

The King David High School

Options Booklet 2026



A school of excellence, opportunity and belonging.



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The King David High School

Headteacher:

Mrs T Basger BEd (Hons)

Deputy Head:

Mr J Pitt BA (Hons) MTeach PGCE

Assistant Head:

Mrs P Watson BEd (Hons) MA NPQSL

Assistant Head:

Mr T Chappelle BSc (Hons) PGCE

SENDCo:

Mrs J Buckley-Dibben BA (Hons) PGCE MA PG Dip NASENCO

Dear Parent/Guardian

This booklet is designed to give you and your child information about our core curriculum and options pathways for Years 10 and 11.

This year we are introducing two pathways to help guide your child on the right journey for key stage 4. These two pathways are BLUE and YELLOW and will be tailored to ensure your child can reach their full potential, enabling them to make informed decisions on the subjects they choose. **The school will analyse key stage 3 data to determine which pathway your child will be on and those following a bespoke yellow pathway will be invited in for a meeting.**

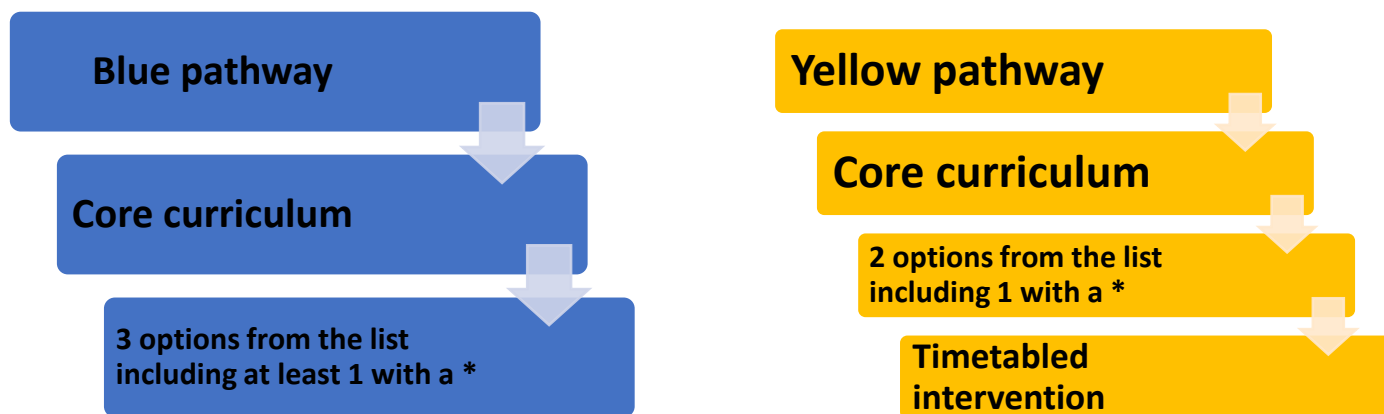
Our core curriculum is:

English (2 GCSEs)

Mathematics (1 GCSE)

Religious Studies (1 GCSE)

Science (2 GCSEs).



GCSE Option subjects available:

*History	Drama
*Modern Hebrew	Business Studies
*Computer Science	Art & Design
*Separate Science	Food technology
*Spanish	PE
*French	Creative media (vocational)
*Geography	Music

Students will get the opportunity during a year group assembly to hear from Business, Food Technology and Media teachers about their subjects and what the curriculum consists of.

Pupils are asked to fill in the accompanying options form listing their options in order of preference.

Some subjects may be offered in the extended day (15:40 – 16:40).

Option blocks will be drawn up to meet the preferences of as many pupils as possible. It is necessary to point out that **options are offered subject to demand and that not all combinations of options may be possible.**

I hope parents and pupils will find this information and the booklet helpful. Parents and pupils will be able to discuss their option choices on **Thursday 5th February 2026** at the Year 9 Parents' Evening.

We would be grateful if you could return the completed options form by **Wednesday 11th February 2026**

Yours sincerely

Mrs Basger/ Mrs Roskin
Headteacher/ Head of Year 9

GCSE – English Language and English Literature

All students are entered for both English Language and English Literature GCSEs.

