



Key Stage 4 Options 2026-2028



YEAR 9 OPTIONS

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Dear Student

Until now you have had very little choice as to what you study in school. This changes as you enter Key Stage 4 when, for the first time, you are able to have some influence on the courses which you study. This booklet is to help you make decisions which will prove to be right for you.

As you go through the next two weeks you should make sure that:

- You understand the framework of our Key Stage 4 courses
- You know the details of the options subjects you are considering
- You know how the courses you pick might influence the courses you might choose after Year 11
- You have considered your longer-term career plans

Please note the key dates in this process:

Option Process Launch: Thursday 12 February 2026 (*Parent Information evening - 6.00pm*)

Options forms available to students via tutors: Thursday 26 February 2026

Parents' Evening: Tuesday 03 March 2026

Deadline for return of Options form: Thursday 05 March 2026 9am – via tutors

You will only be able to make sound decisions if you take the time to prepare carefully. There are a lot of people available to support you in making your decision including your subject teachers and Form Tutor. If you have any questions or concerns about your options choices, I strongly encourage you to ask for advice as early in the process as possible; leaving it until the day before the deadline doesn't allow for much time for the support to be put in place. We have set up a dedicated Google Classroom for all of Year 9 to join to support the Options process. Please ensure you have joined the Classroom (**code:** uioq6wuh)

Good Luck!

Miss Bliss

Kellie Jackson

Headteacher

Head of Year 9

Making your choices

It is important that you carefully read the information contained within this booklet, which has been provided by each of the subject teachers as it will offer an insight into the content of each course, the breakdown of exams and if there is any practical element to the assessment. In addition, there is a newly created part of the school website to support you through this process – please check it out: [Subject Information](#)

You will be asked to select **4 subjects** plus 2 reserve subjects. The reserve subjects need to be as careful a decision as the first 4 as it is possible that you will end up studying this course. This might happen for a number of reasons but most commonly because there isn't a high enough demand for a subject to run or, conversely, a particular subject is heavily over-subscribed but we are unable to staff two groups. In these situations, a member of Senior staff would discuss the implications with affected students but the expectation is that the reserve subject choice would be utilised.

When making your choices you must pick **1 subject** from Group A, and a **further 3 from Group B**. The reserve choices can be any subject not already selected. Some subjects appear in more than one block at this stage – you can only select each subject once. Whilst the EBACC qualification has now been disbanded, you should carefully consider taking a Humanities AND French if you are considering University study in the future.

When making your decision it is important that you:

- DO** pick subjects that you are interested in
- DO** pick subjects that you are successful in
- DO** pick subjects that might be useful for your future studies or career
- DO** pick subjects that play to your strengths
- DO** pick subjects that complement each other

It is equally important that you:

- DO NOT** pick subjects because you like the teacher
- DO NOT** pick subjects because your friends are taking them
- DO NOT** pick subjects just because your parents think you should take them
- DO NOT** pick subjects because your older brother or sister took them
- DO NOT** pick subjects without reading the course content carefully

Please take your time considering your choices before completing the form and submitting via your tutor no later than **5 March**. Your options form must be signed by both you and a parent. After this date there will be limited opportunities to change your choices. If you wish to change your options after submitting your form, you must contact **Miss Bliss** (e.bliss@maidenerlegtrust.org) to discuss the availability of subjects.

CORE CURRICULUM

Whilst you will have some element of choice over the subjects you will study in the next two years, some subjects are still compulsory. These are:

English Language

English Literature

Mathematics

Biology

Chemistry

Physics

PHSRE

CORE PE

Information on the content of the examined aspects of the core curriculum can be found on the following pages – more detail can be discussed with the subject teachers at Parents' Evening and is available on our website.

A small number of students will be offered additional curriculum time to support their learning in English and Maths. This support will focus on securing the skills required for success in these core subjects. This is targeted and bespoke support and is offered at the discretion of the school and individual parents and students will be contacted to discuss further. However, if you feel your child should be considered for this support please speak to Ms Jackson.

GCSE MATHEMATICS

(Board: AQA)

WHY STUDY MATHEMATICS?

Mathematics is very important as more and more subjects come to depend upon mathematical tools. There is a national shortage of people with mathematical skills and this subject will equip you with the necessary skills to cope with numerous jobs and higher education courses that use it. This is particularly true with scientific, technical or management careers. Mathematics is an important subject in the study of Engineering, Computing and Physics; it could unlock your prospects for a future in a variety of careers such as Medicine, Ecology and Cryptology.

COURSE CONTENT

The GCSE in Maths, which can be entered at Higher or Foundation Tier, covers 6 areas of content: number, algebra, ratio & rates of change, geometry & measurement, probability and statistics. Students will integrate the basics of mathematics throughout the different topics helping them to develop important problem-solving skills and develop links to other curriculum areas.

Assessment

The GCSE course allows there to be two tiers of entry: Higher (targeting grades 9 to 4) and Foundation (targeting grades 5 to 1). Three papers will be sat on separate dates.

