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FOREWORD

GCSE options are amongst the first important academic decisions that you will make as you progress through your time at King's High and beyond to your future studies and careers. The options journey is an exciting time and an opportunity to reflect on and celebrate academic strengths and achievements. This booklet sets out all of the important information to guide and support you through this process to help you and your parents make well-informed decisions that will enable you to flourish.

At King's we have an enviable record of success at GCSE. In 2025, four in five GCSE entries achieved the top grades 9-7, with 58% of grades at 9-8. Behind these excellent outcomes are, of course, superb value-added results which demonstrate the incredible hard work of students and staff. We offer a broad and inclusive education in a supportive and nurturing environment which is focused on the individual needs of each student. Our aim is to offer an inspiring learning experience that fosters creative thinking, intellectual curiosity and supercurricular endeavour above and beyond the taught curriculum.

The Year 9 options process is an important part of the success that we enjoy at GCSE as it is vital that students receive excellent support, advice and guidance through this period. For some students, the decisions are easy and quick to make; for others, the choices pose questions and challenges that are not so easily resolved. Wherever you are on this scale, there is always someone at King's High to talk to. You can talk to your teachers, tutor, Head of Year, Head of Section and, of course, your parents at home. It is important that you are at the centre of this options process, making informed decisions for the right reasons.

Please read these pages in tandem with our 'How Many GCSEs?' booklet, which outlines an exciting initiative that now enters its third year of delivery at King's High. Whether you choose to study the traditional ten GCSEs, or to include one or more of our 'Future Ready' courses in your portfolio of courses, our aim is that all pupils are inspired by their learning during their Key Stage 4 years.

During the GCSE years, it is important to balance academic rigour with a fully rounded experience that enables you to make the most of our extensive co-curricular programme. By doing this, you will be able to continue to develop important life skills that will be invaluable outside of the classroom.

I wish you all every success as you embark upon this next stage of your time at King's High.

Dr Seal

Senior Deputy Head (Academic)

THE OPTIONS PROCESS

At King's High there is a structured programme to support you in making your GCSE choices. The GCSE options process gives you the opportunity to reflect on and think about your future plans, your academic strengths and the subjects that you enjoy most.

The beginning of the Spring Term is the window in which there is a range of assemblies and talks to help you and your parents make the final decision. In early January there is a special assembly for Year 9 students to introduce you to the formal options process. You will be given the GCSE Choices Form, which will need to be returned to your Form Tutor on Monday 26 January.

In addition, we run a GCSE Options Talk for parents on Wednesday 14 January followed by Year 9 Parents' Evening on Thursday 22 January. These are important opportunities to ask questions and to find out more about subject options.

This is the schedule of key dates and events for students and parents in the Spring Term:

Week commencing Monday 5 January

Year 9 Assembly about GCSE subject choices. Students given GCSE Options Booklet and Form

Week commencing Monday 5 January

Subject staff talk to students in lessons about the course on offer

Wednesday 14 January

GCSE Options Talk for parents and students (7pm)

Thursday 22 January

Year 9 Parents' Evening (5-8pm)

Monday 26 January

Deadline for the completion of the online GCSE Options Form

HOW THE OPTIONS WORK

The GCSE Course consists of two parts:

- Core subjects.** For many of our pupils this includes English Language, English Literature, Mathematics and the three sciences, although there is flexibility with this.
- Optional Subjects.** Pupils choose additional subjects, often taking their total number of subjects to ten. As part of this, pupils can choose to study one or two of our unique Future Ready Courses. You can learn more about these in our 'How Many GCSEs?' brochure.

Whilst our primary aim is to ensure that your daughter selects the subjects that will enable her to succeed, we generally recommend at least one selection from each block in order to provide breadth in the curriculum. However, we will always do everything we can to accommodate the particular interests and strengths of our students so there is flexibility within this framework. Occasionally, students study two science subjects or may not, for a range of reasons, take a subject from each block.

Core Subjects	Option 1 – Languages	Option 2 – Humanities	Option 3 – Creative and Technical
English Literature English Language Mathematics Biology Chemistry Physics or Science (Double Award)	French German Spanish Latin	Geography History Religious Studies	Art Computer Science Drama Design & Technology Food Preparation and Nutrition Music Physical Education

Future Ready Courses*

King's High Global Changemaker Programme
King's High Innovation and Entrepreneurship Programme
King's High Science for Change Programme

*You can read more about these courses in our 'How Many GCSEs?' brochure

FREQUENTLY ASKED QUESTIONS

Do I have to take all of the core subjects?

All pupils are required to study English Language and Mathematics, and the majority of our pupils take the six core subjects listed in the table on Page 3. The majority of pupils take three separate sciences; however, for some students, we are able to offer Double Award Science, which has a smaller amount of content and so can be taught at a slightly slower pace, along with some additional mathematics support. Alternatively, in some circumstances, it may be helpful for some students to study two of the three sciences only. In both of these cases, options should be discussed with the Head of Year or Dr Seal.

Is a modern language compulsory?

We often recommend that students choose to study a modern foreign language, and some students choose to study two languages. However, we will always be keen to discuss this and to explore options with you if you would like to take a different approach to your options.

Is it possible not to choose a subject from one of the option blocks?

We normally recommend one choice from each option block to ensure a breadth across the curriculum areas. However, there are always a number of students each year who prefer to opt for an additional subject in one of the option blocks, rather than selecting at least one subject from each block. Again, we are keen to accommodate student preferences wherever it is feasible.

Can I change my mind about my option choices later?

Yes, and it is not uncommon for students to change their minds about option choices. However, it is important to note that when you submit your Options Form on 26 January, we take these choices and build the options blocks around them to decide which subjects will be taught at the same time. If you subsequently decide to change your mind about your subjects then you may find that either the combination of subjects you wish to study is not possible, or that one or more of your subject choices is already full.

What are the 'Future Ready' courses?

King's High is unique in offering pupils the option of studying either one or both of our 'Future Ready' courses. For full details of what these courses offer, please read our 'How Many GCSEs?' brochure.

Will I definitely get to study the subjects that I choose?

In the vast majority of cases, the answer is 'yes'. Occasionally, however, a particular combination of subjects may not be possible, in which case Dr Seal or Mrs Topping will get in touch with you and your parents. We will, of course, always do everything we possibly can to provide your first choices.

What GCSE grades will I be awarded at the end of Year 11?

All GCSEs and IGCSEs for students in Year 9 will be graded on the numerical scale of 9-1. Grades 9-7 are the equivalent of current A*- A grades and Grade 4 and above is the equivalent of the old C or 'pass' grade. Our Future Ready courses are also graded on a 9-1 scale.

Who should I speak to if I need some advice?

Most students should first talk to their tutor and the Head of Department or subject teacher to find out more information about a particular subject. In addition, the following key members of staff are on hand to offer advice and assistance:

Mrs Topping

Head of Key Stage 3

c.topping@warwickschools.co.uk

Ms Birbeck

Head of Key Stage 4

u.birbeck@warwickschools.co.uk

Miss Gilbert

Head of Futures

c.gilbert@warwickschools.co.uk

Dr Seal

Senior Deputy Head (Academic)

p.seal@warwickschools.co.uk

Mr Madden

Head of Year 9

p.madden@warwickschools.co.uk

Mr Bryce

Head of Year 10

d.bryce@warwickschools.co.uk



THE GCSE EXPERIENCE



At King's, we are passionate about a positive, enriching and exciting educational experience for our students. GCSEs are an integral part of this: they are an opportunity for girls to pursue academic interests and explore intellectual curiosities. We want our students to thoroughly enjoy this important stage of their school career and to make the most of the outstanding academic and co-curricular opportunities on offer as they look ahead to life in our Sixth Form.