English Language: (AQA)

This GCSE assesses students' reading and writing skills. Students will learn to read both non-fiction and literary texts critically, commenting on language in use and comparing the methods writers use to convey particular points of view. They will also develop their writing skills for a range of contexts from the discursive to the creative. Students will develop their verbal communication skills as they present a speech on a topic of personal interest.

The English Language GCSE will consist of two exams and one internal assessment:

Paper 1: Creative Reading & Writing

Paper 2: Writer's Viewpoints & Perspectives

Non-exam assessment: Spoken Language

English Literature: (AQA)

Over the two year course, students will study a range of literature; they will study modern and contemporary authors and texts from the past. These texts include a range of 19th century novels, work by Shakespeare and modern dramatists as well as poetry from across the ages on the theme of Power and Conflict. The Literature exams are closed book; students will be required to learn quotations from each of the texts studied. This GCSE also assesses students' ability to read and engage with unseen poetry. The quality of writing in the response to texts will also be assessed.

The English Literature GCSE will consist of two exams:

Paper 1: Shakespeare and the 19th - Century Novel

Paper 2: Modern Texts and Poetry



GCSE - Mathematics (AQA)

This course builds on the work students completed in Year 9. Students will continue to study six broad topic areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

There are three assessment objectives (AOs).

1. AO1: Use and apply standard techniques.

Students will be expected to remember most of the standard methods, formulae, language and notation that they encounter during the course.

They will not receive sheets of formulae in exams so it is important that they keep good notes and learn and revise key points as they progress through the course.

40% of the Higher tier and 50% of the Foundation tier papers will assess AO1.

2. AO2: Reason, interpret and communicate mathematically.

Students will be expected to use mathematics to interpret and communicate information accurately. They will need to construct chains of reasoning, to present arguments and proofs and assess the validity of an argument. They will need to learn to give answers that are clearly set out, in a structured way, using mathematically precise language and notation.

30% of the Higher tier and 25% of the Foundation tier papers will assess AO2.

3. AO3: Solve problems within mathematics and in other contexts.

Students will need to analyse problems for which there is no standard method and to come up with strategies to solve them. They will need to make and use connections between different parts of mathematics and be able to identify how their solutions have been affected by any assumptions made.

Students will be set activities throughout the course that will help develop the skills and resilience needed to become good problem solvers. They need to be prepared to make mistakes and to persevere when they are stuck on challenging tasks. 30% of the Higher Tier and 25% of the Foundation Tier will assess AO3.

ASSESSMENT

Students will sit three papers in the Summer Term of Year 11. Each paper is worth 80 marks and is 1 hour 30 minutes long. Paper 1 is a non-calculator paper. The remaining papers require a scientific calculator. Content from any part of the specification may be assessed in any of these papers.

There are two tiers of assessment available: The final decision as to whether a borderline student is entered for Higher or Foundation Tier will be made in the Spring Term of Year 11.

- Higher – grades 4 - 9
- Foundation – grades 1-5

Students who may struggle to achieve a grade at GCSE will have the opportunity to take the assessments for the Edexcel Entry Level Certificate in Mathematics. If we are confident that students are on track for grade 9 in GCSE Maths we may offer additional qualifications such as AQA Level 2 Certificate in Further Mathematics. This is done in Year 11 and requires additional work from students outside of timetabled lessons.

GCSE – Religious Studies (AQA)

Religious Studies is an essential part of our core curriculum and is studied by all students. Candidates follow a curriculum set and supervised by the AQA examining board and will be entered for three modules, each assessed by a written paper. *There is no coursework.*

Module 1

There is a module on the study of Judaism which examines key aspects of Jewish thought and Jewish life. The module is divided into two areas of study including Beliefs, Teachings and Practices.

Module 2

We study four key themes in religion. We will be studying the units listed below.

1. Relationships and families
2. Religion, peace and conflict
3. Religion, crime and punishment
4. Religion, human rights and social justice

In addition to understanding the key themes, we will be looking at them from the Jewish point of view.

Module 3

The third module is the study of a second religion. We will be studying Sikhism. The course follows the same pattern for all world religions and so we will be studying Sikh beliefs and practices.