Paper 1 (Non-calculator): 1 hour 30 minutes

Paper 2 (Calculator): 1 hour 30 minutes

Paper 3 (Calculator): 1 hour 30 minutes

Additional opportunities at Key Stage 4

There will be opportunities for students to be able use their mathematical knowledge and skills through extended activities and “Rich Tasks” that will help them to develop their functional skills. We feel that it is important that every student knows how to apply the skills gained in lessons to be able to solve real life problems. The new GCSE specifications will also incorporate this into its syllabus as a matter of course.

Additionally, more able mathematicians will be able to take advantage of further opportunities. The UKMT Maths Challenge will allow them to solve problems and test themselves nationally against the most able mathematicians. There are also opportunities to explore a formal Further Maths qualification. Mrs Gopal will be able to provide further information.

Contact: Mrs S Gopal

s.gopal@maidenerleghtrust.org

ENGLISH LANGUAGE AND LITERATURE

(Exam Board: AQA)

WHY STUDY ENGLISH LANGUAGE AND ENGLISH LITERATURE?

The study of English at MECE explores fascinating elements of both literature and language. How we communicate, how words and language have developed, and what this means for us and society. Studying English literature and language gives you the tools to analyse the spoken and written word critically and creatively.

Students will read a variety of texts spanning various historical periods and exploring diverse cultures.

Writing, research, and class discussions will provide students with skills such as developing persuasive arguments, carrying out analysis and communication in an articulate manner, all of which are important to professional success.

COURSE CONTENT & ASSESSMENT: ENGLISH LANGUAGE

Paper 1: Explorations in Creative Reading and Writing

What's assessed

Section A: Reading – one literature fiction extract
Section B: descriptive writing

How its assessed

- Written exam: 1 hour 45 minutes
- 80 Marks
- 50%of GCSE

Paper 2: Writers' Viewpoints and Perspectives

What's assessed

Section A: Reading – one non-fiction text and one literary non-fiction text
Section B: writing to present a viewpoint

How its assessed

- Written exam: 1 hour 45 minutes
- 80 Marks
- 50%of GCSE

Non-examination Assessment: Spoken Language

What's assessed

Presenting
Responding to questions and feedback

How its assessed

- Recorded presentation
- Marked by teacher

Use of Standard English

- Separate endorsement (0% weighting of GCSE but required to sit GCSE)

COURSE CONTENT & ASSESSMENT: ENGLISH LITERATURE

Students will be assessed on the following texts which will be studied over the course of Years 9 - 11

- Macbeth
- An Inspector Calls
- A Christmas Carol
- Power and Conflict Poetry

In addition, students will be assessed on two pieces of 'Unseen Poetry.'

Paper 1: Shakespeare and the 19th-century novel

What's assessed

- Macbeth
- A Christmas Carol

How its assessed

- Written exam: 1 hour 45 minutes
- 64 Marks
- 40%of GCSE

Paper 2: Modern texts and poetry

What's assessed

- An Inspector Calls
- Power and Conflict Poetry Anthology
- Unseen poetry

How its assessed

- Written exam: 2 hour 15 minutes
- 96 Marks
- 60%of GCSE

Contact: Ms E Roberts

(E.Roberts@maidenerlegitrust.org)

GCSE SCIENCE at Maiden Erlegh Chiltern Edge

(Board: AQA)

All students will study all three Science subjects and, they will be examined separately in all three subjects.

There are **two** routes for the Sciences at GCSE, Combined Science (worth 2 GCSEs) or the **optional** 3 single GCSE Science courses (Biology, Chemistry and Physics, worth 3 GCSEs).

Why Study Science?

Science is about learning about the world around us. Science at GCSE level aims to develop students' knowledge and understanding of scientific theories, but also their ability to apply that knowledge, analyse and evaluate information, in practical and everyday scenarios. It gives students good life skills, regardless of the path they follow. Both GCSE science courses encourage students to develop a critical approach to scientific evidence and develop their scientific literacy which is hugely important in the modern world.

Science helps our understanding of the world around us. Everything we know about the universe, from how trees reproduce to what an atom is made up of, is the result of scientific research and experiment.

Human progress throughout history has largely rested on advances in science. From our knowledge of gravity to cutting-edge medicines, students of science have shaped our modern world. All of these advances can trace their origin back to individuals learning about science as students. Studying science ensures the next wave of progress in all of the fields that affect our daily lives. Be a part of shaping the world around you, help make scientific advances that benefit mankind and prepare for a successful career.

Combined Science

This is a two-GCSE sized (double award) qualification covering the three science disciplines of Biology, Chemistry and Physics. Students are awarded a grade based on their overall performance across these three disciplines.

Single sciences (Triple)

Students following this route study three separate sciences, which gives three GCSEs: GCSE Biology, GCSE Chemistry and GCSE Physics. Students are awarded individual grades for each

discipline. Separate science students' study all of the content from Biology, Chemistry and Physics disciplines of Combined Science, but with added extra material in each discipline.

