Key Stage Four Options Information

for September 2026

Introduction

It is agreed by those working in education, by employers, and by government that our young people are best prepared for later life by following a broad and balanced curriculum. Our Key Stage 4 courses seek to provide Trumpington Community College students with wide-ranging qualifications that will prepare them well for further education, training and employment.

The next two years will be of great importance to your child. This booklet contains important information about the exam courses, and about the 'Options' process your child will go through to make their final exam course choices.

Students will study the following subjects, which we refer to as our Core: English Language and Literature, Mathematics, Sciences, a Language, Physical Education, PSHE and Religious Studies. Topics covering development in personal, social and health education, citizenship and economic understanding will also be studied. Students will also receive regular careers guidance throughout the two years.

Excellent attendance and punctuality are both critically important at this stage; **a minimum of 97% attendance is crucial if your child is to achieve their target grades.** A student's attainment drops dramatically if their attendance falls below 97%.

This options booklet has been compiled to provide information on the nature of the courses, the type of work involved and the general requirements of examinations. Whilst supporting your child to make their option choices please discuss what courses they enjoy, what reflects their interests, and if they have any particular skills they would like to develop or learn. It is not possible to guarantee your child's choice of subjects. Naturally we will do our best, but factors such as staff availability and group sizes all need to be considered. Where we are not able to run courses, we will have conversations with those students and families who have requested it.

GCSEs were reformed in 2017 by the Government. One of the main changes is that instead of receiving your child's grades in letters (A* - G), they will receive their grades in numbers (1 – 9). This is explained in the table below. Their teachers will help them and you to understand this change whilst they are studying their GCSEs.

New grading for GCSEs

New grading		Old grading
9 8 7	=	A* A
6 5 4	=	B C
3 2 1	=	D E F G
U	=	U

PA graphic. Source: Ofqual

I must emphasise that your child's happiness and academic success over the next two years will depend largely on their attitude, their effort, and your input. It is clear that your interest and support will be of great benefit. We in turn are committed to doing everything we can to support your child.

Ms Jo Gurvidi
Senior Vice Principal, Quality of Education

Trumpington Community College Options Key Guidance Points

1. Consider what subjects you enjoy; do you have particular talents and skills in an area?
2. Do you already have ideas about what your career path might look like?
3. Are family members/teachers making recommendations to you?
4. Do **not** make an option choice just because your friends have.
5. Do **not** make an option choice just because you like a member of staff.
6. Make choices to help **you**, which **you** are interested in and really want to try to do your best in.
7. It is **your** future **you** are helping to shape so find out which subjects you need to get into the college of your choice, on the course of your choice. to help guide you on career choices.
8. **Deadline: midday on Friday 6th March 2026.** You need to have submitted your Options form online by this point. We will not look at the responses on a 'first come first served' basis and all responses that meet the deadline will be considered equally. Where the deadline is missed, those responses will be considered after the others.

    a. **Click here to take you to the Options Selection Form or**
    b. **Scan the QR code here:**

Options Process, Spring 2026

Please find outlined below the key dates for the options process that begins in January 2024.

19th – 23rd January: Students receive presentations on all Core and Options courses.

29th January: Year 9 Options Information Event: event for students and families, hosted at the college. Doors open at 5.45pm and talk at 6pm. With subject staff and marketplace open after talk.

2nd – 13th February: Year 9 students receive an Options guidance meeting with a member of the Senior Leadership Team, Pastoral or SEND team.

12th February: Year 9 Progress Consultation Evening

Friday 6th March, 12 noon: Options Form Deadline

By Friday 3rd July: Options choices are confirmed to students and families in writing.

Aims of the Key Stage 4 Curriculum

Curriculum Intent

At Trumpington Community College, our aim is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life. Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens.

By teaching our curriculum well we develop pupils' cultural capital: "the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement." (DFE National Curriculum, 2014).

At Trumpington Community College, students will

- experience a broad, deep and knowledge rich curriculum
- be literate and numerate
- have high expectations for their achievement and build their character
- develop their cultural, social, moral, mental and physical development
- secure foundations for progression

Our Key Stage 4 curriculum aims to develop successful, enquiring, knowledgeable and caring young people with an internationally minded approach to life. We believe that the subjects offered and the time we allocate to these reflect a well-balanced curriculum. At Key Stage 4 we are proud of our results and our success in securing students onto the post-16 route of their choice. We have designed our offer with the principles of academic achievement, breadth, and balance in mind. We know that this approach is valued by employers and higher education, as well as by our families and students.

We aim to provide every student with a clear sense of purpose as they embark on their KS4 programme of study. We know that when students see their study as a step to achieving future goals this encourages motivation and determination. Throughout Year 9, and into Year 10 and 11 there is a defined, continuous process that encourages every individual to explore their pathways into future study and careers.

How we prepare students for the future

The Curriculum

Students study a programme of core GCSEs to prepare them for life beyond school. This provides the important foundations needed to ensure that skills for work and further study are secure. Good grades rather than large quantities of subjects are the key. We have designed a programme of subjects with the lesson time required to maximise learning in each of these. The majority are subjects that all students need to study, called the core. They include GCSE English (Literature and Language) and GCSE Maths, GCSE Science (Combined or Triple), GCSE Spanish and GCSE Geography or History. PE, RS and PSHE are also studied along with two additional subjects chosen from a list of potential CNAT or GCSE subjects.

Future Pathways

For those students who wish to progress onto post-16 study, the skills and knowledge acquired through the study of English, Maths, Science, a Foreign Language and a Humanities subject are fundamental. Equally, for learners who wish to follow more practical or technical careers, the core subjects are just as important. These subjects provide a firm foundation to progress to training with employment, or onto a full vocational programme at a Further Education College.