Candidates will be examined at the end of Year 11. The progress of each student is tracked via the use of regular assessment tests that are set at the end of each area of study.



GCSE – Science (AQA)

In accordance with the National Curriculum, all students follow a course of science study which includes Biology, Chemistry and Physics. Science staff will advise pupils which route will be the most appropriate for them, based on students' abilities, aptitudes and interests.

We offer two routes to GCSE awards over two years.

- Separate Sciences – three GCSEs, Biology, Chemistry and Physics.
- Combined Science (Trilogy) – two GCSEs.

Both qualifications are linear; this means that students will sit all their exams at the end of the course. There are two tiers of assessment available Higher (grades 4-9) and Foundation (grades 1-5). Students must take each question paper at the same tier. Each paper contains multiple choice, structured, closed short answer and open response questions. Throughout the two years students will undertake a series of required practicals.

Separate Sciences

This course is ideal for those students who are particularly interested in science or who may wish to study sciences to A level. Any student considering a career in science, technology or the medical professions is strongly advised to take this option. Each Science has two papers that are 1hr 45mins in length and each worth 50% of the final GCSE

Biology

Paper 1 - Cell Biology; Organisation; Infection and Response; Bioenergetics

Paper 2 -Homeostasis and Response; Inheritance, Variation and Evolution; Ecology

Chemistry

Paper 1 - Atomic Structure and The Periodic Table; Bonding, Structure, and The Properties of Matter; Quantitative Chemistry, Chemical Changes; Energy Changes.

Paper 2 -The Rate and Extent of Chemical Change; Organic Chemistry; Chemical Analysis, Chemistry of the Atmosphere; Using Resources

Physics

Paper 1 – Energy; Electricity; Particle Model of Matter; Atomic Structure

Paper 2 - Forces; Waves; Magnetism and Electromagnetism; Space Physics

Combined Science

This leads to two Science GCSEs. The course is intended for students who wish to follow a broader curriculum at GCSE. Combined Science students will sit six exam papers which are 1hr 15mins in length and each worth 16.7% of the final GCSE

Biology Paper 1 - Cell Biology; Organisation; Infection and Response; Bioenergetics

Biology Paper 2 -Homeostasis and Response; Inheritance, Variation and Evolution; Ecology

Chemistry Paper 1 - Atomic Structure and the Periodic Table; Bonding, Structure, and The Properties of Matter; Quantitative Chemistry, Chemical Changes; Energy Changes

Chemistry Paper 2 -The Rate and Extent of Chemical Change; Organic Chemistry; Chemical Analysis, Chemistry of the Atmosphere; Using Resources

Physics Paper 1 – Energy; Electricity; Particle Model of Matter; Atomic Structure

Physics Paper 2 - Forces; Waves; Magnetism and Electromagnetism

GCSE – Art, Craft and Design (AQA)

The Art department have designed a course to inspire, challenge and motivate every student, no matter what their level of ability, while supporting developing creative and engaging lessons. Students considering this course should be creative and hard working.

There are two components to the course comprising a minimum of 2 projects.

Component 1: A portfolio of work consisting of one sustained project, covering all four assessment objectives. (60% of final GCSE mark)

Project Title: Beauty and Grotesque

Media: Exploring drawing, painting, mixed media techniques

Assessment: Throughout course

Formal Assessment: 2 x 10-hour formal exams

Component 2: An externally set assignment consisting of 1 project, covering all four assessment objectives. (40% of final GCSE mark)

Project Title: Student chooses one starting point from the AQA exam paper.

Media: There is no restriction on scale of work, media or materials used.

Assessment: Throughout preparatory period

Formal Assessment: 10-hour formal exam

Each project will include:

- Recording and researching a theme/subject.
- Experimenting with a variety of media, techniques and processes which can be in the form of: drawings; paintings; collage; 3D; sculpture; ceramics; graphic design; photography; textile design and fashion.
- Developing individual ideas.
- Making connections with artists and different styles of art.
- Analysing and evaluating artwork.
- Annotating work from initial ideas to final outcome.
- Creating a conclusive outcome, i.e. a 'Work of Art'.

Achievement is measured by the 4 assessment objectives set by AQA.