Examinations

All students sit six examinations at the end of year 11, two papers for each science discipline. Students following the Combined Science route will sit shorter papers of 75 minutes, while the single Science (Triple) examinations last 105 minutes.

Combined science Students will study between 7 and 8 required practicals in each science discipline which will be assessed in the written examinations alongside the taught content.

Triple science students, study between 8-10 required practicals in each subject which will be assessed in the written examinations alongside the taught content.

All science students will be assessed on a range of skills in the exam papers. Scientific thinking, experimental skills and strategies, analysis and evaluation, use and understanding of scientific vocabulary.

Grades

Both routes have higher and foundation papers and give access to all grades from 1 to 9. However, the two grades for Combined Science are awarded in a slightly more complicated fashion. Further information about the grading for Combined Science can be found [here](#).

What can I do after GCSE?

Regardless of the route followed students will have the opportunity to carry on studying the Sciences and other STEM subjects at both A Level and in Higher Education (degree level). No university asks for the single Sciences at GCSE as an entry requirement.

Having GCSEs in science opens the door to lots of career opportunities not just those related to science. During your science studies you will gain lots of transferable skills making science an impressive qualification in the eyes of employers. Science students are problem solvers as you learn to approach problems in an organised way and work out creative ways of solving them. You learn how to challenge your thinking and evaluate situations.

Science can lead to cutting edge careers in genetics, forensics, chemical engineering, biotechnology and medical physics, in addition to more traditional areas such a medicine, pharmacy, and engineering.

Combined Science content.

| Paper | Biology | Chemistry | Physics |
|-------|--|--|--|
| 1 | Cell biology Organisation Infection and response Bioenergetics | Atomic structure and the periodic table Bonding, structure, and the properties of matter Quantitative chemistry Chemical changes Energy changes. | Energy Electricity Particle model of matter Atomic structure. |
| 2 | Homeostasis and response; Inheritance, variation and evolution Ecology | The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere; and Using resources. | Forces Waves Magnetism and electromagnetism |

Each paper forms 16.7% of the combined science GCSE and is 1 hour 15 minutes long.

Optional Single Sciences (Triple)

We recommend this option for students that are particularly able in science, as answers to exam questions require more detail and a more in-depth understanding of the content covered.

Triple students study **all** of the content that is covered in the combined science course but will also go into greater depth with topics and cover the following additional areas.

| Paper | Biology | Chemistry | Physics |
|-------|---|--|---|
| 1 | Culturing microorganisms Uses and production of monoclonal antibodies Plant disease | Properties of transition metals. Nano particles and their uses. Yield and atom economy. Concentrations of solutions and volume of gases. Titrations. | Static electricity Pressure in gases Hazards and uses of radioactive emissions. Background radiation. Nuclear fission and fusion. |

| | | | |
|----------|--|---|--|
| | | Chemical cells and fuel cells. | |
| 2 | <p>The brain</p> <p>The eye</p> <p>Control of body temperature</p> <p>Maintaining water and nitrogen balance (the kidney)</p> <p>Plant hormones</p> <p>DNA Structure and Cloning</p> <p>Developing the theory of evolution and Speciation</p> <p>Decomposition and the impact of environmental change.</p> | <p>Reactions of alkenes and alcohols.</p> <p>Synthetic and natural polymers.</p> <p>Identification of ions.</p> <p>Using materials.</p> <p>Haber process and NPK fertilisers.</p> | <p>Moments, levers and gears.</p> <p>Pressure in fluids.</p> <p>Changes in momentum.</p> <p>Reflection of waves.</p> <p>Sounds waves Waves for detection and exploration.</p> <p>Lenses and visible light.</p> <p>Black body radiation.</p> <p>Loudspeakers.</p> <p>Transformers and the national grid.</p> <p>Space Physics</p> |

Each paper forms 50% of the triple science grade for each science subject. This means students need to be able, in all three sciences, as the papers for each subject carry more weight. Examination papers are 1 hour 45 minutes long.

Contact: Mr Adonis Mavromichalis
Contact: Mrs Cat Bell (Trust Science lead)

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c.bell@maidenerlegtrust.org

OPTIONS

Options Courses

Students will make choices to study **four** additional qualifications. Acceptance into options course will be made in consultation with Heads of Subject who will be able to assess the likelihood of success based on aptitude and attitude to learning. These discussions and decisions will begin shortly after the deadline for returning the options form. For some students we will be making strong recommendations as to the courses that should be followed. There is no benefit in returning the options form before the deadline, however, students who submit their options form after the deadline (**5 March 2026**) might have limited choices available to them.

All students will study **GCSE Science** either leading to 2 or 3 qualifications. If students wish to take **Triple Science** (leading to 3 qualifications) they will need to opt for it as one of their options. This will then provide them with an additional 5 hours of Science learning a fortnight to ensure the curriculum is fully covered.

There will be the opportunity for a small number of students to follow an adapted curriculum to ensure that their educational needs are best met. These students will have additional time dedicated to the study of English and Maths. Students will follow the same Core Curriculum and will have 3 Options available to them. **Individual parents and students will be contacted to discuss this pathway.** Decisions on this are at the discretion of the Senior Leadership Team in conjunction with Mrs Ashley, SENCo.

