 3. Geographical applications. 1 hour and 30 minutes. 30% of total marks.

## Additional information

The specification requires that two field studies in “contrasting locations” are carried out. Information regarding these field studies will be shared when confirmed (previously we have visited Bradgate Park and Leicester City centre) Questions relating to these will be included in paper 3.

## Qualification Details

Qualification: GCSE Geography

Examination Board: AQA

Specification Code: 8035

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

## Possible Careers

- Geologist
- Town Planning
- Business
- Finance
- Environmental Science
- Mining Engineer

**Head of Subject:** C Edgeworth [cedgeworth@kibworth-tmet.uk](mailto:cedgeworth@kibworth-tmet.uk)

## Key topics studied

### Living with the physical environment

- Section A: The challenge of natural hazards.
- Section B: The Living World
- Section C: The Physical landscapes in the UK

### Challenges in the human environment

- Section A: Urban issues and challenges
- Section B: The changing economic world
- Section C: The challenge of resource management

### Geographical applications

- Section A: Issue evaluation
- Section B: Fieldwork & Geographical skills

# Health and Social Care

## Overview

The course has been developed to recognise students' skills, knowledge and understanding of the health and social care sector and the settings, job roles, principles and values involved. These range from looking at the different rights people have in HSC settings, to creating health promotions. The course is designed to encourage progression by assisting in the development of skills, knowledge and understanding that students will need to access further education opportunities or occupational training on a full-time or part-time basis.

## Key topics studied

**R035:** This unit involves students looking at what it means to be healthy, what the barriers are for some people who may not have a healthy lifestyle

which will then lead to students planning and producing a health promotion campaign.

**R032:** This exam unit starts by looking at the different rights that people have in HSC settings and the benefits it has on people when their values of care are maintained. We will also look at what effective communication is like in HSC settings and the impacts that this can have. Finally, we will look at safeguarding and keeping people safe through such things as hygiene and security measures.

**R033:** This unit looks at the different life stages and how individuals can be supported through a variety of different life events. We will then study how different factors can influence our health and social care needs. Students will also look at sources of support that people can access to gain support for their relevant needs.

## Pathway through the subject

Following the Cambridge National Level 2 Certificate, students will be assessed by:

- 2 internally assessed pieces of coursework (60% of the course)
- 1 hour 15 minute exam on Principles of Care in Health and Social Care settings (40% of the course).

## Additional information

The course leads on to NVQ in Health and Social Care, Cambridge Technical/BTEC level 3, care/occupational training, careers in the health and care sectors for example becoming a midwife, care home worker or social worker.

## Qualification Details

Qualification: Health and Social Care

Examination Board: ORC

Specification Code: J835

<https://www.ocr.org.uk/Images/610950-specification-cambridge-nationals-health-and-social-care-j835.pdf>

## Possible Careers

- Occupational therapist
- Care Worker
- Counsellor
- Social Worker
- Health Visitor
- Childcare
- Nurse

**Teacher of Subject:** M Tyler [mtyler@kibworth-tmet.uk](mailto:mtyler@kibworth-tmet.uk)

# History

## Overview

GCSE History incorporates modern history and thematic units.

The course inspires students to question the world in which they live. Students study the people and events that helped to shape this country and Europe; and gives insights as to why the world is what it is. GCSE History is studied in a variety of ways, including personal research, debates, videos, and a range of sources, many of them dating from the period of study.

## Key topics studied

The qualification consists of two examined papers.

### Paper 1 - Understanding the modern world.

Section A: Germany, 1890-1945: Democracy and dictatorship. This will focus on the problems faced by Weimar Germany, the rise of Hitler and life in Nazi Germany.

Section B: Conflict and tension 1918-1939. This will focus on the impact of the Treaty of Versailles and the failure of the League of Nations. Students will also focus on Hitler's Foreign Policy and the failure of the policy of appeasement.

### Paper 2 - Shaping the nation.

Section A: Health and the people: c1000 to the present day. This will focus on the changing ideas and methods involved in medicine in this country. We will also study the impact of key factors, such as religion, war, superstition and chance.