Teaching and learning at King's High is innovative and forward thinking, centred around our vital learning values: creative and critical thinking, curiosity and independence of thought, and cross-curricular learning. Our Innovation Team ensures that teachers are updated on the latest research and developments in pedagogy and that digital learning is fully integrated in the curriculum. In addition to the remarkable range of activities on offer, the following are an important feature of the GCSE years:

- **Inspire:** This is our exciting programme for academic enrichment. It incorporates our student-led academic societies, our RSC Shadowing Scheme, a termly lecture, Inspire Dinners, and a huge range of other opportunities including debating, trips to Oxford and Cambridge, and our new Inspire Higher Education Seminar Series and Programme.
- **Boost:** This is our fantastic programme for student support. It is designed to offer the positive support and encouragement, alongside specific learning strategies and additional provision, to ensure that every girl at King's High can thrive and achieve her full potential.
- **Health and Fitness:** This is an integral part of life at King's and the emphasis is very much on enjoyment, participation and choice. New activities from Zumba to Tag Rugby are introduced during the course of the two years and all girls are encouraged to have a go.
- **Friday Afternoon Activity Programme:** Every Friday afternoon, students take part in Friday Activities, choosing from a remarkably diverse range of options, many collaborative with Warwick School, from CCF and Orienteering to Chess and Improvised Drama.



FUTURE READY COURSES



Alongside the richness of GCSE content and the structure provided by examinations, pupils often benefit from having more space for creativity and exploration during Years 10 and 11.

We have therefore decided to offer GCSE pupils the option of completing one or two Future Ready Courses, which have been designed by King's High staff. The courses provide cutting edge content alongside innovative methods of assessment. The topics on offer in these courses will help King's High pupils to stand out from the crowd and to gain knowledge in subjects that will equip them for a bright future. By offering pupils the chance to engage in a range of creative tasks, the courses will foster curiosity and creativity during years that can otherwise be dominated by examinations. You can find out more here – kingshighwarwick.co.uk/curriculum

King's High Changemaker Programme

Topic	Assessment
Social Justice	TED Talks
Global Citizenship	Film-Making
Climate Change	Poster Event
Law and the Legal System	Courtroom Scenario

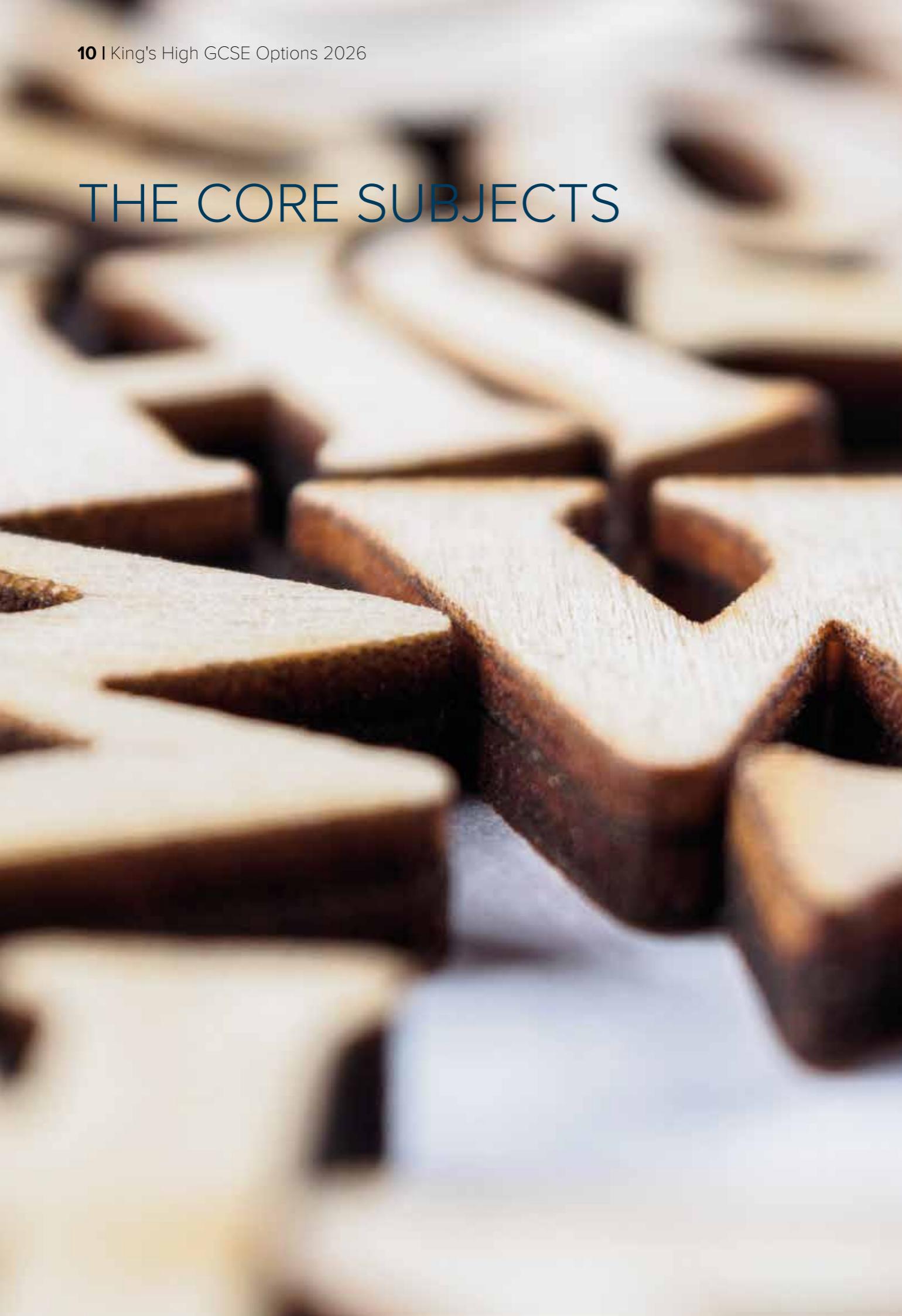
King's High Innovation and Entrepreneurship Programme

Topic	Assessment
AI Futures	Applied Project
Data Analysis	Presentations
Neuroscience	Viva Voce
Entrepreneurship	Running a Venture

King's High Science for Change Programme

Topic	Assessment
Experimental Science	Practical Competencies
Conservation	Presentations
Sustainable Synthesis	Poster Design
Medical Physics	Presenting a Venture

As a community of forward-looking educators, we seek to be part of the national conversation about how to combine outstandingly rich, relevant content with the most meaningful and rewarding forms of assessment.



THE CORE SUBJECTS

ENGLISH LANGUAGE ENGLISH LITERATURE

Edexcel IGCSE English Language A (4EA1)

Edexcel IGCSE English Literature (4ET1)

What will I study?

You will be studying for two separate IGCSE qualifications, therefore lesson time will be split accordingly between work for English Language and work for English Literature.

For Language you will explore different kinds of non-fiction and literary non-fiction writing. You will also work on your writing skills as part of your Language IGCSE preparation, for example you might be required to write newspaper articles, speeches, letters, and so on, much as you will have done during the past three years. You will also complete oral work on how to present and deliver information to suit specific audiences and purposes. For Literature you will read a range of classic and modern novels, short stories, plays and poetry, and you will write analytical essays based upon your study of these.

What skills will I develop?

Both IGCSE courses aim to develop everyone's creative, critical and analytical skills in reading, understanding, writing and speaking English.

How will I be assessed?

Both IGCSE courses offer a 100% examination route through the qualification or a combination of 60% examination and 40% coursework.

English Language A:

This IGCSE consists of:

- Non-Fictional Texts and Transactional Writing (2 hours 15 minute examination)
- Poetry and Prose Texts and Imaginative Writing (1 hour 30 minute examination OR coursework folder)

The Edexcel English Language A IGCSE also offers a spoken language assessment that does not count towards the final qualification but is assessed separately and graded as pass, merit or distinction.

English Literature:

This IGCSE consists of:

- Poetry and Modern Prose (2 hour examination)
- Modern Drama and Literary Heritage Texts (2 hour examination OR coursework folder)

How can I get further information?

Speak with your English teacher or **Ms Bradbury**, Head of English.

MATHEMATICS

Edexcel IGCSE Mathematics A (4MA1)

What will I study?