The Government is keen to promote students following a broad curriculum and are keen that students are provided the opportunity to continue their learning of Modern Foreign Languages. This previously could have led to a nominal qualification called the **English Baccalaureate (EBacc)** which was awarded to students who achieve a Grade 5 in English, Maths, Science, History or Geography and a Modern Foreign Language. Whilst the latest Government Curriculum review has removed the EBACC we are still keen to encourage students to continuing their studies in French to GCSE and in particular those who are considering University study.

BTEC courses at Key Stage 4; these courses include a small, examined unit but are predominantly assessed through ongoing assignments. For some students this method of assessment allows much greater success in comparison to the 'traditional' terminal exams. At MECE we offer BTEC Tech Award in Sport and Health and Social Care.

We do endeavour to ensure that the largest possible number of students are able to follow their chosen courses. However, as a small school there are constraints on the number of Option groups that we can run in each subject. **Ultimately not all subjects on offer will run.** Hopefully, the large majority of students will be able to choose an acceptable combination of courses.

GCSE FRENCH

(Board: AQA)

WHY STUDY FRENCH?

Having a French GCSE will enable you to stand out from the crowd. The study of a language is known to increase listening and memory skills as well as creativity. Employers consider language students to be rigorous learners and a language can be a real career asset, particularly in the world of tourism, communication and business. Employers like the fact that students of languages can understand, recognise and apply language patterns and that they have a more outward look on the world around us due to the knowledge gained of another culture.

Top universities also consider linguists favourably, so if you want to demonstrate that you are a well-rounded student with a range of interesting skills, choose French.

CONTENT

The GCSE French specification is a linear course with terminal examinations in listening, speaking, reading and writing taken at the end of Year 11. Thematic and linguistic revision will therefore be strategically planned. Thematic and linguistic progression will be linked.

Building on the topics and grammatical patterns already covered in the Foundation years, we will aim to access more complex lexical items and a deeper understanding of different themes.

The use of authentic materials will also raise cultural awareness and make it a more enjoyable experience anchored in the real world, whilst fostering useful transferable skills.

There are three broad themes:

- People and Lifestyle
- Popular Culture
- Communication and the world around us

ASSESSMENT

The GCSE French specification is a linear course with terminal examinations in listening, speaking, reading and writing at the end.

There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9).

| | Length of Assessment | What's assessed? | Contribution to overall grade |
|---------------------------|------------------------------|--|-------------------------------|
| Paper 1: Listening | 35 min (F) 45 min (H) | <ul style="list-style-type: none"> - Dictation of short extracts - Understanding and responding to spoken extracts comprising defined vocabulary and grammar | 25 % |
| Paper 2: Speaking | 7-9 min (F) 10-12 min (H) | <ul style="list-style-type: none"> - Speak using clear language to undertake role play - Carry out a reading aloud task - Talk about visual stimuli | 25 % |
| Paper 3: Reading | 45 mins (F) 1h (H) | <ul style="list-style-type: none"> - Understanding and responding to texts which focus on vocabulary and grammar - Inferring plausible meanings of single words then they're embedded in written sentences - Translating from French to English | 25% |
| Paper 4: Writing | 1h 10 (F) 1h 15 (H) | <ul style="list-style-type: none"> - Accurately writing text in response to simple and familiar stimuli - Translating from English to French | 25% |

CAREER OPPORTUNITIES

French is one of the most widely-spoken languages in the world, after English. It is spoken on 5 continents. Job prospects are endless, whether in the UK or abroad, as having a second language opens up opportunities considerably. The French language is often needed in multinational companies (in retail, luxury goods and car industries, aeronautics) or you could use your language skills as a teacher, educational consultant, in distribution, logistics, relocation, journalism or in international relations as a diplomat or interpreter.

Contact: Mrs A Yaucat-Guendi

a.yaucat-Guendi@maidenerleghtrust.org

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart." Nelson Mandela

GCSE GEOGRAPHY

(Exam Board: AQA)

WHY STUDY GEOGRAPHY?

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare you for those changes. The transferable skills which Geography fosters are an asset in the complex world of employment today. Geography is about the future and encourages flexible thinking. Geographical study fosters these qualities and provides a firm basis for life-long learning.

Compared to other subjects, geography students are among the most employable. They possess the skills that employers look for. In part this is because the subject combines knowledge of science and an understanding of the arts. Geographers can make a concise report, handle data, ask questions and find answers, make decisions about an issue, analyse material, organise themselves, think creatively and independently. Geographers are good communicators, spatially aware, socially, economically and environmentally aware, problem solvers, good team players, computer literate, well rounded and flexible thinkers.

COURSE CONTENT

The examination board is AQA and the qualification is linear so all students will sit the three papers at the end of the course.