The Wider Curriculum

PE, PSHE and RS

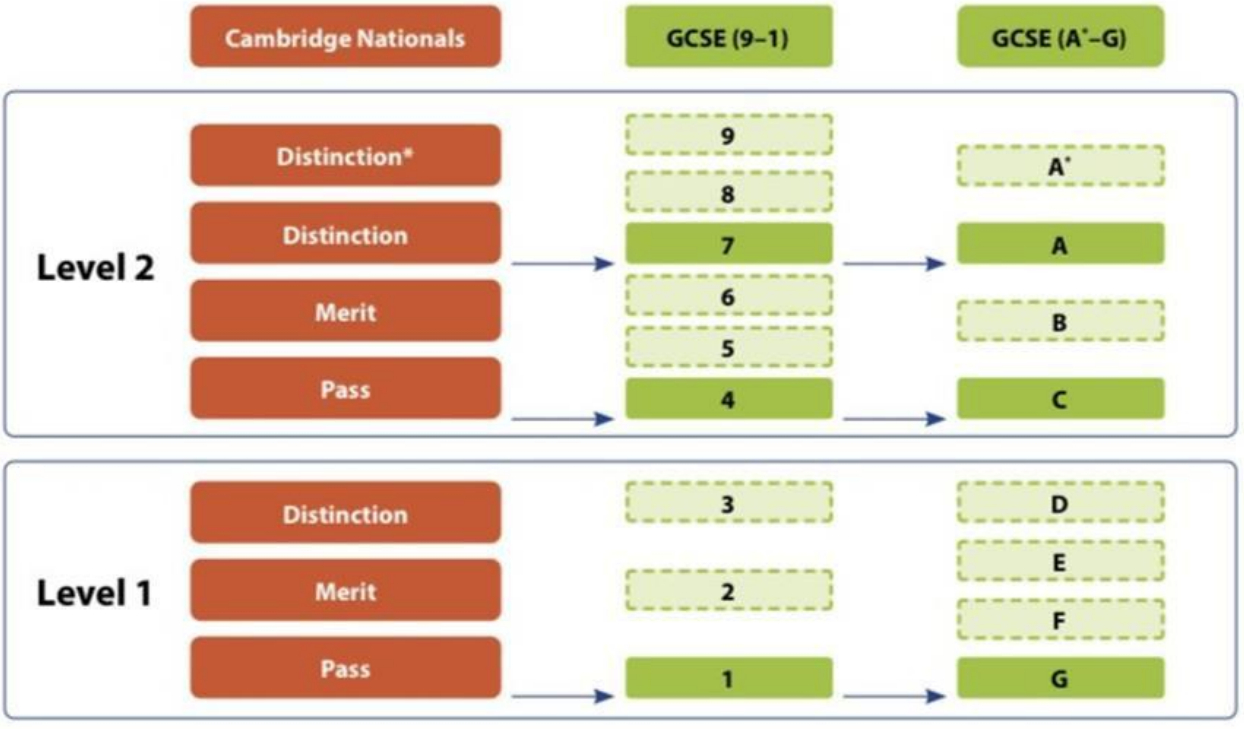
Every student should participate in health-promoting physical activity. For all students this is achieved through attendance on the compulsory Core PE programme. Similarly, to ensure that students develop an understanding of the world beyond academic study, every individual will study PSHE (Personal, Social, Health and Economic) education. This programme includes Relationships and Sex Education. All students study RS which promotes self-knowledge, and an understanding of others are students explore key religious teachings and issues in the modern world.

Co-Curricular

The range of our co-curricular opportunities is wide. This learning offers the opportunity for pursuing personal interests and goals. Participation in these activities is a highly important aspect of school life which is recognised and valued by future employers and post-16 institutions. Time to engage in the programme of activities should be planned for when students embark on their Key Stage 4 courses.

Cambridge National & Technical Qualifications (CNAT)

For September we are offering one non-GCSE subject in Sport Studies. These courses are structured differently and include coursework assessment and exams throughout the course. Please see the equivalence to GCSEs that CNAT qualifications have here:



Some Post 16 colleges will only accept one Cambridge National as part of their admissions criteria. Students will be advised in their one to one interviews about these at college.

Key Stage Four
Core Subjects

English Language

Name of Subject: English Language

Qualification Type: GCSE **Exam Board:** AQA

Exam sections % breakdown:

There are **two** exam papers for GCSE English Language, each of **1 hour 45 minutes**. Each paper is worth 50% of the GCSE.

Paper 1 Explorations in Creative Reading and Writing

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 x20marks)

Writing (40 marks) (25%)

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

Paper 2 Writers' Viewpoints and Perspectives

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

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

Writing (40 marks) (25%)

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

sit the two papers, both at the end of year 11.

Controlled assessment details and dates:

There are no controlled assessments for English Language as the qualification is 100% examined.

Entry Requirement to study this option:

English Language is a core subject which all students study.

Paper 1 Explorations in Creative Reading and Writing

This paper requires students to read a piece of modern fiction independently. The reading questions require students to be able to read for information, to analyse the words and phrases used by a writer to affect a reader, to examine the structure of a piece of writing and to be able to respond to a critical view of the passage. The best way to prepare for this paper is to read widely enjoying a range of fiction written by a range of different voices.

The writing element of the paper requires students to respond creatively choosing to write a piece of narrative or descriptive writing. Students are given clear structural frameworks to help them write quickly and effectively in the limited time frame of an exam.

Paper 2 Writers' Viewpoints and Perspectives

This paper requires students to read two pieces of nonfiction that share a topic. The first text can be taken from the twentieth or twenty first century whereas the second piece is taken from the nineteenth century. The reading questions for this paper require students to compare both texts together and to summarise them and then to compare the different viewpoints of perspectives of both writers. We prepare for the reading section of the paper by reading a wide range of nonfiction: speeches, blogs, essays and letters in which writers argue a perspective on a topic. This year we have examined many issues including body image, feminism, racism and diversity in the media.

The writing element of this paper requires students to write their own piece on nonfiction writing in which they argue their point of view in relation to a given topic. Students will be taught explicitly how to vary their vocabulary, the register of their language and their sentences to engage the reader and how to plan their arguments so that they can write clearly and effectively. This writing is really aided by wide reading; if students can be exposed to quality nonfiction at home: memoirs, essays, broadsheet newspapers and magazines.