You will have already started the Higher Level IGCSE Curriculum in Year 9. The mathematics course in Year 10 and Year 11 is a continuation of the curriculum for mathematics work followed in the Lower School.

The main text books used as a basis are Edexcel International GCSE (9–1) Mathematics A Student Books 1 and 2 and, as well as containing all the new material you need to learn, they also revise all of the earlier work. We will also provide free access to an ActiveBook, a digital version of the Student Book, which can be accessed online, anytime, anywhere supporting learning beyond the classroom.

You will take two examination papers at the end of the course. Each paper is worth 50% of the total marks. You will be allowed to use a calculator for both of these papers.

What skills will I develop?

- An ability to think mathematically - precisely, logically and creatively.
- An ability to understand and communicate mathematical ideas.
- An ability to use mathematics across the curriculum.
- An appreciation of the ways that mathematics is used.
- The ability to work both independently and co-operatively.
- An understanding of the inter-dependence of different branches of mathematics.
- An appreciation of the place and importance of mathematics in society.
- A firm foundation for further study.

Level 2 Further Mathematics

The top set will also be prepared for the AQA Level 2 qualification in Further Mathematics. This is an additional Level 2 qualification that brings together some of the more advanced topics from International GCSE with some new work from the beginning of A Level Mathematics. In order to be entered into the examination, pupils should achieve at least grade 8 in the January mock examinations of Year 11. Entry is also optional – some pupils in the top set may prefer to focus on maximising their GCSE grade.

How can I get further information?

Speak with **Mr Wild** or your Mathematics teacher.

$$\sqrt{\frac{\sum_{t=2}^n (y_t - \bar{y}_1)^2}{\sum_{t=1}^n e_i^2} \cdot \sum_{t=2}^n (y_{t-1} - \bar{y}_2)^2}$$

$$\bar{y}_1 = \frac{\sum_{t=2}^n y_t}{n-1}; \quad \bar{y}_2 = \frac{\sum_{t=2}^n y_{t-1}}{n-1};$$

$$\sum_{i=1}^N \nabla x_f \cdot \nabla y_f$$

$$\sum_{i=1}^N \nabla^2 x_f \cdot \sum_{i=1}^N \nabla^2 y_f$$

$$\varepsilon_{ex} = \frac{dQ_{ex}}{de} \cdot \frac{e}{Q_{ex}}; \quad \varepsilon_{im} = \frac{dQ_{im}}{de} \cdot \frac{e}{Q_{im}} \cdot \sqrt{\frac{g-3}{8/5}}$$

$$NE(e) = Q_{ex}(e) - eQ_{im}(e),$$

$$\frac{8}{105} (x + \sqrt{y})^{5/2}$$

$$\frac{\sum p_0 q_1}{\sum q_1} + \frac{\sum p_0 q_0}{\sum q_0} \quad \Delta NE = \frac{dQ_{ex}}{de} \Delta e - e \frac{dQ_{im}}{de} \Delta e - eQ_{im} \cdot \cdot \cdot (4)$$

$$B(a, b) = \int_0^1 (1-x)^{b-1} x^a dx = \quad \beta_{yx} = r \frac{1}{56} \left(7 + \sqrt{7} (-5 +$$

$$\frac{x^2(1-x)^{b-1}}{a} \Big|_0^1 + \frac{b-1}{a} \int_0^1 x^a (1-x)^{b-2} dx = f(x) = \frac{a_0}{2} + \sum_{n=1}^{\infty} (a_n$$

$$= \frac{b-1}{a} \int_0^1 x^{a-1} (1-x)^{b-2} dx - \frac{b-1}{a} \int_0^1 x^{a-1} (1-x)^{b-1} dx =$$

$$= \frac{b-1}{a} B(a, b-1) - \frac{b-1}{a} B(a, b), \quad r(\nabla x_f, \nabla y_f) =$$

$$B(a, b) = \frac{b-1}{a+b-1} B(a, b-1) \cdot r(\nabla x_f, \nabla y_f) = r yx * \frac{\sum y}{\sum x}$$

SCIENCE

Edexcel IGCSE Biology (4BI1)

Edexcel IGCSE Chemistry (4CH1)

Edexcel IGCSE Physics (4PH1)

What will I study?

During Year 9 and KS4 you will be covering the syllabus material allowing you to sit examinations in each of the three science subjects leading to 3 IGCSE qualifications. You will follow the Edexcel Science IGCSE course in Biology, Chemistry and Physics. They are designed to be interesting, challenging and inspiring modern specifications and will prepare you in an excellent manner if you wish to study one or more of the sciences post-16. At the end of Year 11 you will sit two separate papers for each subject (a two hour paper and a one hour and fifteen minute paper). During your study of the three GCSE science subjects you will cover the following areas:

Biology

- The nature and variety of living organisms
- Structures and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources

Chemistry

- Principles of Chemistry
- Inorganic Chemistry
- Organic Chemistry
- Physical Chemistry

Physics

- Forces and motion
- Electricity
- Waves
- Energy resources and energy transfers
- Solids, liquids and gases
- Magnetism and electromagnetism
- Radioactivity and particles
- Astrophysics

What skills will I develop?

By studying this course you will:

- Gain a body of scientific knowledge and an understanding of scientific concepts, principles, themes and patterns
- Learn how to explain phenomena and solve problems by selecting, organising and presenting information clearly and logically, using appropriate scientific terms and conventions
- Appreciate the significance of science in wider personal, social, environmental, economic and technological contexts, and consider ethical issues
- Question and engage in debate on scientific issues developing an awareness of scientific evidence used in decision-making
- Sustain and develop an enjoyment of, and interest in, the scientific world
- Appreciate the practical nature of science, developing your experimental skills by developing hypotheses, designing experiments to test them and making measurements by selecting and using instruments effectively
- Learn to process both numerical and qualitative information appropriately
- Apply and develop your use of ICT skills.

What is the controlled assessment?

There is no controlled assessment although you will be assessed on an understanding of practical design and analysis and evaluation of results in the written papers.

How can I get further information?

Your current science teachers will be more than willing to talk to you about the syllabuses or speak to **Mrs Sims** about the Sciences in general. The specifications can be found on the Edexcel website: edexcel.com

SCIENCE (DOUBLE AWARD)

Edexcel IGCSE Science (Double Award) (9-1) (4SD0)

What skills will I develop?

By studying this course you will:

- Gain a body of scientific knowledge and an understanding of scientific concepts, principles, themes and patterns
- Learn how to explain phenomena and solve problems by selecting, organising and presenting information clearly and logically, using appropriate scientific terms and conventions
- Appreciate the significance of science in wider personal, social, environmental, economic and technological contexts, and consider ethical issues
- Question and engage in debate on scientific issues developing an awareness of scientific evidence used in decision-making
- Sustain and develop an enjoyment of, and interest in, the scientific world
- Appreciate the practical nature of science, developing your experimental skills by developing hypotheses, designing experiments to test them and making measurements by selecting and using instruments effectively
- Learn to process both numerical and qualitative information appropriately
- Apply and develop your use of ICT skills

What is the controlled assessment?

There is no controlled assessment. Practical skills and experimental design are assessed via the written examinations.

How can I get further information?

Your current teachers will be able to explain the difference in content between separate sciences and the double award. If you wish to discuss whether this is the right option for you, please contact **Mr Madden** or **Mrs Sims** (Head of Science). The specification can be found here: qualifications.pearson.com

LANGUAGES



FRENCH, GERMAN AND SPANISH

Edexcel iGCSE (French 4FR1, German 4GN1, Spanish 4SP1)

Why Study Languages at King's High?

At King's High, we offer a rich and engaging language program that goes beyond traditional classroom learning. Our goal is to enable students to enter an increasingly globalised workplace with the communication skills and cultural awareness to succeed.

What will I study in Languages iGCSE?

You will study five main topic areas.

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health

You will learn vocabulary and grammar needed to express yourself in your chosen language and you will have regular conversation practice with the language assistants.

What skills will I develop?