Year 10

- The challenge of natural hazards (tectonic and weather hazards, climate change)
- Urban issues and challenges (urbanisation, Rio de Janeiro, London and sustainable urban living)
- Physical landscapes in the UK (coastal and river landscapes)
- Issue evaluation practice and Geographical skills
- Fieldtrips involving human and physical investigations – Sea defences at Milford-on-Sea and Housing Provision in the local area

Year 11

- The living world (ecosystems, tropical rainforests and hot deserts)
- The changing economic world (development gap, Nigeria and UK)
- The challenge of resource management (Global distribution, food, water and energy management + energy option)
- Issue evaluation and revision

ASSESSMENT STRUCTURE

There are three main parts to the GCSE assessment structure:

Paper 1: Living with the physical environment (35%)

This is a 1 hour 30 minutes written examination that assesses all the physical modules of the course. It is in 3 sections, section A (The challenge of natural hazards) is worth 33 marks, section B (UK Physical Landscapes) is worth 25 marks and section C (The living world) is worth 30 marks. The type of questions can be multiple choice, short answer level of response and extended prose.

Paper 2: Challenges in the human environment (35%)

This is a 1 hour 30 minutes written examination that assesses all the human modules of the course.

Section A (Urban issues and challenges) worth 33 marks

Section B (The changing economic world) worth 30 marks

Section C (The challenge of resource management) worth 25 marks.

The type of questions can be multiple choice, short answer level of response and extended prose.

Paper 3: Geographical Applications (30%)

Question 1 is worth 37 marks and is an issue evaluation. The students will receive the issue booklet (a series of resources on the issue) 12 weeks prior to the exam and these will be discussed in lessons. The students will then be expected to answer a series of questions on a contemporary geographical issue, leading to a more extended piece of writing which will involve a decision with some justification.

Question 2 is worth 39 marks and is split between questions based on the fieldwork that they complete during the course and questions based on the use of fieldwork materials in an unfamiliar context.

FIELDWORK

As part of the GCSE, students are required to undertake two geographical enquiries involving the collection of primary data to show an understanding of both human and physical geography. As a school we offer students the opportunity to attend a fieldtrip which covers these requirements, which will cost around £30. Should your child not go on this trip, they will be required to complete two fieldwork investigations in their own time and under your supervision.

CAREER OPPORTUNITIES

Geography develops a wide range of skills and as such there are a host of career opportunities that are built on success and further study in Geography: environmental consultant, town planner, cartographer, exploration geologist, landscape architect, conservation officer, meteorologist, volcanologist, travel agent.

Contact: Mrs O Kosch

o.kosch@maidenerelghtrust.org

GCSE HISTORY

(Exam Board: AQA)

WHY STUDY HISTORY?

The new History GCSE supports students in learning more about the history of Britain and that of the wider world. It will inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful and active citizens.

COURSE CONTENT & ASSESSMENT

This qualification is linear so students will sit their written exams at the end of the course in Year 11. There are two Papers that students sit: 50% of the GCSE for each; 84 marks each (including 4 marks for spelling, punctuation and grammar); 2 hours each.

Paper 1: Understanding the modern world

Section A: Period studies - **Germany 1894–1945**

Section B: Wider world depth studies - **Conflict and tension, 1918–1939.**

Paper 2: Shaping the nation

Section A: Thematic studies - **Britain: Migration, empires and the people: c790 to the present day OR Britain: Health and the people: c1000 to the present day**

Section B: British depth studies including the historic environment – **Elizabethan England**

CAREER OPPORTUNITIES

The discipline of history and a knowledge and understanding of the past will also help students to understand their own identity and significant aspects of the world in which they live and provide them with the basis for further wider learning and study both at A Level and university. The skills learnt in GCSE History are linked to a variety of careers from Law and the police force by supporting an argument and reaching judgements with evidence, to media, public relations and sales through learning how to argue your ideas verbally.

Contact: Mrs S Haycock

s.haycock@maidenerleghtrust.org

GCSE ART & DESIGN

(Exam Board: AQA)

WHY STUDY ART & DESIGN?

Choose Art and Design if you have a lot of imagination, ideas and creative flair; if you can or want to problem solve, if you enjoy looking at life from different perspectives, if you are aware or want to be aware of the world around you, if you like experimenting and finally, if you just love Art! If you are interested in a career in painting, sculpture, graphic design, illustration, animation, fashion design or one of the many creative industries then this is the course for you.

WHAT YOU WILL STUDY:

Unlike virtually every other subject at GCSE level, Art is not syllabus or content driven. This means that you take a much more active role in deciding what you want to do. Although we cover some skills with structured exercises, most of the time you're choosing the direction that you want your work to go in a series of theme-based projects.

Your teacher will guide, advise and support you, but, as well as enjoyment, you'll need to develop the confidence to undertake the creative decision-making. If you're the kind of student who likes to be 'spoon-fed' the answers by your teachers, then this course won't suit you.

ASSESSMENT

- 1. Unit 1** is the Controlled Assessment (portfolio) worth 60%. This starts from September in Year 10 until January of Year 11.
- 2. Unit 2** is the externally set assignment (exam) worth 40%. This task starts from January in Year 11 and runs until May. It concludes with a 10hour exam over two days to create your final response using your preparatory work.