Section B: Elizabethan England c1568-1603. This will include studying the character and background of Elizabeth, as well as aspects of Elizabethan England, such as theatre, poverty, exploration and fashion.

## Pathway through the subject

Students will sit two written examinations. Each paper will be:

- 2 hours in length.
- 84 marks (including 4 marks for spelling, punctuation and grammar).
- Worth 50% of the overall GCSE grade.
- In two sections. Both Section A and B will consist of four compulsory questions.

## Additional information

The skills developed during the GCSE History course are transferable to many A-level courses. You will develop your skills in research, problem solving, communication and analytical skills. These skills are highly valued by universities and employers.

## Qualification Details

Qualification: GCSE History

Examination Board: AQA

Specification Code: 8145

<https://www.aqa.org.uk/subjects/history/gcse/history-8145>

## Possible Careers

• Journalism • Law • Teacher • Management • Conservator • Archaeologist • Heritage manager

**Head of Subject:** C Edgeworth [cedgeworth@kibworth-tmet.uk](mailto:cedgeworth@kibworth-tmet.uk)

# Music

## Overview

GCSE Music is an accessible and creative course that will teach students how to create, perform, evaluate and analyse music in a wide range of styles and genres. The course integrates the three main components of Performing, Composing and Listening and Evaluating Music. Students will broaden their musical horizons with five main areas of study as they explore musical contexts, language, theory, performance, and composition.

## Key topics studied

- **Area of Study 1: My Music**

Music Theory, Composition, Performance, Instrumental Knowledge, Musical Elements & Vocabulary.

- **Area of Study 2: The Concerto Through Time**  
The Baroque Concerto, The Classical Concerto & The Romantic Concerto.
- **Area of Study 3: Rhythms of The World**  
West African Drumming, Indian Classical Music, Bhangra, Greek Israeli and Palestinian Music, Trinidadian Calypso & Brazilian Samba.
- **Area of Study 4: Film Music**  
Music for Film and Video Games.
- **Area of Study 5: The Conventions of Pop**  
Rock 'n' Roll of the 50s & 60s, Rock Anthems of the 70s & 80s, Pop Ballads of the 80s, 90s and today, Solo Artists of the 90s to today.

## Pathway through the subject

The Music GCSE assessment consists of:

- A recording of a solo performance on your instrument. (15% of the GCSE Qualification)
- A recording of a performance with an ensemble. (15%)
- A composition of your own choice. (15%)
- A composition from a set brief from the exam board. (15% of the GCSE Qualification)
- A listening and appraising written examination. (40%)

Students will have time to develop their performance, compositional and listening and appraising skills throughout the qualification. The listening and appraising examination takes the form of answering questions based on excerpts of music from the above areas of study played from a CD.

## Additional information

Music suits students who can work creatively and independently to practice and develop their skills. Students who already play instruments can have an advantage on the performance element of the course, however, it is possible to take the course with only classroom music instrumental skills if you are willing to commit time and effort into learning and improving on an instrument or through singing.

As students are expected to choose their own performance pieces and the content of their first composition they must be able to work independently and meet deadlines without constant reminders.

## Qualification Details

Qualification: GCSE Music

Examination Board: OCR

Specification Code: J536

<https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/>

## Possible Careers

• Performer • Film/TV/Computer game composer • Promoter • Music journalist • Tour manager

**Head of Subject:** E Shaw [eshaw@kibworth-tmet.uk](mailto:eshaw@kibworth-tmet.uk)

# Physical Education

## Overview

Studying GCSE Physical Education will open students' eyes to the amazing world of sports performance. Not only will they have the chance to perform in three different sports through the non-exam assessment component (30%), but they will also develop wide-ranging knowledge into the how and why of physical activity and sport through theoretical lessons (70%). The combination of the physical performance and academic challenge provides an exciting opportunity for our students. They can perform, and then through the academic study learn how to improve their performance through application of the theory.

## Key topics studied

### Component One:

#### Physical Factors Affecting Performance

- Applied anatomy and physiology
- Physical Training.