Non examination component: Spoken language

This assessment does not contribute to the weighting of the English Language GCSE but is a compulsory part of the course. In this assessment, students need to deliver a speech on the topic of their choice to their teacher in a small group and are asked to respond to questions put to them afterwards. We teach this element of the course in conjunction with our preparation for the writing section of Paper 2 so that students learn how to form arguments and support them convincingly with the evidence and choice of methods they choose. Most importantly students learn crucial literacy and oracy skills that allow them to be effective, powerful communicators in the world outside the classroom.

Guidance / Special Arrangements / Entrance requirements:

This is a core subject which all students must study.

Qualification Progression Routes:

It is important to aim for a grade 4 or above in this subject in order not to have to retake this GCSE at college. A grade 4 or above in this course can be used to gain access to many different qualifications post 16, for example: English Language, philosophy and ethics, law and psychology A Levels.

Possible Career paths using this subject:

Good employers, sixth form colleges and universities understand and appreciate the skills students acquire when studying English Language. They seek students who can speak confidently and can listen perceptively, read, analyse and understand information, students who can think independently, make balanced judgements and students who can write accurately and clearly: these are transferable skills to most subjects. Some possible careers include: teaching; journalism; law; social work; the media (e.g. TV / Radio); the military; security services; police and politics and medicine.

English Literature

Name of Subject: English Literature

Qualification Type: GCSE **Exam Board:** AQA

Exam sections % breakdown:

There are **two** exam papers for GCSE English Literature

Paper 1 Shakespeare and the 19th century novel (1 hour 45 minutes long) This paper is worth 64 marks and worth 40% of the exam.

Paper 2 Modern texts and poetry (2 hours 15 minutes long). This paper is worth 96 marks and worth 60% of the exam.

Students sit the two papers, both at the end of year 11.

Controlled assessment details and dates:
There are no controlled assessments for English Literature as the qualification is 100% examined.

Entry Requirement to study this option:
English Literature is a core subject which all students study.

Paper 1 Shakespeare and the 19th century novel
Section A Students at Trumpington will study Shakespeare's *Macbeth*. 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 Students will study Dickens' *A Christmas Carol*. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2 Modern texts and poetry
Section A Students will study Priestley's play *An Inspector Calls* and answer one essay question from a choice of two. Students are NOT given an extract to focus on in this exam.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster of Power and Conflict.

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

To prepare for all of the exams above, students will explore the context of the literature texts they study, focusing on the author's intentions for their readers (their big ideas) and how each author delivers those messages through their choice of plot, their characters, the structure of their texts and the methods an author chooses to use to support their messages (metaphor, simile, pathetic fallacy, foreshadowing, to name a few). Class discussions will feature around the problems and solutions these texts offer to their readers and how pertinent these messages still are today. Students will be taught explicitly how to plan essays to answer exam questions with a strong focus on clarity of expression and the formation of logical thoughtful arguments that are supported with extensive reference of the texts.

The best way to prepare for these papers is for students to read widely in their own time so that they are able

to recognise the complexities of characterisation and plot and to engage with a wide range of different authors' ideas. Students need to have a thorough and in-depth knowledge of the texts studied in class and will need to revisit them many times so that they can write confidently about each text without having the text to refer to it in the exam themselves.

Students will be expected to work in groups or pairs as well as individually, present information to the class, use drama and role-play, and to contribute to discussions.
Most importantly students learn to read widely and perceptively, they develop the ability to form arguments and to support those arguments with evidence from their text. Students learn the power of literature to comment on social ills and to consider what it is to be human.

Guidance / Special Arrangements / Entrance requirements:

This is a core subject which all students must study.

Qualification Progression Routes:

This course can be used to gain access to many different qualifications post 16, for example: English Literature, philosophy and ethics, law and psychology A Levels.

Possible Career paths using this subject:
Good employers, sixth form colleges and universities understand and appreciate the skills students acquire when studying English Literature. They seek students who can analyse and understand information and can read perceptively, students who can think independently, make balanced judgements about people and the society in which they lived and produce well written arguments based on textual evidence: these are transferable skills learnt in English Literature.

Some possible careers include: teaching; journalism; law; social work; the media (e.g. TV / Radio); the military; security services; police and politics and medicine.

Mathematics

Name of course: Mathematics
Qualification Type: GCSE **Exam Board:** Edexcel

Exam sections % breakdown - Equally Weighted

Paper 1 - Non-Calculator - 33.3%
Paper 2 - Calculator - 33.3%
Paper3 - Calculator - 33.3%

Entry requirement to study this course: Maths is compulsory

Year 10 Foundation	Year 10: Higher	Year 11 Foundation	Year 11 Higher
● Rearrange formulae ● Linear Graphs ● y = mx + c ● Compound Measures ● Quadratic graphs, TP and roots ● Linear Simultaneous Equations ● Further graphs ● Probability ● Standard Form ● Simple interest ● Ratio (further) ● Growth & Decay ● Statistics ● Plans & elevations ● Constructions & Loci	• Rearrange formulae • Linear Graphs • Y=mx + c • Compound Measures • Quadratic graphs, TP and roots • Further expanding and factorising • Linear simultaneous equations • Further graphs • Probability • Capture and recapture • Standard form • Proportion (further) • Surds • Recurring decimals • Bounds • Growth and decay • Statistics – not higher • Simple interest • Ratio (further)right angled trigonometry • Plans and elevations • Constructions & loci • Similar shapes	• Pythagoras • Right angled trigonometry • Bearings & scale drawings • Number review • Transformation • Congruence • Vectors • Similar shapes	• Algebraic Proof • Solving quadratics and further simultaneous equations • functions • Iteration • quadratic inequalities • Bearings • Circle theorems • Further Trigonometry and trigonometric graphs • Statistics (further) • Transformations • Congruence • Vectors • Gradients (further) and areas under a graph • Kinematics • Graphical transformations

Assessment: 3 Assessments; 1 hour 30 mins and 80 marks each.

Possible qualification progression routes:

AS/A level Mathematics

A level Mathematics is the most popular A level subject. It involves studying

- pure Maths – use of algebra, graphical techniques and new material such as calculus
- statistics - including analysis of data, interpretation of graphs such as scatter diagrams, and new topic including the Normal distribution and hypothesis testing
- mechanics– studying the motion of objects by considering forces, using 'suvat' equations and interpreting graphs representing motion

A level Mathematics is a requirement for certain degree courses and apprenticeships and is recommended for many more.