Contact: Ms Karen Lategan

k.lategan@maidenerleghtrust.org

GCSE DESIGN AND TECHNOLOGY

(Exam Board: AQA)

WHY STUDY DESIGN AND TECHNOLOGY?

Design and technology exist all around us; from the ubiquitous, everyday ball point pen to the towering architecture and space of the buildings we inhabit. Everyday design impacts on our lives that we sometimes take it for granted. In this GCSE course we will explore the world of design and technology, use it to inform potential designs and build on the making skills developed during Key Stage Three. The course will improve design, make, research, analytical and evaluative skills to encourage independent and creative thinking to take students forward into a wide and expansive range of pathways that look for the inventive and innovative problem solvers of the future.

WHAT YOU WILL STUDY:

Over the two years of the course you will:

- Design and make prototypes that are fit for purpose.
- Identify, investigate and outline design possibilities to address needs and wants.
- Analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others, as well wider issues in design and technology.
- Demonstrate and apply knowledge and understanding of technical principles in addition to designing and making principles.

ASSESSMENT

There are two main elements of the course that make up the full GCSE. A written exam at the end of the second year and a Non-Examined Assessment (NEA), both of which are weighted at 50%. The NEA project in its entirety should take between 30-35 hours to complete and consist of a working prototype and a concise portfolio of approximately 20 pages of A3 paper, equivalent A4 paper or the digital equivalent.

TRIPS

To start the NEA towards the end of Year 10 there will be a trip to visit the Design Museum and there will be the opportunity to learn from guest designers and makers.

CAREER OPPORTUNITES

Fashion designer, tailor, product designer, architect, software engineer, civil engineer, carpenter.

Contact: Mr Michael Reskalla

m.reskalla@maidenerlegtrust.org

GCSE FOOD PREPARATION AND NUTRITION

(Exam Board: EDUQAS)

WHY STUDY FOOD PREPARATION AND NUTRITION?

This qualification involves a significant amount of both food science and practical. This specification in food preparation and nutrition enables learners to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking. The content relates to the study of both food and drinks. If you enjoy the science behind food and nutrition, as well as the practical application of making food, then this is the course for you. Do not take this course if you just like the practical element.

CONTENT

The course is broken into 2 major components.

Component 1: Principles of Food Preparation and Nutrition

You will be taught about the six **areas of content** listed below.

You will also be given opportunity to develop a wide range of technical skills, through practical and experimental work. This opportunity will allow you to develop sound technical skills whilst exploring and consolidating knowledge and understanding relating to food preparation and nutrition.

Topics covered

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

Component 2: Food Preparation and Nutrition in Action

The non-examination assessment is composed of two assessments that are set by the exam board.

You will be able to select from a choice of two tasks for each assessment.

Assessment 1: Food investigation assessment.

Assessment 2: Food preparation assessment.

ASSESSMENT

There are 2 components in this qualification.

Component 1:

- Written exam – 1hr 45 mins.
- 50% of qualification.
- 100 marks

Component 2:

- 2 completed assessments
- 50% of qualification.
- 100 marks

TRIPS

There are opportunities on this course to have guest professional chefs to deliver sessions and inspire the students. There is also the opportunity for Food trips both locally and further afield to gain knowledge of food produce and ingredients.

CAREER OPPORTUNITES

Nutritional therapist, scientific laboratory technician, food critic, technical brewer, food technologist, product/process development scientist.

“Real food doesn’t have ingredients; real food is ingredients.”

Jamie Oliver

Contact: Mrs Claire Ashley

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GCSE DRAMA

(Exam Board: OCR)

WHY STUDY DRAMA?

Drama is an exciting and challenging course designed to further the ability of students who really enjoy acting and the theatre. The course is heavily practical and will require students to study and perform play texts and create their own original dramas. The content of the work is best suited to students who are able to think creatively. At MECE we have seen students whose entire life and school experience has been transformed through taking drama at GCSE.

CONTENT

Component 1: Devising Drama

Students will create their own devised performance based on a chosen stimulus from the exam board stimulus paper. In addition to the performance, students will be marked on an accompanying portfolio with evidence of the process and decisions made whilst creating and developing their performance.

Component 2: Presenting and Performing Texts

Students will take part in a showcase, demonstrating their chosen skills in a live performance. Students will perform in two performances from one text. Students will be required to produce an accompanying document which outlines their intentions for and approach to the performance showcase.

Component 3: Performance and Response:

This component requires students to study text and performance.

For Section A: students' study one performance text in detail: Willy Russell's *Blood Brothers*. This section of the paper will contain questions which require short and medium length answers. It assesses students' knowledge and understanding of how drama is developed and performed.

In Section B: students will be required to analyse and evaluate a live theatre performance they have seen using accurate subject-specific terminology. This means we HAVE to go to the theatre!