You will become a skilled communicator capable of thriving in multicultural environments whatever your chosen field of work. You will develop proficiency in all four essential language skills: Listening, Reading, Writing, and Speaking, honing your ability to convey ideas, express emotions, and engage with diverse perspectives. These skills foster connection, collaboration, and mutual respect, essential qualities for success in today's interconnected world.

How will I be assessed?

There is no coursework; you will sit three papers at the end of Year 11.

Paper 1: Listening

Paper 2: Reading and writing (no translation)

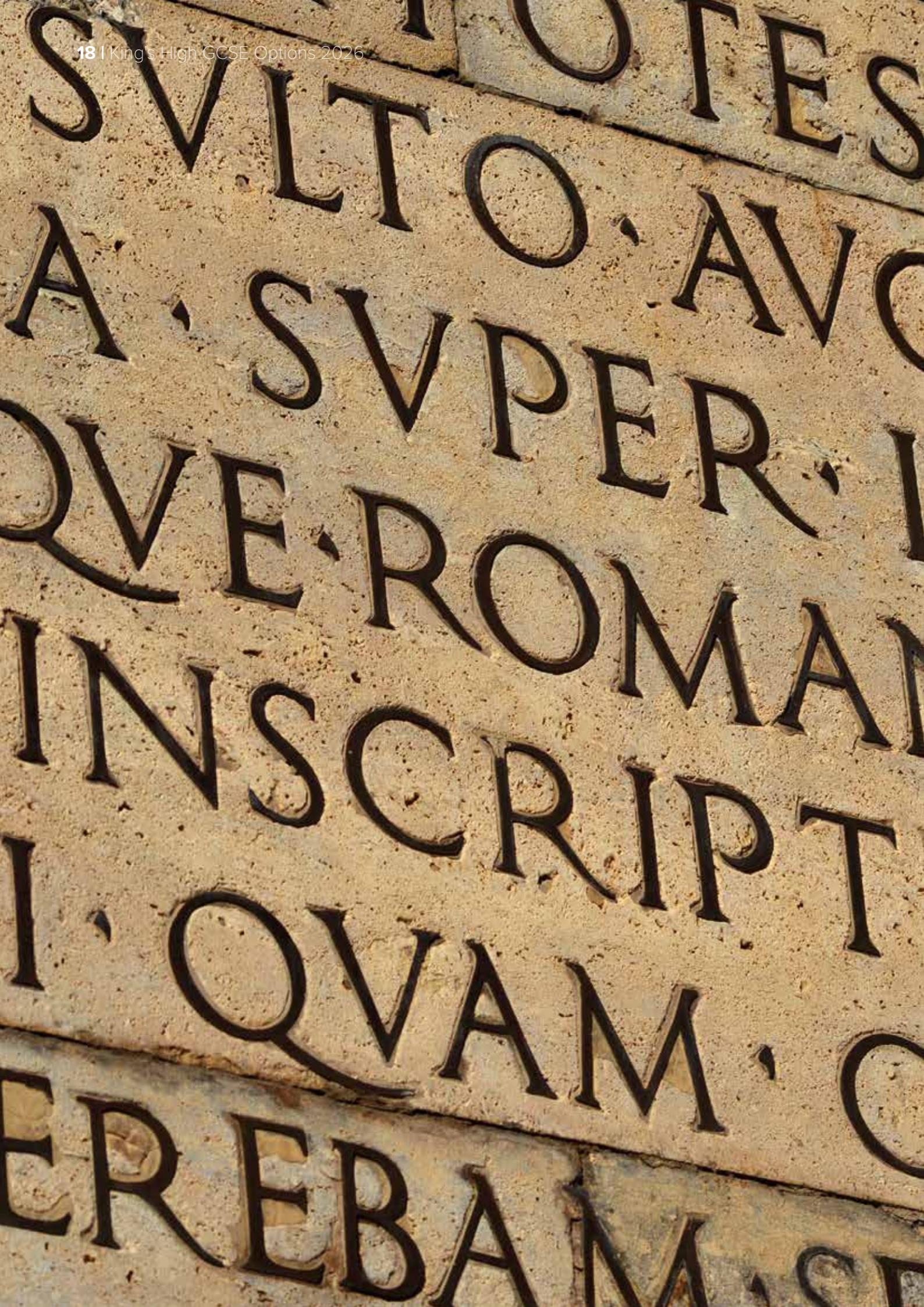
Paper 3: Speaking

Are there any special requirements for doing this course?

As a rule, you should have been studying your chosen language in year 9. Please come to discuss with the relevant Head of Language if you are a native speaker.

How can I get further information?

Please speak to your MFL teacher or **Mrs Ellis**, Head of French and German or **Mrs Montiel**, Head of Spanish.



LATIN

WJEC C990

Why choose Latin for GCSE?

If you are enjoying Latin now, then having the opportunity to study in more depth, the language and literature and ancient culture and society should guarantee that GCSE study will be a most fulfilling and exciting course for you.

What will I study?

At GCSE you study Latin literature, language and an aspect of Roman culture. The addition of literature to your study of Latin opens up opportunities for you to develop keen literary skills as well as giving you the chance to read Classical literature in both prose and poetry forms. You will gain a deep understanding of the text and a finer appreciation of the author's inspiration for choosing the genre and content of his work. You will be able to put the work into a clearer context as you will find out about the society, morals and values of the author's world. For the language component there is a set vocabulary list which you learn from to ensure that you have a sound grasp of the meanings of words. Tasks will include translations and comprehension exercises.

What skills will I develop?

The study of the language will give you practice in accuracy, attention to detail and problem solving. Sentence analysis and the art of translation will increase your sensitivity to language and improve your ability to write good English. The vocabulary will help you to spell, understand and use correctly the many English, French and Spanish words which come from Latin and the numerous technical terms used in other subjects, especially science and mathematics. Latin will enable you to learn Italian quickly and help you to understand the grammatical structure of German and Russian or any other language you may wish to learn later in life. Latin helps to develop your analytical skills, a quality which most employers value very highly.

The study of Classical literature in its original form will give you a deeper insight into the world of the Romans such as their attitudes and values. The Romans, as well as the Greeks, made tremendous contributions to the world of art, literature, architecture, drama, technology, historical and political thought. You will observe the differences and similarities between our culture and that of the Romans. This leads to a greater understanding of human nature, tolerance of other nations' cultures and appreciation of human aspirations and achievements.