AS/A level Mathematics with AS/A level Further Mathematics

A level Further Mathematics is a second A level in Maths, designed to broaden and deepen the Maths covered in A level Mathematics. It's usually taken alongside A level Mathematics.

Possible career paths using this subject

Here are a few websites that will give you some ideas about where studying Maths can take you in the future: Actuary, Astronomer, Accountant, Data Analyst, Data scientist, Investment Analyst, teacher, statistician, engineer, surveyor, financial manager, software tester, programmer, and many more.

- www.Mathscareers.org.uk: provides a range of resources, information and signposting to help those working in mathematics
- Stem.org.uk has a focus on career-related resources for science and Maths.

Key guidance:

The tier that you write will be determined by your performance both in lessons and on your mock exams. Please see to your Maths teachers if you have any further questions

Additional Mathematics

Name of course: FSMQ Additional Mathematics (L3)
Qualification Type: Level 3 FSMQ Exam board: OCR

Exam sections % breakdown:
One 2-hour exam at the end of the course

Entry requirement to study this course:
A strong performance in end-of-year exams in Y9 mathematics and a record of independent study and consistent homework completion. Students must be willing to commit to an **extra lesson during period 6 each week**.

Content

Additional Mathematics is designed to push the most able mathematicians beyond the level of the standard GCSE. It is taught and assessed at Level 3 (equivalent to A-Level) and offers excellent preparation for students intending to study Maths at post-16. This FSMQ (free standing Maths qualification) builds on the skills, knowledge and understanding acquired during the GCSE (9–1) course. It consists of four main 'pure' mathematics topics, each of which contains an 'applied' dimension, and two numerical topics, all underpinned by an Algebra section:

- Algebra
- Enumeration
- Coordinate Geometry
- Pythagoras and Trigonometry
- Calculus
- Numerical Methods
- Exponentials and Logarithms

Assessment
The qualification is assessed with one two-hour exam at the end of the course in Year 11.

Possible qualification progression routes
This qualification is ideal for any student aiming to study Maths at post-16, especially at A-level Maths and Further Maths.

Possible career paths using this subject:
This qualification will help take students closer to further study in mathematics, which could lead to a mathematical university course and then careers in engineering, science and finance.

Combined Science

Name of course: Combined Science Trilogy
Qualification Type: GCSE Double Award. Exam board: AQA

Exam sections % breakdown:
Biology/Chemistry/Physics 33% each

2 papers per subject (2 Biology, 2 Chemistry, 2 Physics)

Students achieve 2 GCSEs

Entry requirement to study this course:
All Sciences are compulsory. Students will achieve two GCSE qualifications following the AQA Specification. This pathway provides an excellent opportunity for students to further develop knowledge and understanding of science explanations in each of the three science areas and it provides an opportunity to 'bridge the gap' between GCSE and A-level.

Content

A variety of topics are studied for science, the topic names are given below for each science:

For Biology: Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology.

For Chemistry: Atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources.

For Physics: Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism

Assessment
Combined science is assessed via terminal exams as there is no coursework component involved, although required practical experiments must be taught as part of the course.
GCSE Combined Science has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students will sit a total of 6 papers (two per scientific field), each lasting 75 minutes and making up a sixth of the final GCSE. All papers will include a mix of question styles, from short, single-mark questions to 6-mark questions which will assess students' use of good English, organising information clearly and use of specialist terms where appropriate.

Possible qualification progression routes
This route is ideal for talented and competent scientists who may be considering a career which is science based. Post 16 providers of A-Level science courses accept these courses to attend A-Level Science courses.

Possible career paths using this subject: You need Science to do lots of things; anything from hairdressing and trades like plumbing to Technicians working in labs to degrees in Psychology, Sport, and the Sciences or medicine.

Triple Science

Name of course: **Separate Science: Biology, Chemistry and Physics**
Qualification Type: GCSE. Exam Board: AQA

Exam sections % breakdown:
Two papers per subject (i.e. 2 Biology, 2 Chemistry, 2 Physics)
Students will achieve three separate GCSE qualifications (GCSE Biology, GCSE Chemistry, GCSE Physics).

Entry requirement to study this course:
Students on the Separate Science Course are expected to achieve grades 7+

Content

A variety of topics are studied for science, the topic names are given below for each science:

For Biology: Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology.

For Chemistry: Atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources.

For Physics: Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism, space physics (triple only).

Assessment:
Separate sciences are assessed via terminal exams as there is no coursework component involved, although required practical experiments must be taught as part of the course. Students will sit two papers per science GCSE (6 in total) each lasting 1 hour 45 minutes and making up half of each GCSE. All papers will include a mix of question styles, from short, single-mark questions to 6-mark questions which will assess students' use of good English, organising information clearly and use of specialist terms where appropriate.

Possible qualification progression routes:

This route is ideal for talented and competent scientists who may be considering a career which is science based. Post 16 providers of A-Level science courses look favourably at students who have completed the Triple Science qualification.

Possible career paths using this subject
A science career or a desire to impress prestigious Universities post A level for any course. Ideal for anyone working in STEM Industries, degrees in any science, medical profession, or engineering subject. Also Doctor, Vet, Dentist, Chemist, Astrophysicist, Biomedical Scientist, Pharmacist, Health Worker, Medical Study, Food Scientist, Biologist, Psychologist, Physiotherapist, Pharmacologist, Teacher.

Key Guidance: Please speak to a member of the science department if you have any queries about the course or your suitability for Triple Science.

GCSE French

Name of course: French

Qualification: GCSE. Exam Board: Edexcel

Exam sections % breakdown

There are four papers all taken at the end of Year 11. There are two tiers - Foundation and Higher.