### Component Two:

#### Social Cultural Issues and Sports Psychology.

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being

### Component Three:

#### Performance in Physical Education

- Practical performance
- Written analysis of performance.

## Pathway through the subject

Students will be assessed on their theoretical knowledge through two examination papers at the end of Year 11. Each examination is one hour long and when combined are worth 60% of the students' final grade. Students will be formally assessed through non-exam assessments (NEAs) in three practical sports which together form 30% of the final grade, and the remaining 10% of the grade comes from a written piece of coursework, where students analyse and evaluate a sporting performance.

## Qualification Details

Qualification: GCSE Physical Education

Examination Board: OCR

Specification Code: J587

<https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/>

## Possible Careers

•Sports Coach • Physiotherapist •Performance analyst coach • Sports nutritionist • PE teacher

**Head of Subject:** D Phillips [dphillips@kibworth-tmet.uk](mailto:dphillips@kibworth-tmet.uk)

# Religious Studies

## Overview

The AQA Religious Studies GCSE 8062 covers a range of the major world religions, six contemporary ethical themes and two textual studies, ensuring students have a diverse choice of intriguing subjects to explore.

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious and ethical issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with

abstract ideas, and research skills. All these skills will help prepare them for further study.

## Key topics studied

Students study beliefs, teachings and practices in two religions.

Students also study four religious, philosophical and ethical themes. These are: Relationships and families; Religion and life; Religion, peace and conflict; and Religion, crime and punishment. We shall consider these themes from a variety of religious and non-religious perspectives.

## Pathway through the subject

- Two written examinations, each of 1 hour and 45 minutes.
- The first paper assesses the study of the beliefs, teachings and practices of two religions. The second paper examines students' understanding of the four themes.
- Each paper is worth 50% of the overall qualification.
- Each paper is worth 96 marks. Both papers also carry marks for spelling, punctuation and grammar.
- Each set of questions on both papers has a common structure, with questions scoring 1, 1, 4, 6 and 12 marks.

## Additional information

You don't have to be a religious person or believe in God, but you should find religious, spiritual and ethical matters interesting and want to know more about the role religion plays in the lives of believers.

## Qualification Details

Qualification: GCSE Religious Studies A

Examination Board: AQA

Specification Code: 8062

[AQA | Religious Studies | GCSE | GCSE Religious Studies](#)

## Possible Careers

- Business
- Law
- Local and National Government
- Education
- Journalism
- Charity work
- Youth work

Head of Subject: R Price [rprice@kibworth-tmet.uk](mailto:rprice@kibworth-tmet.uk)

# Sports Studies

## Overview

Cambridge Nationals Sports Studies offers learners the chance to develop different types of skills through largely practical means. Communication, problem solving, team working, evaluation and analysis, and performing under pressure are all transferable skills which can be learned and assessed through these qualifications and utilised in many other educational and employment settings

## Key topics studied

### R184: Contemporary issues in sport

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role of National Governing Bodies

## Pathway through the subject

Throughout the two-year programme of study, students will be assessed in each of the named units. In total, students will be assessed through one written exam, and two non-examined assessments (NEAs) which will require students to produce a written piece of work.

R184: (70 marks) is assessed through a one hour and 15-minute written exam.

R185: (80 marks) will involve the assessed practical performance in two different activities, and students' ability to plan, deliver, and evaluate a session.

R187: (40 marks) will involve the assessed practical performance in one OAA activity and two pieces of NEA coursework.

## Qualification Details

Qualification: Cambridge Nationals in Sports Studies Level 1 and 2

Examination Board: OCR

Specification Code: J829

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/>

## Possible Careers

- Sports Coach
- Sports Journalist
- PE teacher

**Head of Subject:** D Phillips [dphillips@kibworth-tmet.uk](mailto:dphillips@kibworth-tmet.uk)

# Sociology

## Overview

Sociology is a challenging and academic subject that focuses on society: Why humans behave in the way that they do. We will be developing key skills such as essay-writing, analysis, structuring arguments, debating and discussion.