The following four assessment objectives are used to assess both components:

- **AO1:** The ability to develop ideas through investigations, demonstrating critical understanding of sources.
- **AO2:** The ability to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- **AO3:** The ability to record ideas, observations and insights relevant to intentions as work progresses.
- **AO4:** The ability to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

NB This qualification is linear. Linear means that students will sit all art exams internally and submit all their coursework and final exam pieces at the end of the course

GCSE – Business (Edexcel)

While studying this course you will learn a lot of new things. You will be introduced to the world of businesses and will look at what makes someone a successful business person. You will find out how to develop an idea and spot an opportunity and turn that into a successful business. The course looks at how to make a business effective and manage money well. You will also see how the world around us affects small businesses and all the people involved.

You should be interested in business and how it impacts on the world. You will be interested in profit and loss and how business ideas may be put into practice. You may have been watching programmes such as ‘The Apprentice’ or ‘Dragon’s Den’ and you may even be interested in starting your own business one day.

Theme 1

This theme concentrates on the key business concepts, issues and skill involved in starting and running a small business. Students explore core concepts through the lens of an entrepreneur when setting up a business. In this theme, you will be introduced to local and national business context and understand how these impact businesses behaviour and decisions.

You will develop an understanding go the nature of business activity through interactions with business operations, finance, marketing and human resources as well as the relationship between the business and the environment.

Theme 2

This theme examines how business develop beyond the start-up phase and focuses on decisions made to grow a business.

You will be introduced to national and global business behaviour and decisions and how business activity interacts between finance, marketing and human resources as well as the relationship between the business and the environment in which it operates.

Theme	%	Marks	Information
<u>Theme 1 – Investigating a small business</u> 1.1 Enterprise and entrepreneurship 1.2 Spotting a business opportunity 1.3 Putting a business idea into practice 1.4 Making the business effective 1.5 Understanding the external influence on business	50%	90	Compulsory unit, externally assessed – 1 hr 45 mins The paper will consist of calculations, multiple-choice, short-answer and extended writing questions.
<u>Theme 2 Building a Business</u> 2.1 Growing the business 2.2 Making marketing decisions 2.3 Making operational decisions 2.4 Making financial decisions 2.5 Making human resources decisions	50%	90	Calculators may be used in the exam.

What can you do with Business in the future?

The skills you will learn can be applied on any scale, from leading a small team to running a company. There are many careers that you could pursue with business including market research, management, public relations, banking or advertising.

GCSE – Computer Science (OCR)

Computer Science equips students with a strong foundation in computational thinking, problem-solving, and practical programming skills. The course is designed to develop learners who can understand how computer systems work, create programs, and apply logical thinking to real-world problems.

Students explore the principles of computer science, including how data is represented and processed, how hardware and software work together, and how networks and the internet operate. A key focus of the course is programming, where pupils learn to design, write, test, and refine programs using a high-level programming language.

OCR's GCSE (9–1) in Computer Science consists of two compulsory components that are externally assessed.

Paper 1 : Computer systems

Paper 2 : Computational thinking, algorithms and programming

Results are issued based on students' performance in summer exams alone.

Both papers represent 50% of the total marks for the GCSE (9–1).

Practical Programming skills will be assessed in Component 2 of the qualification

Specification overview

Content Overview	Assessment Overview
<p>J277/01: Computer systems</p> <p>This component will assess:</p> <ul style="list-style-type: none">• 1.1 Systems architecture• 1.2 Memory and storage• 1.3 Computer networks, connections and protocols• 1.4 Network security• 1.5 Systems software• 1.6 Ethical, legal, cultural and environmental impacts of digital technology	<p>Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks</p> <p>This is a non-calculator paper.</p> <p>All questions are mandatory.</p> <p>This paper consists of multiple choice questions, short response questions and extended response questions.</p>
<p>J277/02: Computational thinking, algorithms and programming</p> <p>This component will assess:</p> <ul style="list-style-type: none">• 2.1 Algorithms• 2.2 Programming fundamentals• 2.3 Producing robust programs• 2.4 Boolean logic• 2.5 Programming languages and Integrated Development Environments	<p>Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks</p> <p>This is a non-calculator paper.</p> <p>This paper has two sections: Section A and Section B. Students must answer both sections.</p> <p>All questions are mandatory.</p> <p>In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.</p>

For further information, please speak to Mrs Salem, J.Salem@kdhigh.co.uk

GCSE – Drama (Eduqas)

A GCSE in this subject offers an exciting and inspiring course that promotes involvement in and enjoyment of drama, as performers and/or designers. Learners will apply knowledge and understanding when making, performing and responding to drama. This will happen through the practical exploration of plays in performance, an understanding of their contexts and by developing a growing knowledge of the influences of the theatrical conventions of the period in which they were created.