Listening = 25%
Speaking = 25%
Reading = 25%
Writing = 25%

Entry requirement to study this course: None (the course starts at beginner level)

Content

Year 10

Unit 1 – Lifestyle, media and technology
Unit 2 – My personal world
Unit 3 – Lifestlyle and wellbeing
Unit 4 – Study and future plans

Year 11

Unit 5 – Travel and tourism
Unit 6 – My neighbourhood and global issues
Revision and exam skills

Assessment: 4 exams at the end of Year 11

Speaking - 25% - This is completed via voice recording at school and submitted for marking in April/May of year 11, before the start of written exams

Listening - 25% - 45' completed in exam conditions during the GCSE exam window

Reading - 25% - 45' completed in exam conditions during the GCSE exam window

Writing - 25% - 45' completed in exam conditions during the GCSE exam window

Possible Qualification progression routes:

A-Level French
GCSEs in other languages

Possible career paths using this subject:

- Law
- Finance
- Sales & Marketing
- HR
- Interpreting & Translation
- Tourism
- Education
- International Business
- International Governmental Agencies
- Charities

These are just a few examples, languages are really helpful in all industries. Many universities look positively on GCSE French, especially for Medicine, Dentistry, Vet Science applications.

History

Name of course: **History**
Qualification Type: GCSE. Exam Board Edexcel

Exam sections % breakdown
PAPER ONE: Thematic Study and Historic Environment (30%)
PAPER TWO: Period Study and British Study (40%)
PAPER THREE: Modern Depth Study (30%)

Entry requirement to study this course - KS3 History, open to all. The grounding provided in KS3 will give students the skills to manage this diverse and rigorous subject.

Content

Year 10

Autumn Term 1 and 2: Medicine in Britain (1000 year change and continuity study)
Spring Term 1: The British Sector the Western Front, medicine depth study
Spring Term 2 – Summer Term 2: Modern Depth study: Weimar and Nazi Germany, 1918–39

Year 11
Autumn Term 1 and 2: Superpower and Cold War Relations
Spring Term 1 and 2: Early Elizabethan England
Summer Term: Revision and examination

Assessment:
Assessed through linear examination, i.e. at the end of Year 11

Possible qualification progression routes:
A level History, Degree Level History, Law.

Possible career paths using this subject:
History teaching and lecturing, Law, Journalism, Civil Service and Government service.

Geography

Name of course: **Geography**
Qualification Type: GCSE
Exam Board: AQA

Exam sections % breakdown
Paper 1: Living with the Physical Environment 35%,

Paper 2 Challenges in the Human environment 35%

Paper 3 Geographical applications 30%.

Entry requirement to study this course:

The AQA GCSE Geography course is open to all. Our KS3 curriculum provides a strong grounding for students to be successful at GCSE. Students will be familiar with some of the content. However, we explore this in more depth at GCSE and further develop the skills to manage this diverse and rigorous subject

We ask that students have a genuine curiosity about the world around them, whether that is curiosity about physical landscapes, a fascination with human societies or a keen engagement with environmental issues.

Content
Year 10
Term 1: Natural Hazards
Term 2: Living world and Physical landscapes
Term 3: Resource Management
Year 11
Term 1: Urban Issues and Challenges and Fieldwork
Term 2: Changing economic world and Pre-release booklet
Term 3: Revision and examination

Assessment: Assessed through linear examination, i.e. at the end of Year 11

Paper 1 – Challenges of the Physical Environment.
Paper 2 – Challenges of the Human Environment.
Paper 3 – Geographical Skills.

Possible qualification progression routes: A Level Geography, Degree Level Geography then into a Geography based profession/alternative profession due to Geography providing so many transferable skills.

Possible career paths using this subject: Geography teacher or lecturer, Town planner, Climatologist, Geographic information systems technician, Cartographer. Geography graduates are statistically amongst the most employable.

PSHE

Name of course: **PSHE**
Qualification type: none. This is a non-examined, core course.

Exam sections % breakdown: NA

Entry requirement to study this course: This course forms part of the core curriculum in KS4

Content

Year 10
Term 1 Freedom and personal safety; threats to online safety; managing risk; positive and negative relationships, including coercive control; equity, equality and inequality.
Term 2 Physical, mental, and sexual health; volunteering.
Term 3 Sustaining long-term relationships and relationship choices, including relationship breakdown; sexual and gender identity; pornography.

Year 11
Term 1 Age limits and the law; relationships and the law, including consent; domestic abuse; internet and the law; first aid; anxiety and resilience; career aspirations; parenting.
Term 2 Managing anxiety and exam pressures; physical and sexual health; staying safe and expectations in relationships; stages of intimate relationships; LGBT+ rights and protection; honour-based violence.
Term 3 Revision and study skills

Assessment: various interim, formative, assessments throughout the year.

Possible qualification progression routes:
Part of being a well-rounded individual. This is a legal requirement as well as an excellent opportunity for pupils to enter into interesting discussion and broaden their horizons.

Core PE

Name of course: Core PE

Qualification Type: NA **Exam Board:** There is no exam for core PE

Content Year 10 and 11

The three main themes: performance (Fit to Perform), leadership (Fit to Lead) and health & well-being (Fit for Life) continue throughout KS4. Students in year 10 and 11 will have the opportunity to improve on skills acquired in KS3 and also to develop new skills across a wide range of team and individual sports. Students will have access to the fitness suite where they will learn how to train independently to achieve personal fitness goals. There is a big focus on leadership in core PE and students will take on roles such as referee, umpire, tournament official, warm up coach and equipment manager. There are opportunities throughout the year for students in years 10 and 11 to use their leadership skills to run sports events for students in KS3.

Team Activities

Basketball, netball, unihoc, handball, volleyball, rugby, hockey, frisbee, lacrosse,

Individual Activities

Table tennis, tennis, badminton, circuit training, weight training, body pump, glow fitness, yoga, fitness suite

Key Stage Four
Options Subjects

GCSE Art

Name of course: GCSE Art & Design
Qualification Type: GCSE. Exam Board: Edexcel (Pearsons)

Exam sections % breakdown

Component 1: 60% - completed during Year 10 & Winter Term (1) of Year

Component 2: 40% - completed during Spring Term (2) and some of Summer Term (3) of Year 11; hand in by end if May

Marks based 100% on coursework, there are no written examinations.
Component 1: internally set project 60%. Component 2: (ESA) externally set project 40% (ESA is only 4-5 months in total, the thought behind this is, that students have more experience and hopefully a higher skills level than when they started coursework in year 10).