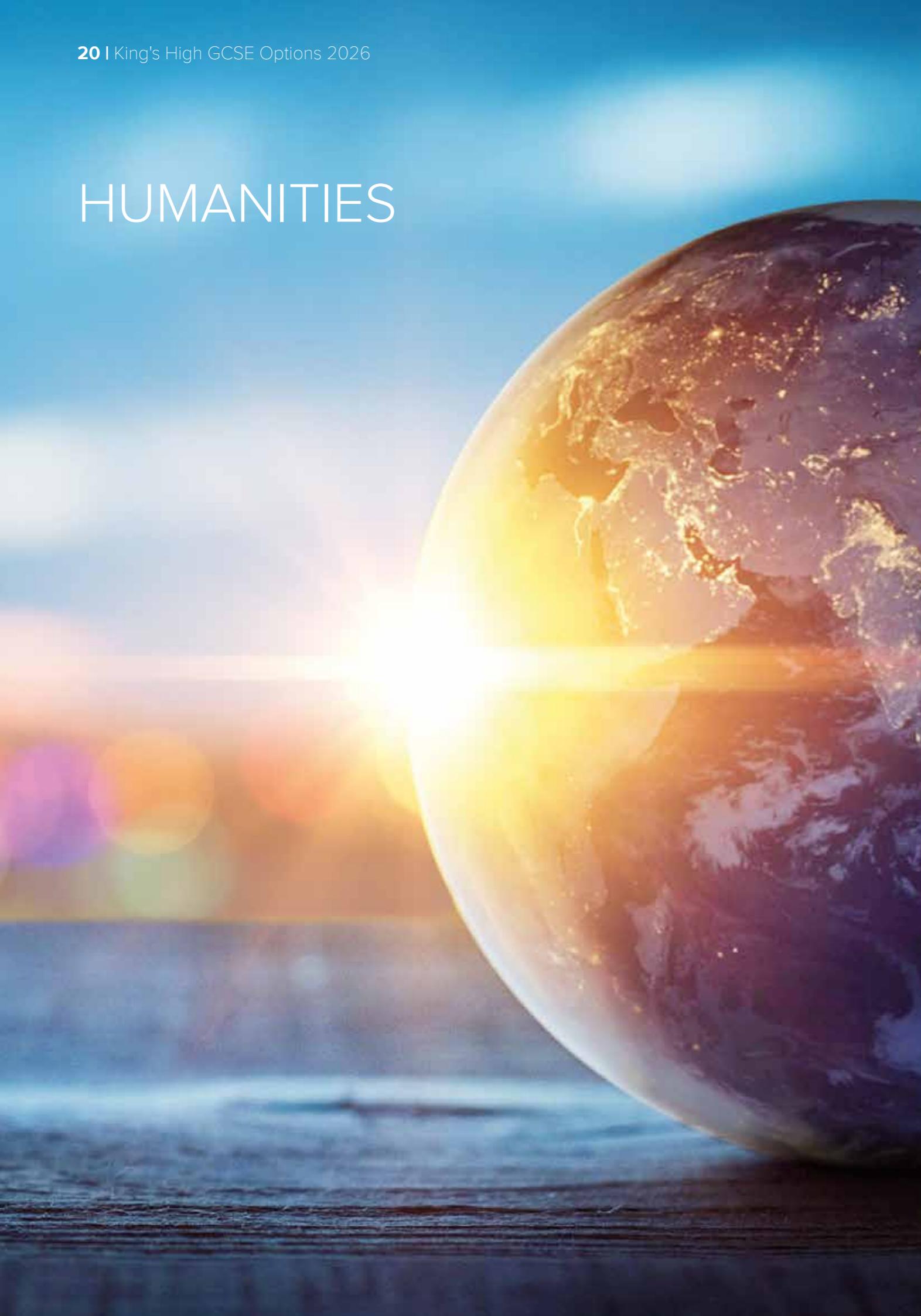
If I don't take this subject at GCSE can I take it up again later?

Latin GCSE is required to start Latin at A Level but it is possible to start the subject from scratch at some universities.

How can I get further information?

Please see **Mrs Coplestone-Crow** for more information on the GCSE Latin course.

HUMANITIES



GEOGRAPHY

Pearson Edexcel IGCSE

What will I study?

There has never been a more important time to understand the nature of our environment. Geographers are trained to understand issues such as migration, world health, natural hazards, inequality and globalisation, all of which feature regularly in the news. GCSE Geography aims to give you a clear overview of the world in the 21st century. It strives to develop a sense of 'awe and wonder' so that young people like you can fully appreciate and learn from our world.

Unit 1: Physical Geography

The emphasis here is on the dynamic nature of the world we inhabit and our interactions with it. Within the sections on natural hazards, costal landscapes and physical fieldwork we will study the challenges presented by volcanoes, tropical storms, coastal erosion and the dynamic shifts in our natural world. We conduct a fieldtrip to the coast in order to practice core skills and investigate the UK changing landscape. We generally support aspects of the physical geography paper with an optional visit abroad and in the past have visited Italy, Iceland, the USA, Morocco and Japan. The unit is examined in a one hour and ten minute examination, worth 40% of the full GCSE, which is taken in June of Year 11.

Unit 2: Human Geography

In this unit we study contrasts in countries' economies and how we can close the development gap that exists between the richest and poorest nations. We consider the best way to manage resources such as food and energy to ensure people's basic needs are met in the future. Most people now live in towns and cities and it is important to evaluate solutions put forward to address the problems of squatter settlements, traffic congestion, poor housing and old city centers. This paper also includes assessing how humans change our most fragile environments including Deserts and Rainforests. Fieldwork also forms part of the urban topic, which is likely to be supported by a field trip to Birmingham. The unit is examined in a one hour and forty five minute

examination, worth 60% of the full GCSE, which is taken in June of Year 11.

What skills will I develop?

- A range of geographical skills which relate to the topics studied: map skills, atlas skills, satellite photo analysis, ICT skills, graphs, diagrams, etc.
- The development of enquiry skills through fieldwork
- A sensitive awareness of the environment, a consideration of sustainability, and an understanding of how humans are changing the world
- An appreciation of world cultures
- General skills (teamwork, decision-making etc.) which are highly regarded by employers

How can I get further information?

Speak with your Geography teacher or **Dr Kirby**, Head of Geography.

HISTORY

Edexcel IGCSE History (4HI1)

What do I study in IGCSE History?

The new IGCSE offers a fantastically broad range of history. We have selected units which complement and add greater depth to those you have studied in Year 9. Also, if you aspire to work in the fields of science or health, the module on medical advances is very relevant to your future. All modules are examined at the end of Year 11.

Paper 1: Depth Studies: 50% of iGCSE

A world divided: superpower relations, 1943–72

Superpower Relations incorporates the long-term rivalry between the Soviet Union and the West and the ideological differences between Communism and Capitalism. It then goes on to examine Soviet expansion in Eastern Europe, Churchill and the 'iron curtain speech', the Truman Doctrine and the Marshall Plan. Disagreements over Germany including Bizonia. We look at the causes, events and results of the Berlin Crisis (1948–49), including the setting up of NATO and the creation of two Germanys: the Federal Republic (FRG) and the Democratic Republic (GDR). Finally the module examines The U2 incident (1960) and its effects on the Paris Summit Conference. Reasons for the construction of the Berlin Wall in 1961, including the refugee problem. The effects of the Berlin Wall on relations between East and West Germany and between the Superpowers.

A Divided Union:

Civil Rights in the USA, 1945–74

This element examines segregation and discrimination. The influence of the Supreme Court and Congress. The importance of Brown versus Topeka (1954), death of Emmett Till (1955) and the key events and significance of the Montgomery Bus Boycott (1955–56) and Little Rock (1957). The significance of the Civil Rights Act, 1957. Revival of the Ku Klux Klan (KKK).

Also it considers the impact of civil rights protests, 1960–74 Freedom riders, Anniston fire bombing, sit-ins and voting rights and the Meredith Case. The methods and activities of Martin Luther King. The Birmingham and Washington Peace Marches and the 'Dream' speech. The failure of the Mississippi Freedom Summer. The impact of protest on civil rights legislation of the 1960s. Selma and voting rights. The Nation of Islam and the work of Malcolm X. Reasons for the growth of Black Power and the Black Panther movement and the roles of Bobby Seale and Huey Newton.

Paper 2: Investigation and Breadth Studies:

50% of IGCSE

Russia and the Soviet Union, 1905–24

Tsarist rule in Russia in 1905 and the reasons for discontent. The 1905 Revolution, including the October Manifesto and reasons why Nicholas survived. Economic, social and political effects of the First World War on Russia. Influence of Rasputin. Immediate causes of the February Revolution, especially events in Petrograd. The army mutiny. Abdication of Tsar. Setting up of Provisional Government. Finally, Bolshevik consolidation of power, including the significance of the 1917 Decrees, the closure of the Constituent Assembly and the Treaty of Brest-Litovsk. The two sides in the Civil War. Key events and reasons for Bolshevik victory.

Changes in Medicine, 1848–1948

The following themes run through this study:

- Changes in medical treatment and in understanding the cause of illness
- Improvements in public health provision
- Changes in surgery
- The changing role of women in medicine
- The impact of war and science and technology on medicine
- The introduction of the NHS

What skills will I develop throughout the course?

History is a subject which helps you to develop many skills in learning, understanding and using information to reach balanced judgments.

You will be encouraged to think for yourself and become mature in your judgements. These are qualities which are invaluable and which can also be applied to many different areas of study.

Particular skills you will develop and can transfer to other subjects and areas of work include:

- a) Understanding concepts such as cause and consequence, change and continuity. Examining how things have changed or continued over time and why this might be.
- b) The ability to make judgements about information and to analyse and select relevant information to support your points.
- c) The ability to write clearly, in both notes and essays.
- d) Familiarity with primary and secondary sources, knowledge of how information can be obtained from them and be evaluated for its reliability and usefulness.
- e) Understanding how historians and others judge the past and have reached different opinions and conclusions about it.