ASSESSMENT

Component 1 – Devising Drama

- Marks: 60
- Non-examined assessment marked by teacher.
- 30% of GCSE

Component 2 – Presenting and Performing Texts

- Marks: 60
- Non-examined assessment marked by a visiting examiner
- 30% of GCSE

Component 3 – Performance and Response

- Marks: 80
- 1.5-hour exam
- 40% of GCSE

THEATRE TRIPS

In order to prepare students to respond to Section B in the exam, students will need to see some live theatre. Students will be taken to the theatre in Year 10 and again in Year 11.

CAREER OPPORTUNITIES

Arts administrator, choreographer, media researcher, music producer, special effects technician, teacher

“What is drama but life with the dull bits cut out” - Alfred Hitchcock

Contact: Mrs Morgan Richmond

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GCSE MUSIC

(Board: EDUQAS)

WHY STUDY MUSIC?

Music is both a practical and academic course which helps students to apply their theory, composition, performance, listening and appraising skills through the areas of study. It explores how and why composers wrote music the way they did, how it can be interpreted, performed, and how music can influence others. This course is best suited to students who show enjoyment in performing vocally or on an instrument. You do not need to have taken instrumental lessons, but it is great if you have.

CONTENT

There are four areas of study that you will be studying throughout this course. These are:

- Musical Forms and Devices
- Music for Ensemble
- Film Music
- Popular Music

Performing.

Performances can be on an instrument or voice. They can be completed throughout the course and 5-6 minutes worth will be assessed. Some of this must be as part of an ensemble, some can be solo if you wish. Performance pieces can be from any style of music but must have sheet music of some kind.

Composing

You will submit two compositions. These are a free brief where you can compose a piece of your choice, and a set brief which will be based on one of the set works. One of these will be completed in year 10 and one in year 11.

Listening and appraising

The listening paper involves answering questions based on music played in the exam. Some of the pieces we will know in advance and can prepare in detail. The questions will focus on the areas of study above and the following musical elements: melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm and metre. There will be some multiple choice questions and some short and longer answer questions.

ASSESSMENT

Component 1- Performance unit

Non-examined assessment marked by teacher.
30% of GCSE

Component 2- Composition unit

Non-examined assessment marked by teacher.
30% of GCSE

Component 3- Listening and Appraising unit

- Externally assessed by an examiner
- 1-hour long exam
- 40% of GCSE

CAREER OPPORTUNITES

Music therapist, television production assistant, programme researcher, arts administrator, editorial assistant, class music teacher, instrumental teacher, performer, composer.

“Ah, **music**,” he said, wiping his eyes. “A magic beyond all we do here!”

J.K. Rowling: Harry Potter and the Philosopher’s Stone

Contact: Mrs Becki Brown

b.brown@maidenerleghtrust.org

BTEC TECH AWARD IN SPORT

(Board: PEARSON/EDEXCEL)

WHY STUDY BTEC TECH AWARD IN SPORT?

This course is designed for anyone with a keen interest in sport and the sports performer. For those and who want to follow an exciting and rewarding career within the sport, health, leisure and coaching industries. Students will develop an understanding of many of the underlying principles to success in sport, including training programmes, the human body and how it responds to exercise. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment. The course involves various practical elements, therefore, a keen motivation to participate in a variety of sports is essential.

CONTENT

| Component Number | Component Title | How assessed |
|------------------|--|---------------------------------|
| 1 | Preparing participants to take part in sport and physical activity. <ul style="list-style-type: none"> - Explore types and provision of sport and physical activity for different types of participant. - Examine equipment and technology required for participants to use when taking part in sport and physical activity. - Be able to prepare participants to take part in sport and physical activity and to lead and warm up a small group. | Internally moderated coursework |
| 2 | Taking part and improving other participants sporting performance. <ul style="list-style-type: none"> - Understand how different components of fitness are used in different physical activities. - Be able to demonstrate a range of skills in a sport. To perform in a sport/activity and understand the roles and responsibilities of officials. - Demonstrate ways to improve participants sporting techniques. | Internally moderated coursework |
| 3 | Developing fitness to improve other participants performance in sport and physical activity. <ul style="list-style-type: none"> - Explore the importance of fitness for sports performance. - Investigate fitness testing to determine fitness levels. - Investigate different training methods. | External – 1.5 hr exam |

- | | | |
|--|---|--|
| | - Investigate fitness training programming to improve fitness and sports performance. | |
|--|---|--|

ASSESSMENT

Assessment takes the form of two coursework assignments which involve 5+ hours of independent written work, plus a practical assignment. Component 3 is an externally sat examination. Each unit has its own assessment criteria and is graded on a scale of pass, merit or distinction.

Coursework is made up of written work, videos, video annotation, and presentations.

GRADING

The level achieved is converted to GCSE grades as follows:

Level 1 Pass = 2/3

Level 2 Pass = 4

Level 2 Merit = 5

Level 2 Distinction = 7

Level 2 Distinction* = 9

CAREER OPPORTUNITES

Studying BTEC Sport opens up opportunities for further BTEC study (Level 3 or Diploma)/ A-level PE, as well as careers in coaching, teaching, sports science, nutritionists, sports psychologist or physiotherapy.