Entry requirement to study this course

- Ability to complete practical coursework outside of lessons. Pearsons advise. Over a fortnight and 5-hours of lessons in school, students should match this with 5-hours out of lesson time in a fortnight to keep up with coursework.
- A passion for or keen interest in Art and Design and the ability to complete coursework within deadlines set.
- At least a basic ability to draw and willingness to develop skills and experiment with a range of materials, techniques and to research and annotate on a range of different artwork and artists.

Content

Year 10 – workshop-based lessons to encourage students to take creative risks with new materials and techniques.
Term 1 and 2 - Identity; I, Me, Mine (Portraiture)
Term 2 and 3 -- Identity; I, Me, Mine (Events and Environments)

Year 11
Term 1 - Identity; Events and Environments & consolidation of Component 1: Identity
Term 2 – Component 2: Exam project
Term 3 – Component 2: Exam project 10hr Exam (final piece)

Assessment: AO: Assessment objectives
Component 1: all coursework from internal set project prior to the exam project including sketchbook work and own artwork completed outside of sketchbooks (final pieces) is a weighing of 60%. Year 11 exam project. Work is graded within the same assessment objectives from A01 - A04.

AO1: Develop 25% / AO2: Refine25% / AO3: Record 25% / AO4: Present 25%

More examples and information from the exam board here:
https://qualifications.pearson.com/content/dam/pdf/GCSE/Art%20and%20Design/2016/teaching-and-learning-materials/GCSE-Art-and-Design-practical-assessment-guide.pdf

Possible qualification progression routes:
A-Level, BTEC or a creative apprenticeship.

Possible career paths using this subject:
Architecture, Graphic designer, working within Education, Artist, Stylist, Curator, Video game artist, photographer, fashion designer,Theatre/ stage designer. The possibilities are vast! Arts Council have a long list of opportunities: https://www.artsjobs.org.uk/

Key guidance:
Minimum of 2-3hrs homework outside of lessons per week. Self-motivation and passion for the subject are crucial.
There will be access to the art room and materials weekly outside of lesson time. Resources will be uploaded to Teams to support students learning outside of lesson time. 1-2-1 verbal and written feedback is given weekly to support students with their coursework. Catch up sessions and access to art materials given throughout the week.

GCSE Business Studies

Name of course: Business Studies Qualification
Type: GCSE. Exam Board: OCR

Exam sections % breakdown:
Paper 1: business activity, marketing and people - 50%
Paper 2: operations, finance and influences on business - 50%

Entry requirement to study this course: An interest in the role of Business, Enterprise, Marketing, Finance and managing people. Curiosity about entrepreneurship alongside the world of work would also be helpful.

Content

Business 1: 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 2: Operations, finance and influences on business

Students take a closer look at the role of operations and finance in business activities. Operations include production processes, quality of goods and services, customer service, and working with suppliers.
The topic of Finance explores sources of capital expenditure and revenue, costs, profit and loss, liquidity and cash flow.

Students also consider how businesses respond to external influences, such as ethical and environmental considerations, the economic climate and globalisation, alongside the interdependent nature of business.

Assessment

There are two final examination papers for GCSE Business Studies:
Paper 1: business activity, marketing and people, 80 marks, 1 hour 30 minutes
Paper 2: operations, finance and influences on business, 80 marks, 1 hour 30 minutes

Possible qualification progression routes:
AS and A Level Business or Economics

Possible career paths using this subject:

Knowledge of business and enterprise can be useful in many different careers. Roles within sales, marketing, accountancy, banking and finance, and customer services all require some Business skills and expertise. The GCSE course also provides essential knowledge for anybody thinking about setting up their own business or one day being self-employed. Any job you can think of in the private sector will benefit to some degree from the skills and knowledge acquired through GCSE Business.

Perhaps most beneficial to students of Business is the mindset and thinking patterns it develops. We are all CEOs of our own lives and must think about how we earn a living and invest the resources we have available to us to create the lifestyle that we want. Knowing how to secure the best possible returns on our investments, be that our time or where we direct our energy and focus are skills of high value.

Key guidance:
Please speak to Mr Dobson for further advice.

GCSE Computer Science

Name of course: Computer Science
Qualification Type: GCSE. Exam Board: AQA

Exam sections % breakdown:

PAPER ONE: Computational thinking and programming skills (50% of mark)
PAPER TWO: Computing concepts (50%)

Entry requirement to study this course:
None, although it is advisable to have an interest in programming and/or computer systems. An enjoyment of problem-solving and logical thinking also helps.

Content:

Year 10
Term 1 Programming (Python) and Data representation
Term 2 Fundamentals of algorithms and Computer systems
Term 3 Computer networks

Year 11
Term 1 Cyber security; relational databases and structured query language
Term 2 Ethical and legal issues related to modern technologies
Term 3 Revision and assessment

Assessment:
The grade is based entirely on written exams sat together at the end of the course.

Possible qualification progression routes:
Computer Science GCSE is helpful, *although not necessary*, for Computer Science A-Level.

Possible career paths using this subject:
A very wide range of disciplines that require familiarity with structured instructions and/or computer systems.

Key guidance:
Please speak to Dr Ionides for more information

GCSE Design and Technology

Name of course: Design and Technology
Qualification Type: GCSE. Exam Board AQA

Exam sections % breakdown:
Core technical principles
Specialist technical principles
Designing and making principles
In addition:
- at least 15% of the exam will assess Maths
- at least 10% of the exam will assess science.

Entry requirement to study this course: Committed to developing your research, designing, and making skills. Passionate about creativity and design with a keen interest in technology. Demonstrate the ability to complete coursework within set deadlines.

Content
Year 10
Introduction to materials and their physical & working properties, Computer aided design and manufacture, forces and stresses, Designing and making principles, Product design project. Energy generation, ecological and social footprint, sustainability and the environment, people, culture and society Industry and enterprise. Inclusive design project, ergonomics and anthropometrics, market research and design specifications, 3D modelling and prototyping, concept presentation and evaluation, packaging analysis, specialist materials.

Year 11
Focus on preparation for and completion of the NEA (non-exam assessment). Revision for final exam.