You will develop a range of theatrical skills and apply them to create performances that provide opportunities to work collaboratively and to generate, develop and communicate ideas. We will encourage you to develop as creative, effective, independent and reflective students of drama who make informed choices in process and performance. You will contribute as an individual to a theatrical performance and reflect on and evaluate your own work and that of others. Additionally, the course will encourage you to develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.

Overview of new specification Component	Overview	Assessment
Component 1 Devising 40%	Students devise a piece of theatre which they then perform. They will record the process in a portfolio.	Internally assessed Externally moderated
Component 2 Performance from Text 20%	Performance of two extracts from a play text	Externally assessed by a visiting examiner
Component 3 Theatre Makers in Practice 40% exam	A set play text will be explored practically. Evaluation of a piece of live theatre they have seen.	Exam: 1 hour 30 minutes Sec A: Questions on a set text Sec B: Live Theatre Evaluation

GCSE Drama will encourage you to develop core skills in:

- the ability to recognise and understand the roles and responsibilities of performer, designer and director.
- the study and exploration of texts and extracts which must include the relevant social, historical and cultural contexts.
- the ability to analyse and evaluate your own work and the work of others.
- the ability to understand how performance texts can be interpreted and performed.



GCSE – Food Preparation and Nutrition (AQA)

Why choose Food Preparation and Nutrition GCSE?

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Subject content is split into five key sections:

- Food, nutrition, and health
- Food science and safety
- Food choice
- Food provenance
- Food preparation and cooking techniques

The GCSE is assessed in two parts:

- 50% of the final grade is from completing two Non-Exam Assessment tasks. This consists of one food investigation (a word report) and one food preparation assessment (plan, prepare, cook, and present 3 high skilled dishes)
- 50% of the final grade is from a written exam (externally assessed). This consists of a question paper which is split into 2 sections. The exam will be 1 hour and 45 minutes and is marked out of 100. It consists of multiple-choice questions and essay style questions based on the theoretical knowledge of food preparation and nutrition.

Further Education and Careers in Food Preparation and Nutrition:

Studying this subject can lead to many careers and degree courses. Examples of careers include:

- Food Technologist
- Dietician
- Nutritionist
- Food Critic
- Packaging Technician
- Production Manager
- Health Education Advisor
- Chef/Hotel Management



GCSE – French Edexcel

Pupils study a range of engaging and relatable thematic contexts, which are relevant to students' current and future needs.

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

Students sit all their exams at the end of Year 11.

There is a Foundation Tier (grades 1 -5) and a Higher Tier (grades 4 -9). Students must take all 4 papers at the same tier and in the same series.

Assessment at a glance

Paper 1: Speaking (Non-examined assessment)	50 marks
Prep time: 15 mins	25%
Foundation: 7-9 mins	Higher: 10-12 mins
<ul style="list-style-type: none">• Task 1: Read aloud and 2 short unprepared questions• Task 2: Role play in a transactional setting• Task 3: Picture description, 2 short unprepared questions and follow-on conversation	<ul style="list-style-type: none">• Describe only one colour picture from a choice of two• Student selects the thematic context in advance
1 minute in private assessment space for reading aloud preparation	
Paper 2: Listening and Understanding	50 marks
Foundation: 45 mins	Higher: 60 mins
25%	
<ul style="list-style-type: none">• 5 mins reading time included• Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.• Section B: Dictation	
Extracts played THREE times	
Paper 3: Reading and Understanding	50 marks
Foundation: 45 mins	Higher: 60 mins
25%	
<ul style="list-style-type: none">• Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.• Section B: Translation into English	
Paper 4: Writing	50 marks
Foundation: 1 hour 15 mins	Higher: 1 hour 20 mins
25%	
<ul style="list-style-type: none">• Picture task (Foundation tier only)• Two writing responses (both tiers, with a choice of two options for each question)• Translation into French (both tiers)	

GCSE – Modern Hebrew (AQA)

Modern Hebrew (Ivrit) is a nationally recognised modern language option, which is offered at GCSE and A level.