Are there any restrictions on choosing this option?

No. A love of History, a positive attitude and a dedication to your work is all we ask for! You need to be aware that there is lots of writing and reading involved but your teachers will give you advice and support on the best ways to manage this. If you enjoy the subject and are prepared to work hard, you will thrive on this course!

If I don't take this subject at IGCSE, can I take it up again later?

It is possible to study A Level without iGCSE History. However, with IGCSE, you will learn how to evaluate sources, how to question arguments as well as structure balanced answers. All of these skills will be vital at A Level.

What other subjects go well with history?

IGCSE History goes well with Drama, Latin, Religious Studies and Geography.

How can I get further information?

Speak with **Dr Gannon**, Head of History and Politics, or your History teacher.

RELIGIOUS STUDIES

AQA GCSE Religious Studies A (8062)

What will I study?

The Religious Studies GCSE enables students to grapple with some of the biggest and most exciting philosophical, theological and ethical questions of our time. Students will engage with a range of topical ethical questions including: is abortion morally permissible? Is it right to end a life through euthanasia? What is the best way to punish criminals? Are people born evil? How do we overcome social injustices? Would an all-loving God send anyone to hell? Is our attachment to material goods the root of all human suffering? Where did the universe come from?

Students will have the opportunity to discuss these questions and many more as well as apply the perspectives of the two main world religious we study: Christianity and Buddhism.

The skills of critical reasoning, creative thinking, problem-solving and empathy that students will build throughout this course are invaluable to their future lives and careers.

Paper 1: World Religions (50% of GCSE)

Students will engage in a fascinating study of two world religions: Christianity and Buddhism. Here they will learn about the beliefs and practices of both religions.

In Christianity they will consider questions such as: "Should Christians focus on infant baptism of believers" baptism?"; "Would a loving God condemn anyone to hell?"; "If God were all-loving, why do people suffer?"; "Is it sufficient for a Christian to pray at home?".

In Buddhism, they will consider questions such as: "Is our attachment to material goods the root of all human suffering?"; "If we stopped craving for things, would all suffering end?"; "Is the most important goal in life enlightenment?"; "How can following Buddhist ethics benefit communities?".

Paper 2: Thematic Studies (50% of GCSE)

Students will engage with a range of fascinating questions relating to topical ethical issues. They will have the opportunity to engage with their own opinions, consider the perspectives of their peers as well as applying the beliefs of the main world religions we study. We study the following themes:

- Religion and Life (issues relating to the value and status of human and animal life, including euthanasia, abortion, animal rights and the environment).
- Religion, Human Rights and Social Justice (issues relating to human rights abuses, prejudice and discrimination including racism, sexism, homophobia and wealth injustices).
- Religion, Crime and Punishment (including the morality of the death penalty, the aims of punishment and whether people are born evil).
- Religion, relationships and families (including the nature and purpose of families, marriage and sex, divorce and gender equality).

What skills will I develop?

- The ability to think critically, analyse rational arguments and express reasoned opinions.
- The ability to engage with differing perspectives of the world and disagree respectfully and constructively.
- Understanding and tolerance of religious beliefs and practices.
- Collaborative and creative thinking in the development of ideas and discussions.
- The ability to articulate yourself confidently in the discussion of challenging concepts.

Are there any special requirements for doing this course?

No. Anyone who has an open mind, who is interested and prepared to think about life and religion and develop their own ideas on such issues, is welcome to study GCSE Religious Studies.

How can I get further information?

Speak with **Mrs Grafton**, Head of Philosophy and Theology.



ART & DESIGN – FINE ART

Pearson/Edexcel Fine Art 1FA0

What will I study?

You would be set two main projects during the course, each making different demands on your ability, skills, intellect and imagination. We expect you to respond to directed themes experiencing a multitude of disciplines and build confidence in working imaginatively and independently.

What skills will I develop?

You are required to work in one or more area(s) of Fine Art, such as those listed below. You may explore overlapping areas and combinations of areas:

- Painting and drawing
- Mixed media, including collage and assemblage
- Sculpture
- Land art
- Installation
- Printmaking: relief, intaglio, screen processes and lithography
- Lens-based and/or light-based media and new media: film, television, animation, video and photography. Important technical skills are introduced focusing on different areas in order to give students the broadest possible experience.

What is the non-examined assessment (NEA)?

NEA carries 60% of the marks and the externally set assignment is worth 40%. NEA consists of the various pieces of short responses and lengthier practical work produced during the two years and there is much to be gained from working consistently. Working in the sketchbook or work journal is essential; it is in this book that you will display your contextual research into artists and personal ideas. This forms essential assessment material and preparatory work for bigger outcomes. Individual pieces of work ultimately come together to form a portfolio developed from one extended project. A lot of the work is directed by the teacher with more independently led projects occurring in periods of examination preparation.

The externally set paper offers a great deal of choice and arrives in time for you to do some preparation in advance of the examination. You will have ten hours during which you work unaided on your ideas. The course culminates in the setting up of a small exhibition of each candidate's work for the benefit of the external moderator. Your work will be internally standardised (marks will be awarded for both component one and component two) and externally moderated by a visitor from the Awarding Body (Edexcel).

Are there any special requirements for doing this course?

We do expect you to be able to draw adequately. Commitment to classwork and homework is essential in meeting the assessment criteria. Art project work requires a large input of personal research and initiative.

How can I get further information?

Work is often displayed in the Art Rooms and around school. **Ms Jordan, Mrs Quinn** and **Mr Reeves** will be happy to talk about what is involved at any time and also show exemplar sketchbooks so please come along to Art and ask.

COMPUTER SCIENCE 0984

Cambridge IGCSE (9-1)

Paper 1: Computer Systems

This examination paper consists of multiple-choice questions, short response answers and extended structured questions. (75 marks - 50% total GCSE)

Paper 2: Algorithms, programming and logic

This examination paper consists of short answer and structured questions and a scenario-based question. (75 marks – 50% total GCSE)

What will I study?

Paper 1: Computer Systems is arranged in the following sections:

1. Data representation
 2. Data transmission
 3. Hardware
 4. Software
 5. The internet and its uses
 6. Automated and emerging technologies
- #### Paper 2: Algorithms, Programming and Logic is arranged in the following sections:
7. Algorithm design and problem-solving
 8. Programming
 9. Databases
 10. Boolean logic

What skills will I develop?

The specification builds on what you have learnt in Years 7 to 9. It will help prepare you for higher level studies specifically in this subject or in any other. The sorts of skills you will develop will enable you to analyse where and when it is appropriate to use computer technology by studying many different systems in current use. All the skills mentioned above will be built on throughout the course by logically thinking about and working your way through a problem to achieve the desired outcome and then using your creative skills during the design and creation of useable programs.

Are there any special requirements for doing this course?

No, but a desire to embrace a challenge and study a subject that will open your eyes to new possibilities is useful!

How can I get further information?

Speak to **Mr Reid**, Head of Computer Science.



DRAMA

What will I study?

The collaborative nature of Drama as an art form provides students with opportunities to develop their interpersonal skills as well as their voice, gestures and body language to convey meaning to an audience. GCSE Drama is all about understanding what it is like to put yourself in somebody else's shoes. You will play many parts in different imaginary situations. You will have the opportunity to create your own work as well as look at plays written by other people.

What skills will I develop?

As well as acquiring the skills involved in creating, and performing drama, you will also be able to acquire skills in working with others, problem solving and communication. You will find that drama will help you feel more self-confident and prepare you to deal with a range of different situations and people.

The course is in three parts:

Component 1 – Devising Theatre (40%)

You will devise an original group piece for performance choosing from a range of stimuli and theatre practitioners and styles to influence your work. Task one is the practical performance and task two is a written report to accompany the devised work which must be completed under controlled conditions. Both tasks are internally assessed by your teacher and submitted to the examination board. You can be entered as an actor or a design candidate for this unit.