Assessment:
Written exam: 2 hours - 50% of GCSE
Non-exam assessment (NEA) - 50% of GCSE

Possible qualification progression routes:
There is a range of vocational qualifications (such as BTECs, NVQ/SVQs, and diplomas) linked to an interest in design technology, such as: graphic design, fashion styling, art and design, media, engineering, photography, construction and building services, motor vehicle – technology and repair.

There is a range of apprenticeships that link to an interest in Design Technology, including: junior product, designer, theatre set carpenter, farrier, service technician, civil engineering technician, plumber, design, draughting technician, engineering model maker.
At A level you can study: Design and Technology, Product Design (3D), Product Design (Textiles), Systems and Control Technology, Food Technology. Related subjects include: Art, Graphic Design, Media, Music Technology, Computing, Maths, Physics, Photography, Sculpture, Textiles, Engineering.

Possible career paths using this subject:
Design, Product design, Robotics Industrial, Automotive, Interior design, Packaging, Games industry, advertising, Marketing, Digital media, Publishing, Film and media, Fashion and Textiles, Electronics and System Controls, Engineering and Construction, Architecture

Key guidance:
Please speak to Mr Knight for more information

GCSE Food Preparation and Nutrition

Name of course: Food Technology
Qualification Type: GCSE. Exam Board: EDUQAS

Exam sections % breakdown:
1. Food commodities, 2. Principles of nutrition, 3. Diet and good health, 4. The science of food
5. Where food comes from, 6. Cooking and food preparation.
NEA1 and NEA2 (non-exam assessment)

Entry requirement to study this course:
A keen interest in cooking and the science behind it, nutrition and food provenance.

Content
Year 10
Principles of Nutrition, Diet and Good Health, The Science of Cooking Food, Food Spoilage, Food Provenance and Waste, Cultures and Cuisines, Technological Developments in the Food Industry Factors Affecting Food Choice, Commodity 1 - Fruit and Veg, Commodity 2 - Milk, Cheese and Yoghurt. Commodity 3 – Cereals. Commodity 4 - Meat, fish, poultry, and eggs. Commodity 5 - Butter, oils, margarine, and syrup. Commodity 6 - Soya, tofu, beans, nuts, and seeds
NEA2 Discussion and Examples

Year 11
NEA 1 and 2. Revision for written exam

Assessment:
Written exam: 1 hour 45 minutes hours - 50% of GCSE
Non-exam assessment (NEA) x 2 -
1 .Food investigation 8 hours - 15% of GCSE
2. Food preparation assessment 12 hours - 35% of GCSE

Possible qualification progression routes:
There is a range of vocational qualifications (such as BTECs, NVQ/SVQs and Diplomas) linked to an interest in food technology including: hospitality and catering, food science and technology. There are a range of apprenticeships linked to food technology, such as: food and drink, including bakery, dairy, confectionary, butchery, e.g. artisan baker, food technologist, hospitality catering, e.g. chef, sous chef, pastry chef, hospitality management.

Possible career paths using this subject:
Nutritionist, Dietician, Dairy, Brewing/wine making, Horticulture, Baking, Confectionary, Hospitality and Catering, Armed Forces, Sports Science.

Key guidance:
Please speak to Mr Knight for more information.

GCSE Geography

Name of course: **Geography**
Qualification Type: GCSE. Exam Board: AQA

Exam sections % breakdown
Paper 1: Living with the Physical Environment 35%,

Paper 2 Challenges in the Human environment 35%

Paper 3 Geographical applications 30%.

Entry requirement to study this course

KS3 Geography and curiosity about the processes that make up our world.

The grounding provided in KS3 will give students the skills to manage this diverse and rigorous subject.

Content

Year 10
Term 1 Natural Hazards
Term 2 Living world
Term 3 Physical landscapes and Resource Management

Year 11
Term 1 Urban Issues and Challenges and Fieldwork
Term 2 Changing economic world
Term 3 Revision and examination

Assessment: Assessed through linear examination, i.e. at the end of Year 11
Paper 1: Challenges of the Physical Environment
Paper 2 Challenges of the Human environment
Paper 3 Geographical skills

Possible qualification progression routes: A Level Geography, Degree Level Geography then into a Geography based profession/alternative profession due to Geography providing so many transferable skills.

Possible career paths using this subject: Geography teacher or lecturer, Town planner, Climatologist, Geographic information systems technician, Cartographer. Geography graduates are statistically amongst the most employable.

GCSE History

Name of course: **History**
Qualification Type: GCSE. Exam Board Edexcel

Exam sections % breakdown
PAPER ONE: Thematic Study and Historic Environment (30% of mark)
PAPER TWO: Period Study and British Study (40%)
PAPER THREE: Modern Depth Study (30% of mark)

Entry requirement to study this course - KS3 History, open to all. The knowledge and historical skills introduced in KS3 will give students the basis to manage this diverse and rigorous subject.

Content

Year 10
Term 1 Paper 1: Medicine Through time including Paper 1: The British Sector the Western Front, medicine depth study
Term 2 Paper 2: Elizabethan History
Term 3 Paper 2: Cold War depth study

Year 11
Term 1 Paper 2: Cold War depth study
Term 2 Paper 3: Modern Depth study: Weimar and Nazi Germany, 1918–39
Term 3: Revision and examination

Assessment:
Assessed through linear examination, i.e. at the end of Year 11
All papers will be attempted during internal examination periods.

Possible qualification progression routes:
A level History, Degree Level History, Law.

Possible career paths using this subject:
History teaching and lecturing, Law, Journalism, Civil Service and Government service.

GCSE Music

Name of course: Music

Qualification Type: GCSE **Exam Board**: Eduqas

Exam sections % breakdown

- Component 1: Performance 30% (coursework)
- Component 2: Composing - 30% (coursework)
- Component 3: Appraising - 40% (written exam)

Entry requirement to study this course:

You need to: be committed to developing as a musician; be able to play an instrument or sing to some level and be willing to perform; be willing to work hard in and out of lessons; be willing to attend at least one music club; have some basic music theory understanding.

*__Important:__ you don't have to be able to read music fluently but you will need to be willing to learn to identify notes on a stave.