The course of study involves personal, social, cultural and environmental topics, with the emphasis on life situations and skills, in 3 main topics:

1. Identity and culture:

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals

2. Local, national, international and global areas of interest:

- Hometown, neighbourhood and region
- Social issues (charity/voluntary work, healthy living)
- Global issues (the environment, poverty, homelessness)
- Travel and tourism

3. Current and future study and development:

- My studies
- Life at school / college
- Education post 16
- Jobs, career, choices and ambitions

The course involves reading, writing and listening, as well as conversation in Ivrit, and the examination reflects these skills – there is no coursework.

Pupils enjoy Ivrit in the school for a variety of reasons; it is the language of our people and the link to all Jewish learning, culture and heritage, as well as being a vibrant and exciting aspect of modern Israel. Examination success in this subject will equip you with a language qualification that will be helpful for entry to many university courses, where candidates are expected to offer this qualification. Pupils, who intend to spend time in Israel after their studies, find Ivrit vital to their success.

Career opportunities include special programs for a gap year in Israel, offered by the Jewish Agency and other organisations; studying in a higher education institute in Israel, such as universities, yeshivot and seminaries; employment in Israel, particularly in tourism and international work, where bilingual skills are welcome and also in communal work in this country, where candidates with Ivrit skills are always in demand.

Many former students, who applied to universities in the U.K., were surprised to see how impressed their interviewers were, to find this “exotic” language on their C.V.

GCSE – Spanish Edexcel

Pupils study a range of engaging and relatable thematic contexts, which are relevant to students' current and future needs.

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

Students sit all their exams at the end of Year 11.

There is a Foundation Tier (grades 1 -5) and a Higher Tier (grades 4 -9). Students must take all papers at the same tier and in the same series.

Paper 1: Speaking (Non-examined assessment)	50 marks
• Prep time: 15 mins	25%
Foundation: 7-9 mins	Higher: 10-12 mins
<ul style="list-style-type: none">• Task 1: Read aloud and 2 short unprepared questions• Task 2: Role play in a transactional setting• Task 3: Picture description, 2 short unprepared questions and follow-on conversation	<ul style="list-style-type: none">• Describe only one colour picture from a choice of two• Student selects the thematic context in advance
1 minute in private assessment space for reading aloud preparation	
Paper 2: Listening and Understanding	50 marks
Foundation: 45 mins	Higher: 60 mins
25%	
<ul style="list-style-type: none">• 5 mins reading time included• Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.• Section B: Dictation	
Extracts played THREE times	
Paper 3: Reading and Understanding	50 marks
Foundation: 45 mins	Higher: 60 mins
25%	
<ul style="list-style-type: none">• Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.• Section B: Translation into English	
Paper 4: Writing	50 marks
Foundation: 1 hour 15 mins	Higher: 1 hour 20 mins
25%	
<ul style="list-style-type: none">• Picture task (Foundation tier only)• Two writing responses (both tiers, with a choice of two options for each question)• Translation into French (both tiers)	

GCSE – Geography (Edexcel)

GCSE Geography (Edexcel A)

The Geography department offers the following two-year GCSE course. Our syllabus is a thematic one, where we build on topics studied in Years 7-9 such as climate change, world population growth and international development.

The examinations for this subject are in Physical and Human Geography as well as Geographical Investigations.

Two fascinating years of study lead to a valued qualification that is astride the science-humanities boundary, giving a well-balanced GCSE course for both sets of students.