Component 2 – Performing from a text (20%)

You will present two extracts from the same text from a published script and present your performance to a visiting examiner in April-May of Year 11. You can be entered as an actor or design candidate for this performance.

Component 3 – Interpreting Theatre (40%)

You will sit a one and a half hour written examination. You will practically study one set text during lessons and sit a written examination at the end of Year 11. The examination paper will ask questions covering character, interpretation, genre, application of production skills and social, cultural and historical context. You will also complete a live theatre review that you will have seen and evaluated as part of the course. This trip, often to London's West End, will take place during the Autumn Term in Year 10 and Year 11 at an approximate cost of £40, which will be added to your daughter's bill.

What could I do next with drama?

There are many things you can go on to do with a GCSE in Drama. It is excellent preparation for A Level Drama and Theatre, as well as other A Level courses. You may wish to take GCSE Drama for its own sake or for a career in the arts. Increasingly, we are entering the 'Age of Presentation' and the world requires workers who are adept communicators, innovative thinkers and excellent team players. You may end up in a career where you will need some of the skills developed during the course; these may include careers in the field of retail, travel, law, medicine, tourism, sales, marketing or any career that involves meeting people face to face. The study of drama can help you develop transferable skills which you can take into any career or job.

How can I get further information?

Speak with **Mrs Spring**, Head of Drama.

DESIGN & TECHNOLOGY

AQA GCSE Design & Technology (8552)

What is Design and Technology?

Design and Technology is about taking an idea and turning it into practical reality. It provides unique opportunities for students to develop their practical capability, combining their creativity and making skills with technical knowledge and understanding in order to create quality products. D&T builds the bridge between academic learning and its usefulness, relevance and application to the real world.

"It is only when you personally work with a material with your hands, that you come to understand its true nature, its characteristics, its attributes, and I think – very importantly – its potential."

Jonathan Ive, Apple's Chief Design Officer

Why should I take Design & Technology GCSE?

"Design and Technology should be the subject where mathematical brainboxes and science whizzkids turn their bright ideas into useful products."

James Dyson

The immense sense of achievement and pride gained from having an idea and using your hands to make an attractive product that works in the way you intended cannot be underestimated. You will acquire a broad range of transferable skills including problem solving, communication (particularly graphically and orally), design risk taking (evaluation of your own and others' work) and creative thinking.

With the introduction of the new GCSE and A Level courses the role D&T plays in teaching the STEM curriculum has been further enhanced. Continued study of D&T at A Level is an obvious choice for students interested in the creative industries such as Industrial Design, Product Design, Automotive and Transport Design, Architecture and Furniture Design. It is also a very useful additional A Level qualification for degrees in Engineering (General, Civil, Aeronautical, Electrical and Mechanical).

What will I study?

The subject content is divided into three sections mainly being delivered through the practical application of this knowledge and understanding in the form of design and make projects and focused tasks.

1. Core technical principles

In order to make effective design choices students will need a breadth of technical knowledge and understanding of the following topics: new and emerging technologies; energy storage and generation; materials including smart materials and their working properties; and mechanical devices.

2. Specialist technical principles

Students will develop an in-depth knowledge and understanding of the following specialist sections delivered through their chosen material category: selection of materials or components; sources and origins; ecological and social footprint; stock forms, types and sizes; using and working with materials; surface treatments and finishes.

3. Designing and making principles

Students should know and understand that all D&T activities take place within a wide range of contexts. For example, the home, school, work or leisure. They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use.

They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas: investigation, primary and secondary data; environmental, social and economic challenge; communication of design ideas; prototype development; selection of materials and components; tools and equipment; techniques and processes.

Outline structure of the two year course

Year 10 should be seen as a foundation course where students will be taught the core and specialist technical knowledge through a number of practical design and make assignments. They will develop graphic communication skills including the use of 2 and 3D computer aided design software. They will gain practical capability in the use of a range of materials and components including smart materials and mechanisms. A knowledge and use of new technologies (for example, laser cutting, 3D printing and programmable controllers) is now an integral part of D&T. On 1 June the examination board will release the design challenges for the students to start investigating as the start of their non-examination assessment NEA (formally known as controlled assessment).

In Year 11 students will undertake the substantial design and make task which will be assessed using these four criteria: investigating, designing, making, analysing and evaluating. Alongside their individual project work students will be taught specific theoretical elements of the subject content at the relevant points.

How can I get further information?

Speak with **Mr Walker**, Head of Design & Technology.

Assessment Paper 1 (50%)	Non-exam assessment (50%)
<p>This two hour written paper is out of 100 marks and will assess:</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles 	<p>This is a substantial practical design and make task taking approximately 30–35 hours. Evidence will be in the form of a design portfolio and a working prototype. Assessment is broken down into four sections.</p> <ul style="list-style-type: none"> • Investigating 20% • Designing 30% • Making 30% • Analysing and Evaluating 20%

FOOD

AQA GCSE Food Preparation and Nutrition (8585)

What will I study?

- Food Preparation Skills
- Food Nutrition and Health
- Food Safety
- Food Science
- Food Provenance
- Food Choice

What skills would I develop?

You will develop a wide range of practical skills and use equipment to enable you to produce quality food products. You will also gain a greater understanding of nutrition and the science behind food as a material. You will also study the wider environmental issues associated with food production and consumption.

What is the non-examined assessment?

- The NEA is worth 50% of the final grade. All assessments will take place in Year 11.
- **Task 1:** Food Science Investigation – 10 hours of work (15%)
 - **Task 2:** Food Preparation Assessment – 20 hours of work including trial practicals and a three hour practical assessment (35%)

Examples of titles for non-exam assessment:

Task 1:

Investigate what type of flour is best for bread making. Investigate the use of raising agents in baked products.

Task 2:

Plan, prepare, cook and present a range of dishes, using a variety of skills, which are a good source of fibre and would appeal to teenagers. Present three dishes.

Plan, prepare, cook and present a range of dishes, using a variety of skills, which would be suitable for vegetarians. Present three dishes.

Are there any special requirements for doing this course?

Enthusiasm and a genuine interest in food – you must be prepared to practise your cooking skills at home. You must do some of your own shopping so that you are able to cost your food products.

How can I get further information?

Speak with **Mrs Featherstone**, Head of Food.

MUSIC

What will I study?

There are three activities: Listening and Appraising, Performing and Composing.

Listening and Appraising:

This component is tested by examination in the second year of the course and is allocated 40% of the total marks. Questions are based on eight set works from four different areas of study: Instrumental Music; Vocal Music; Music for Stage and Screen; and Fusions.

Performing:

This carries 30% of the total marks. All candidates are required to play or sing two or more pieces lasting at least four minutes' combined duration, one of which must be as part of an ensemble. Marks are awarded for both the quality of the performance and for the level of difficulty of the music. These pieces are recorded during the second year of the course.

Composing:

Candidates are required to submit two pieces of at least three minutes' combined duration. One composition is to a brief set by Edexcel and the other is a free composition. Compositions are notated and recorded. This component is allocated 30% of the total marks.

What skills will I develop?

You will develop your listening skills so that you gain more pleasure from music – whether you are listening just for pleasure or in the interest of further study, particularly in the historical and aural aspects of music. You will develop as a performer and again this should enhance the pleasure you find from playing or singing whether on a recreational or professional basis. As for composing, you will be surprised what you can produce as a result of following the composition course which also includes using music technology to create your own composition.

What is the controlled assessment?

The prepared performance pieces and the compositions together make up the controlled assessment in GCSE music and carry 60% of the total marks. This work is assessed by your own teachers with external moderation by the examination board.

Are there any special requirements for doing this course?

Music GCSE is within the capabilities of most pupils with a genuine love of all kinds of music. However, the ability to play an instrument (or voice) to Grade 3 or 4 before embarking on the course is clearly an advantage and some skill on a keyboard instrument is useful for composing. Some knowledge of musical notation will be required for the listening part of the course.

In the prepared performance pieces, candidates should have reached a standard equivalent to (approximately) Grade 4/5 in Year 11 to obtain the highest marks.