“Sport has the power to change the world. It has the power to inspire, it has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope, where once there was only despair.” – Nelson Mandela

Contact: Mr Andy Caldwell

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BTEC TECH AWARD IN HEALTH AND SOCIAL CARE

(Board: PEARSON/EDEXCEL)

Why should I study Health and Social Care BTEC Tech Award?

This subject allows you to put theory into practice, looking at real life case studies and scenarios within different care settings.

- You will develop a sound understanding of the health and social care services as well as understanding how lifestyle factors could lead to lifestyle diseases
- You will become confident in using and understanding the vocational terminology
- You will be able to organise and communicate your subject knowledge and understanding in different ways.

What will I learn on this course?

This vocational subject gives you the opportunity to develop and apply your knowledge in the following areas:

- **Component 1:** The life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development, different life events and how individuals can adapt or be supported through changes caused by life events
- **Component 2:** Health and Social care conditions and professionals, how they can be managed by the individual and the different health and social care services that are available, the barriers and obstacles an individual may encounter and how these can be overcome, the skills, attributes and values required to give care and how these benefit the individual, how factors can affect an individual's current health and wellbeing, how physiological indicators and an individual's lifestyle choices determine physical health, the use of the person-centred approach

How will I be assessed on this course?

The course is made up of three components: Two internally assessed tasks – Personal Set Assessment (PSAs) and one that is externally assessed.

Component 1: Human Lifespan Development – PSA (30% qualification)

Aim: understand how we grow and develop throughout our lives

This assignment will be completed in Year 10 – June series

Component 2: Health and Social Care Services and Values – PSA (30% qualification)

Aim: Get to know how the health and social care sector works and the care values.

This assignment will be completed in Y11 – January series

Component 3: Health and Wellbeing (40% qualification)

Aim: Help improve someone's health and wellbeing

This external written exam will take place in June of Year 11

This is a TWO-hour exam

Are there any extra curricula opportunities?

- Read around the subject area especially articles linked to Health and Social Care settings
- Watch TV programmes or video clips on current issues linked to Health and Well-being

What could I do next with Health and Social Care BTEC Tech Award

- Further Education – BTEC level 3 National Extended Diploma in Health and Social Care
- Higher Education – degree courses in nursing, midwifery, criminology, youth work, sociology, psychology, social work, teacher training, HND in managing health and care services
- Careers – apprenticeships, work in hospitals, clinics, health units, community settings and working with healthcare professionals

Find out more about Health and Social Care BTEC Tech Award

- Course Specification <https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/specification-and-sample-assessments/tech-award-hsc-spec.pdf>
- Resources <https://www.tutor2u.net/hsc>

GCSE COMPUTER SCIENCE

(Board: AQA Syllabus 8525)

WHY STUDY COMPUTER SCIENCE?

Computer Science is engaging and practical, encouraging creativity and problem solving. Students develop their understanding and application of the core concepts in Computer Science. They also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

This course will suit students wishing to pursue a career in software or games development. Students must be highly logical and have an analytical approach to problem solving. They must be patient and resilient, persisting in trying to solve problems. The programming language that is taught is Python 3.

PREREQUISITES

Students will only be considered if they have achieved a level 3L in Maths in DCP2.

COURSE CONTENT

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Cyber security
7. Relational databases and structured query language (SQL)
8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

ASSESSMENT

Paper 1: Computational thinking and programming skills

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code. The content for this assessment will be drawn from course content sections 1 and 2 above. The paper will be a mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

- Written exam set in practically based scenarios: 2 hours
- 90 marks
- 50% of GCSE

Paper 2: Computing concepts

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge from course content sections 3 to 8.

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

Contact: Mr Khan

am.khan@maidenerleghtrust.org

Name _____

Tutor Group _____



MAIDEN ERLEGH
CHILTERN EDGE

Maiden Erlegh Chiltern Edge – Year 9 Key Stage 4 Option Choices 2026

You are reminded that you must pick **1 subject from Group A** and **3 subjects from Group B**.

You should indicate **2 reserves** which can be any subject not already selected. **You may only select each subject once.**

| BLOCK A | BLOCK B | | |
|-----------|--------------|------------------|---------------------------|
| GEOGRAPHY | ART & DESIGN | BTEC SPORT | FRENCH |
| HISTORY | COMPUTING | MUSIC | DESIGN & TECHNOLOGY |
| FRENCH | DRAMA | FOOD & NUTRITION | TRIPLE SCIENCE |
| | GEOGRAPHY | HISTORY | BTEC HEALTH & SOCIAL CARE |

My choices

| BLOCK A | BLOCK B | | Reserve 1 | Reserve 2 |
|---------|---------|--|-----------|-----------|
| | | | | |

Questions / Concerns

My aspirations

If you **ARE NOT** intending to complete your GCSEs at MECE please indicate where you are applying to:

If you intend to take an additional GCSE in a **Home Language**, please indicate it here:

Parent Signature

DEADLINE: Thursday 5 March, 9AM