The course is designed to foster in learners an understanding and critical awareness of the social world around them. The specification focuses on the importance of social structure in explaining social issues. Learners will be encouraged to explore and debate contemporary social issues to enable them to challenge taken-for-granted assumptions and to question their everyday understanding of social phenomena. By following this course, learners will develop their own sociological awareness through active engagement with the contemporary social world. This specification will develop learners' ability to think sociologically in relation to their experience of the social world around them so that they are

## Pathway through the subject

Students will complete two written examinations- both 1 hour 45 minutes. Each paper is worth 50% and 100 marks each. Students will be expected to complete a range of questions- knowledge retrieval, explanation and evaluation questions.

## Additional information

This subject has a strong emphasis on essay writing skills. Students will be expected to show detailed subject knowledge in forming developed arguments that analyse a particular viewpoint or issue.

## Qualification Details

Qualification: GCSE Sociology

Examination Board: Eduqas Specification Code: 8192

<https://www.eduqas.co.uk/qualifications/sociology-gcse>

## Possible Careers

• Journalism • Policing • Government • Marketing • Social and market research • Law • Charity

**Head of Subject:** C Edgeworth [c.edgeworth@kibworth-tmet.uk](mailto:c.edgeworth@kibworth-tmet.uk)

able to play a positive, active and informed role in society.

## Key topics studied

### Component 1:

- Key Concepts: key terms and ideas that shape our understanding of the entire course
- Families: changes in family regarding functions and importance
- Education: focusing on what factors affect how students achieve in school
- Research Methods: ways in which sociologists conduct research

### Component 2:

- Social Stratification: reasons for inequality in society and how that may affect Life-Chances
- Crime and Deviance: why people commit crime and who might commit crime
- Sociological Enquiry: ways in which sociologists conduct research

# Spanish

## Overview

GCSE Spanish offers you the opportunity to develop your language skills in a variety of contexts, and to gain a broad understanding of the culture of countries and communities where Spanish is spoken. The course encourages enjoyment of language learning and provides you with the necessary skills to play a positive part in a multi-lingual society.

## Key topics studied

The AQA GCSE Spanish pathway is a theme-based course, which will include familiar topics and also new ones that will inspire those of you who are interested in the culture of the countries where the language is spoken. The course builds on the four language skills (reading, writing, speaking and listening) you have acquired in Key Stage 3, allowing you to develop your ability to write and speak in Spanish and to understand Spanish in its written and spoken form. This course will also

prepare you for further study of the language if you so wish.

There will be opportunities to work in pairs, groups and individually and to take advantage of the AQA digital resources and whole school platforms for independent learning and consolidation. A wide range of materials will be used to deliver interesting and stimulating lessons. You will celebrate a variety of Spanish festivals and participate in extracurricular events. You will also have the opportunity to spend time in Spain discovering its culture and practicing the vocabulary you have learned.

This is the draft specification to be examined in 2026.

- Theme 1 – People and Lifestyle.
- Theme 2 -Popular Culture.
- Theme 3 – Communication and the World around us.

## Pathway through the subject

Each of the four skills (listening, reading, speaking and writing) will be assessed in four separate exams (worth 25% each) to establish how well you have achieved the following assessment objectives:

- AO1: understand and respond to spoken language in speaking and writing.
- AO2: understand and respond to written language in speaking and in writing.
- AO3: demonstrate understanding and accurate application of the grammar and vocabulary presented in the specification.

## Additional information

Studying Spanish will not only be useful to you when you travel but will also enable you to develop skills for life, improving your memory, boosting your confidence and seeing the world with an open mind.

## Qualification Details

Qualification: GCSE Spanish

Examination Board: AQA

Specification Code: 8692

[GCSE Spanish Specification for first teaching in 2024: Specification](#)

## Possible Careers:

• Translation and interpreting • Finance • Tourism • National intelligence • International aid worker

**Head of Subject:** N Lambourne [nlambourne@kibworth-tmet.uk](mailto:nlambourne@kibworth-tmet.uk)

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