Content Year 10

Term 1: Step up to GCSE music - The Elements – Forms and Devices - Set Work – Music technology - Composition exercises - Performing

Term 2: Popular Music – Set Work - Free Composition - Performing

Term 3: Music for Ensemble - Film Music – Solo and Ensemble Performing

Year 11

Term 1: Forms and Devices - Popular Music - Composing to a brief - Performing

Term 2: Music for Ensemble - Film Music - Set works – Final composition / Record final performances

Term 3: Revision

Assessment

Appraising: <u>One</u> 'appraising' exam of **1 hour 15 minutes** at the end of year 11, with 2 questions for each of the four areas of study: Area of study 1: Musical Forms and Devices + a set work , Area of study 2: Music for Ensemble , Area of study 3: Film Music , Area of study 4: Popular Music + a set work.

Performing:

- Students perform an ensemble performance and either another ensemble performance or a solo, with a combined duration of 4 -6 minutes.
- Internally marked and externally moderated.

Composing:

- Students compose two compositions, with a total duration of 3 – 6 minutes.
- One composition is in response to a brief set by Eduqas
- One free composition set by the student
- Scores/annotations and a composition log for both compositions must be created and submitted by students
- Internally marked and externally moderated.

Possible career paths using this subject: Creativity and problem solving are two of the 10 key skills that will be needed in the world of work by 2025, according to the World Economic Forum, so Music is an excellent option for any career path!

Some Music-specific career paths include: Music agent; Artist manager; Arts administrator; Band member; Composer; Conductor; DJ; Event management; Instrumental teacher; Journalist; Label manager; Military musician; Music therapist; Musical producer; Professional musician; Singer; Songwriter; Sound engineer; Video game and film composer.

Key guidance:

1 hour of homework per week, using Elemental. You are required to participate in at least one Music club every week. Regular independent practice on chosen instrument/voice. Extra rehearsals outside of lessons in the buildup to performances.

GCSE Religious Studies

Name of course: Religious Studies Qualification Type:
GCSE. Exam Board: AQA

Exam sections % breakdown
50%: Study of Religions: Beliefs, teaching and practices.
50%: Thematic Studies

Entry requirement to study this course:

You do not have to be religious to study Religious Studies – but you do need to have an interest in humanity, an interest in culture, and an interest in the beliefs that motivate people's actions. Modern Britain is a pluralist society, and this GCSE aims to give students an appreciation of what it means to hold a religious belief, why people choose to believe in God, and why people choose to reject religion. Religious Studies gives you the tools you need to understand the big issues from history and today.

Content

The course is split into two sections which is assessed over two papers:

Paper 1: The Study of Religions

- **Islam**
  - Beliefs and teachings: The Prophets, Sunni and Shi'a split, key beliefs of Islam
  - Practices: The 5 pillars of Islam, the festivals, the 10 obligatory acts
- **Christianity:**
  - Beliefs and teachings: The life, death, and resurrection of Jesus; the Afterlife; Salvation
  - Practices: Ways to worship, the Church in communities, the Church in the world

Paper 2: Thematic studies

- **Families and Relationships:** issues of marriage, divorce, contraception, the nature of family, same-sex parenting
- **Religion and Life:** The creation of the universe, environmental debates, animal rights, abortion, euthanasia, afterlives
- **Religion, Crime, and Punishment:** The aims and forms of punishment, death penalty, corporal punishment, why people commit crime
- **Religion, Peace, and Conflict:** Reasons for War, terrorism, violent protests, weapons of mass destruction, forgiveness

Assessment
There are 2 examinations (no coursework/controlled assessment).
Paper 1 = Religion
Paper 2 = Thematic studies

Possible qualification progression routes:
As an academic subject, RS lends itself well to a study of social sciences at A-Level (Psychology, Sociology and Anthropology), as well as the Humanities (Philosophy, Ethics, Law and History). As a subject that is assessed through a written exam, it helps develop effective essay writing to persuade, therefore it also leads naturally to A' Level English.

Possible career paths using this subject:
Law, Medicine, Journalism, Politics, Personnel, Teaching and Lecturing, Museum and Art Galleries, Social Welfare and much more.

Key guidance:
Please speak to Ms. Welch for more information.

Cambridge National in Sport Studies

Name of course: Sport Studies Level 1 and 2
Qualification Type: Cambridge National Exam Board: OCR

Exam sections % breakdown:
60% Practical/Coursework (Year 10)
40% Written Exam January (Year 11)

Entry requirement to study this course:
OCR Cambridge National Sport Studies course offers an alternative to GCSE Physical Education, it has more practical elements and caters for a wider range of individual needs. The course is taught in 3 units. The CNAT Sport Studies course is a 120 guided learning hour (GLH) qualification (equivalent in teaching time to one GCSE). Following this course will teach you how to analyse and make improvements to your own performance. You will learn how to assess, plan and deliver sports coaching sessions for younger students. In year 10, students visit an Outdoor Activity centre to take part in land or water based adventurous activities. The course will develop your leadership skills, something which every employer looks for. The Sport Studies course prepares students for the Level 3 BTEC National programme and A Level PE.

Content
Year 10
Term 1 - Unit R185 Practical Sports Performance
Term 2 - Unit R185 Planning and Leading a Sports Activity Session
Term 3 - Unit R187 Increasing awareness of Outdoor and Adventurous Activities
Year 11
Term 1 Unit Contemporary Issues in Sport

- Issues which affect participation in sport
- Olympic values, the role of sport in promoting values
- Implications of hosting a major sporting event
- The role national governing bodies play in the development of their sport
- The use of technology in sport
- Exam preparation

Assessment:
R185 (40%) & R187 (20%) are coursework units and are internally marked and externally moderated.
R184 is a written exam in January. (40%)

Possible qualification progression routes:
BTEC Level 3 Sports award, A Level PE

Possible career paths using this subject:
Strength and Conditioning Coach, Sports Therapy, Fitness Instruction, Sports Coaching, Sports Psychology, Physiotherapy, Outdoor Pursuits Instructor or Manager.

Key guidance:
Please speak to Ms Logan for any further advice.

Trumpington Community College

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To fill out your Options Form click here

OR

Scan this QR code to take you to the Options Form.

Year 9 Options Choices, for September 2026