Students will be required to purchase the Edexcel GCSE Anthology of Music for the appraising part of the course.

Are there any restrictions on choosing this option?
None at all but note the paragraph above regarding the desirability of keyboard skills and performance levels in instrumental playing (or singing).

If I don't take this subject at GCSE can I take it up again later?

In exceptional cases, it may be possible to proceed to A Level without having taken GCSE, but this is not advised. Listening and composing skills are not covered by Associated Board examinations.

How can I get further information?
Speak with **Mr Albrighton, Miss Irving** or **Mrs Wallace** in class music lessons or send them an email to arrange a time to meet.

PHYSICAL EDUCATION

OCR GCSE Physical Education (J587)

Physical Education is a combination of physical performance and academic challenge. It provides an exciting opportunity, encourages students to immerse themselves in the world of sports and PE, gives them the chance to perform or coach sports, and delve into the how and why of physical activity and sport.

What will I study?

Content Overview	Content	Assessment Overview	
1. Applied anatomy and physiology Physical training	The structure and function of the skeleton and muscular system, cardiovascular and respiratory systems, the effects of exercise on the body, training and fitness, injury prevention.	Physical factors affecting performance <i>60 marks</i> <i>One hour written paper</i>	30% of total GCSE
2. Socio-cultural influences Sports psychology Health, fitness and wellbeing	Engagement patterns in different social groups in PE and sport, commercialisation and ethical issues in PE and sport, sports psychology, health, fitness and wellbeing.	Socio-cultural factors and sports psychology <i>60 marks</i> <i>One hour written paper</i>	30% of total GCSE
3. Practical activity assessment Evaluating and Analysing Performance (EAP)	Students perform in three practical activities one from the individual list, one from the team list and one other from either list. In addition, students are required to demonstrate their ability to analyse and evaluate their own performance.	Performance in physical education <i>80 marks</i> <i>non-examined assessment</i>	40% of total GCSE

What skills will I develop?

Students have the opportunity to develop a practical set of key skills, including dealing with pressure, split-second decision making, interpreting and analysing data and more. It can lend itself to further training in such areas as education (secondary or primary), sport and exercise science, coaching and professional sport, the media, sport psychology, physiotherapy, nursing and occupational therapy, dietetics and nutrition, events management and the armed forces.

What about the non-examined assessment?

The practical performances and Evaluating and Analysing Performance (EAP) are internally assessed and externally moderated.

Are there any special requirements for doing this course?

To study GCSE Physical Education, you need a passion and interest in PE and sport and already perform in two or three sports to a reasonable standard.

If I don't take this subject at GCSE can I take it up again later?

GCSE PE is not a prerequisite to study A Level PE.

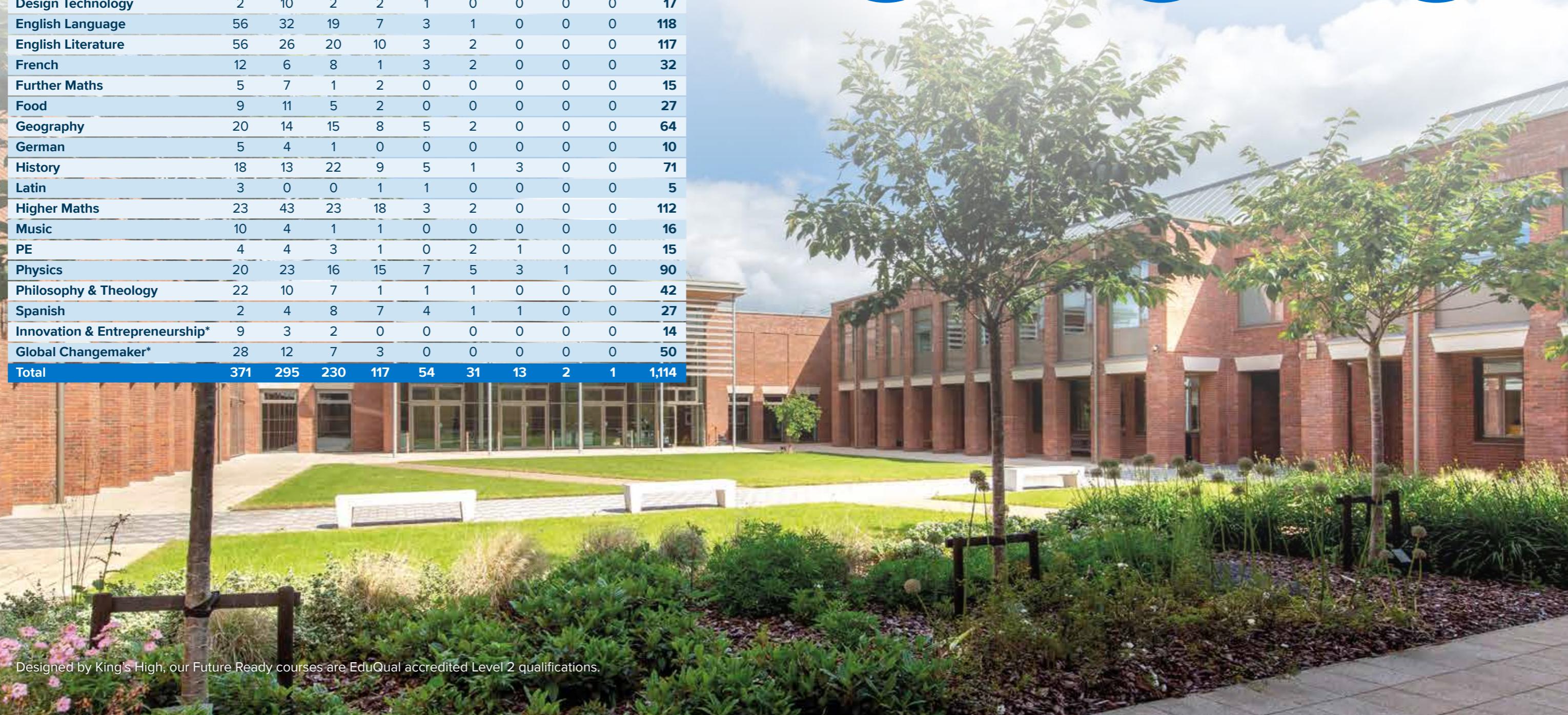
How can I get further information?

Speak with your PE teacher or **Mrs Parkinson-Mills**, Head of Academic PE who will happily discuss the subject in more detail and answer any questions.



Year 11 Results 2025

Subject	9	8	7	6	5	4	3	2	1	Total
Art	6	10	12	5	1	0	0	0	0	34
Biology	25	26	32	9	8	7	0	0	0	107
Chemistry	20	22	24	9	7	5	5	1	1	94
Computer Science	5	3	1	3	2	0	0	0	0	14
Drama	11	8	1	3	0	0	0	0	0	23
Design Technology	2	10	2	2	1	0	0	0	0	17
English Language	56	32	19	7	3	1	0	0	0	118
English Literature	56	26	20	10	3	2	0	0	0	117
French	12	6	8	1	3	2	0	0	0	32
Further Maths	5	7	1	2	0	0	0	0	0	15
Food	9	11	5	2	0	0	0	0	0	27
Geography	20	14	15	8	5	2	0	0	0	64
German	5	4	1	0	0	0	0	0	0	10
History	18	13	22	9	5	1	3	0	0	71
Latin	3	0	0	1	1	0	0	0	0	5
Higher Maths	23	43	23	18	3	2	0	0	0	112
Music	10	4	1	1	0	0	0	0	0	16
PE	4	4	3	1	0	2	1	0	0	15
Physics	20	23	16	15	7	5	3	1	0	90
Philosophy & Theology	22	10	7	1	1	1	0	0	0	42
Spanish	2	4	8	7	4	1	1	0	0	27
Innovation & Entrepreneurship*	9	3	2	0	0	0	0	0	0	14
Global Changemaker*	28	12	7	3	0	0	0	0	0	50
Total	371	295	230	117	54	31	13	2	1	1,114





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