Summary of Subject Content:

Physical Geography: (37.5% of the total marks)

- The changing landscapes of the UK (coastal landscapes, river landscapes)
- Weather hazards and climate change
- Ecosystems, biodiversity and management

Human Geography: (37.5% of the total marks)

- Changing cities
- Global development
- Resource management and energy resources

Geographical Investigations: (25% of the total marks)

- Fieldwork investigation
- UK challenges



GCSE – History (Edexcel)

There are three components to this interesting and challenging course:

Paper	Title	%
Paper 1:	<u>Historic Environment:</u> Crime and punishment in Britain c1000 to the present with Whitechapel, c1870–1900: crime and policing.	30%
Paper 2:	<u>British Depth Study:</u> Anglo-Saxon and Norman England, c1060-1088.	20%
	<u>Period Study:</u> Superpower relations and the Cold War, 1941–1991	20%
Paper 3:	<u>Modern Depth Study:</u> Weimar and Nazi Germany, 1918–1939	30%

This specification helps to develop an awareness of the social, cultural, religious and ethnic diversity of the societies which are studied. The specification covers a wide scope of early, early modern and modern history providing an unfolding narrative of periods that have shaped the world we live in today.

Many aspects of this specification develop knowledge and understanding of citizenship. History GCSE develops skills of logic, interpretation, evaluation and argument.

Studying GCSE History is enjoyable in its own right but the skills acquired will benefit all those in higher education and especially those considering careers in law, teaching, the civil service, journalism and tourism.

For more information please speak with Mr Leventhall, Mrs Heaton, Mr Pitt or Mr Stott.

Department Webpage: www.kdhs.org.uk/history

GCSE – Music (Eduqas)

The course is ideal for any pupil with an interest in music, as it incorporates performing, composing and listening, with opportunities to use music technology for composition. The GCSE music syllabus gives students the opportunity to make music, both individually and in groups, to develop a life-long interest in and understanding of music, and to progress to further study at A level. It is expected that students will have a keen interest in music and already learn an instrument or sing. We take students with a wide range of musical experience so please speak to Mr Rushworth in the Music department if you are interested.

Students will study a wide range of musical styles including film music, pop music and classical music. Each area of study provides opportunities, not only for the study of repertoire but also the development of musical ideas through composing and performance activities.

During the course students will

- develop the ability to hear with increasing attention to detail
- develop the ability to articulate clearly what is heard
- develop the ability to justify opinions in musical terms

The assessment elements of the course are as follows:

Component 1: Performing (30%)

Students perform a mixture of solo and ensemble music with a minimum duration of 4 minutes. Although students do not need to have completed any graded examinations to study GCSE music, the expected standard of performance they will need to achieve by the end of Year 11 is equivalent to Grade 4.

Component 2: Composing (30%)

Students compose two pieces, one to a brief and one a free choice, combined duration minimum of 3 minutes. Students should have some previous knowledge of basic concepts of notation including scales, rhythm, meter and dynamics. Students are expected to work independently to develop their own musical ideas between lessons. Composition can be in any style and is most easily and frequently done using the music software, Ableton and Noteflight, in the Music department.

Component 3: Appraising (40%)

A written paper based on all areas of study with a range of question types including multiple choice, musical dictation, essays and free response to musical extracts.

It is expected that students receive individual tuition on their instrument or voice during their GCSE study. Students are also expected to take part in school performances and ensembles, contributing to the musical life of The King David High School.

GCSE - Physical Education (OCR)

GCSE PE is an excellent choice for anyone who wishes to further their understanding of and skill level in sport. In addition to providing a GCSE qualification this is a subject which many pupils will thoroughly enjoy.

Pupils choosing PE as an option will study it in addition to their normal core PE lesson at Key Stage 4. Assessment of their practical ability will constitute 30% of their final grade. The Analysis of Performance coursework is worth 10%. The final 60% will come from two theoretical exams. GCSE Physical Education will require commitment and determination from the pupils who select it, it is not an easy option.

Practical Coursework.

Pupils will be assessed based on three activity areas from individual sports e.g. Badminton and also team sports such as Football. For more information about the different activities and which section they are found in please see Mr Moors.

Written Paper

Students will learn about the range of factors that can affect a practical performance and that these factors can influence the quality of performance.

The topics covered include:

Linking physical activity with diet, work and rest for personal health and a balanced healthy lifestyle.

Making informed decisions about getting involved in a lifetime of healthy physical activities that meet their needs.

Cardiovascular & respiratory systems

Cultural and social factors.

Criteria:

Pupils must have genuine enthusiasm for and interest in the subject. The practical activities that we cover in lesson time are Football, Badminton, Swimming, Table Tennis, Netball and Fitness.

Pupils must attend at least one lunch time club to support their skill acquisition and development.

Pupils must achieve an Assessment Point 2+ or above at the end of Year 9 in Core Physical Education. This will demonstrate that they have the basic practical skills necessary for the extensive practical demands of the subject.

Potential career pathways followed by previous students include:

biomechanics, physiotherapy, dentistry, physiology, teaching, sports medicine, coaching, physical/occupational therapy, sports nutrition, management, journalism, sports law, personal trainer and sports psychologist.

For further information please see Mr Moors or Miss Barker.

GCSE Equivalent - Cambridge National in Creative iMedia **Level 2 (OCR)**

Summary information:

- Equivalent to one GCSE qualification
- Grades available – Distinction*/Distinction (7-9), Merit (5-6), Pass (4-5)

2 coursework units:

- R094: Visual identity and digital graphics
- R098: Visual imaging

Examination unit:

- R093: Creative iMedia in the media industry – 1 hr 30 minutes

Cambridge National in Creative iMedia will inspire and equip students with the confidence to use skills that are relevant to the digital media sector and the wider industry. It's a vocational qualification, equivalent in value to a GCSE and contains both practical and theoretical elements.

As part of the Cambridge National, you will cover:

- how media products get their meaning across, create impact and appeal to people
- how to create original digital graphics for specific audiences
- designing and creating original characters and comics
- how to plan and create animations with audio
- creating, testing and making playable digital games

Future opportunities

By developing applied knowledge and practical skills, this course will help give you the opportunity to progress on to A Levels, a Cambridge Technical in Creative Media as well as other vocational qualifications, an apprenticeship or university. Creative iMedia could be first step of a career as a Games Developer, Graphic Designer, and more. Pupils will mostly study real-life, work-based case studies and complete projects and assessments, which contribute to achieving each unit studied.

Building futures through practical skills

You'll develop a range of skills to help you succeed not only in the workplace but in other subjects too.

These skills include:

- Analytical skills
- Digital presentation skills
- Creative thinking
- Problem solving
- Research and planning

No matter what you progress onto – the skills you'll learn from a Cambridge National will prepare you for the future.

This qualification will help you to develop knowledge, and understanding relating to different sectors, products and job roles that form the media industry. You will learn how media codes and conventions are applied to create digital media products which engage audiences. You will also learn the purpose of, and reasons for legislation applicable to the media industry and what media producers must do to comply with this legislation. In addition, you will gain an understanding of the properties and formats of media files and conversions.

This qualification consists of two mandatory units and one optional unit; in order to complete each unit, pupils must achieve against a set of outcomes. The assessment criteria address theory with **practical** exercises. The bulk of the process is on-going, thereby allowing the pupil to analyse and improve their own performance. The projects that pupils undertake form the basis of their unit results which are graded as a Pass, Merit or Distinction.

R093: Creative iMedia in the media industry - exam

In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact, and engage audiences. Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

Unit R094: Visual identity and digital graphics - coursework

In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity
- Digital graphics

Unit R098: Visual imaging - coursework

This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review portfolios of visual imagery. Topics include:

- Plan visual imaging portfolios
- Create visual imaging portfolios
- Review visual imaging portfolios

We find that pupils generally like the freedom of expression that comes with a creative module and the current plans will be to meet this demand.

For further information please speak to Miss Thomas who will be pleased to help.

Year 10 GCSE Options Form

Student Name: _____

Current tutor Group: _____

Key Stage 4 Pathways

BLUE Pathway

YELLOW Pathway

Core Curriculum (All Students)

English – 2 GCSEs

Mathematics – 1 GCSE

Religious Studies – 1 GCSE

Science – 2 GCSEs

Student Option Preferences -please list your choices in order of preference.

Choice 1: _____

Choice 2: _____

Choice 3: _____

Reserve Choices

Reserve 1: _____

Reserve 2: _____

Student Signature: _____

Date:

Parent/Carer Signature: _____

Date: