

KIRKBY STEPHEN GRAMMAR SCHOOL

# Year 9 Options



# KS4

## GCSE OPTIONS

PROSPECTUS

# 2026

[www.ksgs.cumbria.sch.uk](http://www.ksgs.cumbria.sch.uk)

## Kirkby Stephen Grammar School



Head of School, Miss N Tweddle

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### GUIDE TO YEAR 10 and 11 COURSES

Where to turn for advice:-

Miss N Tweddle	Head of School
Miss S Newstead	Associate Assistant Head
Mrs Steels	Head of Sixth Form
Mr R Wilson	SENCo
Mrs A Dixon	9D/H Form Tutor
Miss C Williams	9W/M Form Tutors
Mr J Cloke	9C/W Form Tutor
Mrs S Bell	Careers Support

and of course, subject teachers and parents/carers.

Dear Year 9 Student,

Moving from Key Stage 3 into Key Stage 4 is a big and exciting step!

For the first time, you get to shape part of your own educational journey by choosing some of the subjects you will study for GCSE. This is your opportunity to start building a pathway that reflects your interests, strengths and ambitions.

At Kirkby Stephen Grammar School, we are here to guide and support you every step of the way. We want you to feel confident and inspired as you make your choices, knowing that you are keeping as many future opportunities open as possible.

As well as using our comprehensive Key Stage 4 Options Booklet as a guide, our Options Taster Activities and Assemblies taking place over the next two weeks, along with the Year 9 Options Evening on Wednesday 11th March 2026 will be your chance to explore your options in more detail and finalise your decisions. These are opportunities to find out what each course involves, what skills you will develop and where different subjects could lead you in the future. Ask questions, talk to teachers and take the time to really think about what excites you.

You might choose a subject because you enjoy it, because you're good at it, or because it links to a possible career idea. It's completely normal not to know what you want to do in the future and even if you think you do, plans can change. The important thing is to choose a balanced range of subjects that keeps lots of doors open. Aim for subjects you will work hard in and succeed in, and remember that sometimes a subject is worth choosing because it supports your future goals, even if it feels more challenging.

Once courses begin in September, it may not be possible to change your choices, so take your time now to think carefully. Listen to advice from your teachers, talk things through at home, and don't hesitate to ask questions if you are unsure.

The deadline for submitting your Key Stage Option Choices is Wednesday 18<sup>th</sup> March 2026.

This is an exciting moment - your future starts to take shape here and we are here to help you every step of the way.

Yours faithfully



Miss N Tweddle  
Head of School

## Making the right choices

It is an exciting time for our Year 9 students to be choosing their GCSEs. We have subject staff to support the process giving key information about each subject. The Year Group team will support every student to make the right choice for them. We are proud of our curriculum offer at Kirkby Stephen Grammar School and believe we deliver a strong academic curriculum with many unique options to supplement a truly broad and balanced offer.

What matters now is picking the right learning pathway for success in 2027.

This booklet, alongside our Options Evening, tutor and assembly programme, should combine to give students and their families the information required to make the best choices.

## Key Events and Dates 2026

**w/c 2<sup>nd</sup> March** Options Assembly

**w/c 9<sup>th</sup> March** Subject taster sessions and additional subject assemblies

### **Wednesday, 11th March**

#### **PARENTS AND OPTIONS EVENING:**

This is an opportunity to speak to your child's current teachers about their progress to date in Year 9 and their potential in each subject going forward. Subjects that are not offered at KS3 can be visited during the evening at their subject stands.

### **Thursday, 12<sup>th</sup> March**

Digital Options Application Form open

#### **DEADLINE:**

All option forms are to be completed by  
**Wednesday, 18th March 2026**

## Our Values and Ethos

**Our community is built on three core values:** Respect, Responsibility and Resilience. We expect students to be role models across school, to contribute positively to our community, and to develop confidence, independence and perseverance.

Together, these values inspire our students to "Be the Best They Can Be" and equip them with the skills and mindset needed for lifelong success.

### Responsibility

Our students understand their role in society and the value of their contributions. We encourage self-motivation and a commitment to lifelong learning, fostering a sense of purpose in both personal and community endeavours. Students are guided to:

- Recognise the needs of others and believe in their ability to make a difference.
- Act as responsible citizens in school, their local community, and the wider world.
- Appreciate the power of collaboration through strong relationships within our school and Trust.

### Respect

Respect is the cornerstone of our community, underpinned by British values of tolerance, understanding, and inclusion. Our students are encouraged to:

- Embrace new ideas, people, and challenges with an open mind.
- Demonstrate care for others, shared resources, and the environment.
- Reflect on diverse perspectives and strive for meaningful contributions to families and communities.

### Resilience

We prepare our students to face challenges head-on, fostering confidence and perseverance. By embracing effort and learning from setbacks, students grow into resourceful individuals who can navigate life's complexities. Through our curriculum, students will:

- Build problem-solving skills and self-help strategies.
- Develop aspirations for the future by experiencing challenges and achieving personal growth.
- Gain self-esteem and self-respect by rising to the occasion and pushing past boundaries.

At Kirkby Stephen Grammar School Sixth Form, these values form the foundation of our students' success, shaping individuals who are equipped to thrive in an ever-changing world.

## Our Curriculum Principles

At Kirkby Stephen Grammar School, we believe passionately in ensuring we can provide each student with a curriculum that will challenge them, engage them and give them the right skills and qualifications to progress on to the next phase of their learning and beyond.

It is vitally important that we ensure the curriculum we offer sets students up to be motivated, successful and ready for the next stage of their education and training. Students at KSGS follow a two-year Key Stage 4, recognised as best practice across the country by the Department for Education and Ofsted.

All students follow a core academic curriculum with a broad and balanced set of option subjects. This will allow every student to develop academically and creatively, whilst also providing them with diverse option choices from Geography and Performing Arts to Media and Computer Science. Whether our students' aspirations are to progress on to university, apprenticeships, or vocational training, we aim to give them a firm foundation for their future.

## The English Baccalaureate (EBacc)

We encourage students to pick the right pathway in their learning; one that ignites their passion and ambition. The English Baccalaureate (EBacc) is a highly regarded curriculum model that we guide our students to explore. This is a range of subjects with the core subjects of English, Mathematics and Science supplemented by a language and a humanity.

The EBacc is not a standalone qualification, rather a suite of them which aims to provide a core of academic qualifications that strongly equip a student for progression to further study and work. Moreover, our approach means that EBacc students are also able to select a creative option, so important for their cultural and creative development. Appropriate students will be recommended to follow the higher pathway.

As a school we follow the CET curriculum entitlement. Cumbria Education Trust intend their schools to work towards the government's ambition, taking account of different students and their different starting points. All schools within CET will guide students whose prior attainment suggests they will be successful in the EBacc towards this pathway. As a minimum it is expected that all CET schools work towards a similar proportion of students studying the EBacc to the national average.

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### CORE SUBJECTS

- 16-17 English
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### OPTION SUBJECTS

- |                      |                         |
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| 14 Computer Science  | 23 Media Studies        |
| 15 Design Technology | 24 Performing Arts      |
| 18 Food Technology   | 25 Personal Development |
| 19 Geography         | 26 Physical Education   |
| 20 History           | 30 Spanish              |



## Guided Option Process

Our Key Stage 4 curriculum is based on a guided options process. We will support students and parents in making the right decisions for their options so that they can be successful and thrive within their academic studies as they enter into Year 10.



## More than just qualifications

A student's experience throughout Key Stage 4 is much more than just the qualifications they study. A happy and successful experience in Key Stage 4 involves students engaging and taking every opportunity within and outside the curriculum. Work experience and mock interviews can open doors and opportunities to the next stage of education or training. Fieldwork in Geography motivates those wanting to explore and know more about the physical world.

Students also have the opportunity to complete their Duke of Edinburgh Awards working their way through Bronze and Silver to aspire one day to finishing with Gold in the Sixth Form.

The final culmination of KS4 comes in the form of the Year 11 Prom and Leavers Celebrations. Further information will be shared nearer the time.

## Core Subjects

There are some core subjects that all students have to study, as part of the National Curriculum. These are:

- GCSE ENGLISH LANGUAGE
- GCSE ENGLISH LITERATURE
- GCSE MATHEMATICS
- GCSE SCIENCE (Combined)
- CORE PHYSICAL EDUCATION (Games)
- PERSONAL DEVELOPMENT  
(Citizenship and Issues, Values and Beliefs)

## Option Subjects

Students make three choices in addition to the core subjects listed above. One of the choices must be Geography, History, Computer Science or Spanish. They can, of course, choose both.

Please note that it may not be possible for every student to do every subject they have selected, but we will endeavour to make this possible.

All courses are offered subject to viable numbers of students selecting the subject. There may also be slight alterations to the courses outlined in this booklet due to exam board amendments. Therefore, we ask all students to choose 2 different subjects as a reserve.

## What qualifications do students study for?

All students will study predominantly GCSEs. Since 2018 the format of GCSEs has changed. GCSEs are now graded under the new numerical grading structure. If students choose to study a GCSE they will achieve a grade 1-9. Grade 4 is a standard pass and a grade 5 is a strong pass. Students who do not achieve a grade 4 or above in English and Maths are expected to continue to study the subjects post 16.

If students choose to study a BTEC they will achieve a Level 1 or 2 Pass, Merit, Distinction or Distinction\*.

## How do I choose what options to take?

Consider the following:

### Your abilities

It is important that you choose subjects at the level at which you will be able to cope. Think about the subjects you are doing at the moment:

- Which are you good at?
- Are there any you find difficult?
- All subjects need certain skills if you are to succeed at them. What are your best skills and with which subjects do these fit?

### Your Future Career

When choosing options, you need to be aware of the subjects that particular jobs may need but some people worry too much at this stage about the subjects they choose being relevant to a job. You will probably change your mind about what you wish to do in the next few years. Many of the jobs which exist now were not invented 20 years ago. Having flexibility and a good balanced education is the only way to prepare for new jobs of the future.

### Will I be successful in the subjects I choose?

Year 10 and 11 are difficult but exciting years; you are moving forward towards your career choices and beginning to refine the subjects you choose to take. In order to be successful, you need to work hard so it is important you make the right choices for you at this vital transition into KS4. Choose carefully spending time considering your options.

- Read this booklet describing each course.
- Talk to subject staff about your ability/skill level and if it is an appropriate course for you.
- Talk to subject staff about the course and what it entails.
- Seek advice from the careers advisor.
- Talk to your parents/carers.
- Consider what subjects you enjoy.

## Options Choices

Students will be required to choose **one** subject from

- Spanish
- Computer Science
- History
- Geography

Students who wish to study more than one subject from these four subjects can do so by selecting them as their second and/or third choice subjects from the list below. Please make a note here of your first-choice subject:

**1st choice** \_\_\_\_\_

Students will be required to choose **two** further subjects from:

- Art and Design
- Computer Science
- Design and Technology
- Food Preparation and Nutrition
- Geography
- History
- iMedia
- Media Studies
- Performing Arts
- Spanish
- Physical Education

Please make a note here of your second and third option choices:

**2nd choice** \_\_\_\_\_

**3rd choice** \_\_\_\_\_

Please could you also make a note here of your reserve choices:

**1st reserve choice** \_\_\_\_\_

**2nd reserve choice** \_\_\_\_\_

By completing the application form, students are committing to apply themselves to the work within the chosen subjects.

The timetable will be designed to give as many students their choices as possible but there are limitations and we may at times have to discuss your choices with you due to:

- your work in subject areas to date
- the equipment available
- the class sizes
- the level of examination work
- the timetabling limitations

The options are arranged in order to satisfy current requirements of the National Curriculum and offer a broad, balanced and sensible package. The final decision about choices of subjects will be made by the school in the light of student and parent wishes, progress of pupils and suitability of courses.

**A link to the digital application form will be emailed out to you following the Year 9 Options Evening.**

**Please complete the online form with your choices by**

**Wednesday, 18th March**

Students will be contacted if we are unable to accommodate their choices. Occasionally, it is not possible for every student to receive all of their preferred options. For this reason, we ask all students to select a reserve subject in each block. These reserve choices are considered fully viable and may be used if necessary. There may also be occasions when we need to recommend an alternative subject to the one you have chosen.

If this is the case students will be given time to discuss this at home before a decision is reached. Parents and carers are welcome to contact the school at any time if they wish to discuss option choices further.

## Preparing for KS4

### **Classwork and Homework**

While a sound introduction to a subject can be given to a pupil who works well within the classroom, a deeper knowledge and understanding will only follow from homework regularly and carefully done. We consider that success in public examinations will be highly unlikely unless classroom work has been strongly supported by homework. Controlled assessments and individual study are now an established part of the examination system. This aspect of the work is most important and requires a high degree of responsibility on the part of the pupil.

### **Ongoing careers advice**

This will be given throughout Years 10 and 11 in a variety of ways to help your child to make the right choices as they progress up the school.

### **Study skills and revision help**

Each student at GCSE has been issued with a revision/study skills guide to help them to prepare for the work they will be embarking upon in KS4, this is also supported by revision/catch up sessions in Year 11 as we get closer to the final exams. In addition to this every student will hopefully be involved in an exam success workshop at some point during Year 10 or 11.

### **How can I help my child succeed as a parent/carer once they are in Year 10 and 11?**

- Read through the revision/study skills guide, with your son/daughter, especially the parts about organisation of notes and files in the early days of GCSE.
- Ensure that your child has a quiet and suitable space to study and an area to organise and store their books and files.
- Encourage your child to do homework/revision of notes each night. Spending a short time each evening summarising notes from the day will assist with revision when the exam season starts.
- Encourage a healthy and balanced lifestyle, eating well, staying hydrated, getting enough sleep and exercise, and enjoying a good work life balance, all these contribute to concentration and the ability to learn.
- Ensure your child is fully equipped for each day at school. Every student should come with a bag, stationery, completed homework and the books/equipment they need for that day. Students should pack school bags the night before to avoid forgetting items in the rush to attend in the morning.



## Making an Informed Choice

To make an informed choice students are encouraged to follow the advice below:

- Read all course information in this booklet. Know what is expected.
- Speak to teaching staff during Options Evening.
- Talk to students who are currently studying the courses for a student perspective.
- Research different pathways post 16 to determine what subjects you may need.
- Discuss as a family and keep an open mind.
- Do not pick a subject because of a teacher, there is no guarantee that teacher will be teaching the course.
- Always have a backup plan in case a course does not run.
- Take your time - it may not be possible to change course once all options have been chosen.



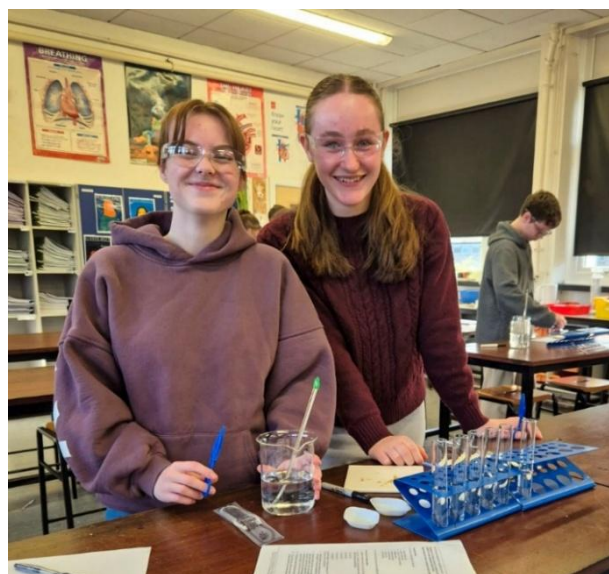
## KSGS Sixth Form

Looking beyond Year 11, it is important that students are supported in choosing the course that is right for them. Throughout their Key Stage 4 (Years 10 and 11) students will have a rich advice and guidance programme where they will be given an insight into the different options available to help them make informed decisions that reflect their **strengths, interests, and future ambitions**.

We are proud of the success of our Sixth Form provision, allowing students to access high quality academic, creative and vocational courses. **Entry guidance** provides subject-specific recommendations designed to help students select courses in which they are most likely to succeed.

Guidance is advisory and allows for professional discretion in borderline cases.

It is worth noting that some universities and colleges require a language pass (likely to be grade 5 or above) at GCSE for some courses, although not all. Employers can also look favourably at a good language pass at GCSE level.



Life in our Sixth Form is about more than just exams. Our **non-qualification programme** offers a wide range of opportunities that help students grow personally, socially, and professionally. From leadership roles, volunteering, and mentoring younger students to participating in creative arts, sports, and community projects, every experience builds valuable skills that extend far beyond the classroom. These activities encourage teamwork, resilience, and self-confidence — qualities that prepare our students not only for higher education and employment but also for life beyond school.



# COURSE DETAILS

## GCSE QUALIFICATIONS:

- Art & Design
- Computer Science
- Design Technology
- English Language
- English Literature
- Food Preparation and Nutrition
- Geography
- History
- Mathematics
- Media Studies
- Physical Education
- Science
- Spanish

## LEVEL 2 BTEC NATIONAL AND ALTERNATIVE ACADEMIC QUALIFICATIONS:

- Performing Arts
- iMedia



# KS4 QUALIFICATIONS



## Introduction

No written exam, all work finished by May in Year 11, and the chance to develop your own ideas and individual work ...interested? Then consider GCSE Art and Design/Fine Art.

The GCSE Art course enables you to explore designs and ideas creatively, realising their ideas through a variety of media areas such as Drawing and Painting, Textiles, printing processes, photography and 3-D, if desired.

The course is structured around a number of modules that are theme based to develop the Portfolio Unit/Component 1, and an Externally Set Assignment/Component 2 as the final practical exam.

## How is the course assessed?

You must complete **four** Assessment Objectives in both the portfolio component and the externally set assignment.

**AO1** Develop ideas through investigations, demonstrating critical understanding of sources

**AO2** Refine work by exploring ideas - select and experiment with appropriate media, materials, techniques and processes

**AO3** Record ideas, observations and insights relevant to intentions as work progresses

**AO4** Present a meaningful personal response that realises intentions and demonstrates understanding of visual language

\*Drawing and some annotations are essential.

## Course Structure and Content

<b>COMPONENT 1</b>  Portfolio 60%	<b>A selection of work from the projects.</b> Year 10 and the first term of Year 11. Students explore a range of media, develop techniques and learn how to address the assessment objectives. to develop their ideas. Students progress to developing their own individual ideas around a number of themes for their sustained project. Component 1 must show examples of at least <b>one</b> sustained project. The mock exam times help build on these units with specific focus areas.
<b>COMPONENT 2</b>  Externally Set Assignment 40%	<b>Practical Exam</b> Students select from a number of externally set starting points/themes. The exam is issued in the first week of January in Year 11. Spring Term is used to complete preparation work, followed by a 10-hour final piece exam. Students then exhibit their work which includes their portfolio and the externally set assignment. All work is marked by the art teacher and moderated by a visiting moderator.

## Essential Requirements

To succeed in GCSE Art, students need strong observational drawing skills, the ability to plan ideas on paper, and a willingness to research artists and imagery independently. They must show a clear creative journey, discuss ideas with their teacher, and stay motivated to work independently. Homework is essential and builds on classwork. The Art room is open on several lunchtimes for extra work. In Year 11, folders are reviewed to ensure all assessment objectives are met.

## Future Pathways

Students can continue their art journey to A Level Art, where students have a dedicated art studio to develop their ideas. Alternatively, some students choose to continue their art journey through courses at local colleges. Both routes can lead to further study at university or entering an art-based career.

Art GCSE also delivers transferable skills that are useful for many career pathways such as team work, presentation skills, creative problem solving, creative design and development of ideas, independent time management, research skills, resilience building, and skills of visual communication.

Careers require an art background span digital media, fashion, interior design, fine art, and advertising, with common roles including architect, graphic designer, animator, art director, illustrator, art educationalist and curator. Fields include 3D design, photography, game design, and fashion, offering opportunities in industries ranging from film to corporate marketing. Many of the careers available can be viewed on visuals in the Art Room's cloakroom.



## Introduction

This course is designed to give students a real, in-depth understanding of how computer technology works 'under the bonnet'. Students will develop programming, critical thinking, analysis and problem-solving skills, which provide an excellent preparation for higher study and employment in Computer Science. If you are the kind of person who enjoys 'thinking outside the box' in Maths and Science lessons and finding solutions to problems, then this course is for you; you will harness the power of the computer to make complicated tasks simple.

## How is the course assessed?

Examination in May in Year 11  
Paper 1 and Paper 2, both 90 mins

## Course Content

Throughout the two years students are to be given the opportunity to undertake programming tasks during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language (Python).

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science. Whilst paper 2 focusses on developing skills and understanding in computational thinking: algorithms and flow diagrams (creating your own working theme park), programming techniques, producing robust programs, computational logic including logic gates and truth tables and translators.

## Essential Requirements

Be willing to learn and work hard, have an interest in computing, good mathematical skills, logical thinking skills.

## Future Pathways

Sixth Form – A Level Computing, Alternative Academic Qualifications – Advanced National Data Analytics, Advanced National Computing, Advanced National Cyber Security.

Career aspirations – computing, coding, game design, data analytics, web design, cyber security.



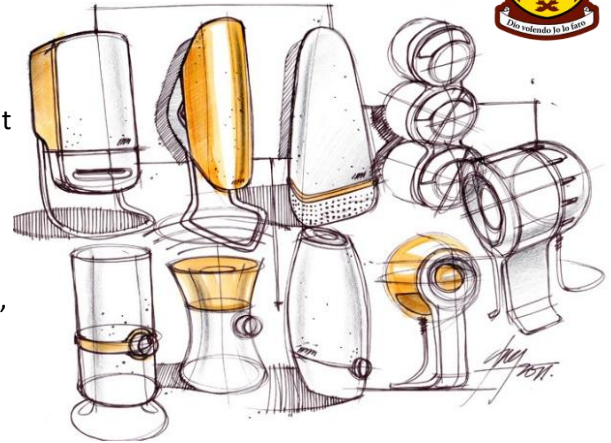


## DESIGN ENGINEERING AND PRODUCT

### Introduction

Design and Technology now not just about practical projects. It covers theory aspects and design aspects too.

Design and Technology offers students the ability to use skills and knowledge to creatively and independently design and make products. The subject requires maturity, independence, discipline, time management, problem solving skills and creativity.



Everything around us is designed and manufactured: everything from your iPad, to chairs, to pens and buildings.

### How is the course assessed?

When opting for this course, it is important to realise that a wide variety of skills, abilities and knowledge will be assessed.

The GCSE Design and Technology course is split into two assessments, both are worth 50% of the total marks for the exam. The two assessments are an exam paper and a Non-Exam Assessment, or course work.

### Course Content

**Exam Paper (50%)** This two-hour exam is broken down into 3 sections:

- Core Technical Principles
- Specialist Technical Principles
- Design & Making Principles

**Non-Examination Assessment (50%)** This is a Design and Make task and covers 4 main areas:

- Investigating
- Designing
- Making
- Evaluating

This is worth 50% of the total GCSE marks. This will be marked and assessed by the teacher, under the exam board's strict guidelines. Pupils will design and make a product which will be a task given to them by the exam board. Pupils will be able to choose their own projects from the limited range set by the Exam Board. However, the course in Year 10 will have a significant amount of practical and CAD/CAM work.

### Essential Requirements

D&T is subject which bridges the Arts and Technology subjects. It is ideal for people with practical backgrounds or equally artistic and design skills. Such is the nature of the subject that it would be possible to choose projects that lean heavily towards engineering-based projects or more artistic design-based projects, using graphics.



### Future Pathways

As our economy begins to rely again on the manufacturing industry, we aim to provide courses to prepare students to thrive in careers with bright futures. Architecture, industrial design, food scientist, fashion designer, interior designer and mechanical engineer are just a few of the possible opportunities.

Here are some websites for you to find out more about careers in DT... and make an informed choice:

**Help and advice for a Creative Career:**  
<http://www.creative-choices.co.uk>

**Tomorrow's Engineers:**  
<http://www.tomorrowsengineers.org.uk/students/career-finder/>



## Introduction

These courses will build on the skills developed at KS3. As a core subject, all students will be required to study for both qualifications.

## How is the course assessed?

The qualification is made up of two externally-assessed examination components and one internally assessed non-examination component. The non-examination component tests spoken language skills. Achievement in Spoken Language will be reported as part of the qualification but it will not form part of the final GCSE mark and grade.

## Course Content

### COMPONENT 1: Fiction and Imaginative Writing, 1 hour 45 min (40%)

#### Section A Reading

You will read a piece of unseen 19<sup>th</sup> century fiction (the extract will be approximately 60-100 words long) and answer a series of questions about it.

#### Section B Prose Writing

You will complete one piece of creative writing – narration or recount - from a choice of two titles. You will be assessed on how well you can communicate your ideas to suit the purpose and audience, use a range of vocabulary and sentence structures and on the accuracy of your spelling and punctuation.

### COMPONENT 2: 20th and 21st Century Non-Fiction Reading, 2 hours and 5 min (60%)

#### Section A Reading

Comparison of two unseen texts from the 20<sup>th</sup> and 21<sup>st</sup> century. The extracts will be approximately 900-1200 words.

Some questions will ask you to focus on close reading of the texts; others will ask you to compare the two texts.

#### Section B Transactional/Persuasive Writing

One compulsory transactional/persuasive writing task from a choice of two. You will be assessed on how well you can communicate your ideas to suit the purpose and audience, use a range of vocabulary and sentence structures and on the accuracy of your spelling and punctuation.

### COMPONENT 3: Spoken Language

This will be a presentation on a topic of your choice to an audience. You will answer questions at the end of your presentation. It will be recorded and sent to the exam board. You will be given a pass, merit or distinction – this will appear on your GCSE certificate but does not form part of your GCSE/grade.





## How is the course assessed?

The qualification is made up of two externally-assessed components: Component 1 and Component 2. Both components allow learners to show their depth and breadth of knowledge of Literature through varied assessments.

## Course Content

### COMPONENT 1: Shakespeare and Poetry

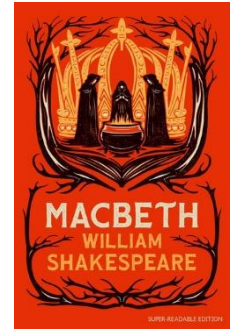
#### Section A Shakespeare – *Macbeth*

You will be required to answer two questions, one based on an extract from the play and one about the play as a whole. Spelling, punctuation and grammar are also assessed in this question and are worth 5 marks.

#### Section B Post-1914 Literature

J B Priestley – *An Inspector Calls*

You will answer one question based on the contemporary play and its context.



### COMPONENT 2: 19th Century Novel and Poetry since 1789, 2hrs 15mins (50%)

#### Section A 19<sup>th</sup> Century Novel

Charles Dickens – *A Christmas Carol*

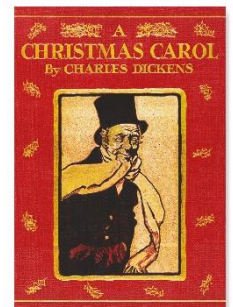
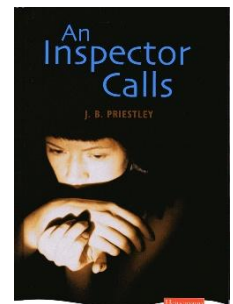
You will study *A Christmas Carol* and answer two questions, one based on an extract and the other based on your knowledge of the whole text.

#### Section B, Part 1 Poetry Anthology

You will answer one question comparing a named poem from the Pearson Poetry Anthology collection to another poem from that collection. The named poem will be shown in the question paper.

#### Section B, Part 2 Unseen Poetry

Two contemporary unseen poems will be printed for you in the exam paper. You will compare the two poems, looking at language, structure and themes.



## Future Pathways

Studying English develops valuable skills such as communication, analysis, creativity, critical thinking and the ability to understand and influence others. These strengths open doors to a wide range of careers including media, advertising, teaching, law, civil service and human resources to name just a few professional roles. English also facilitates all other subjects, supporting pupils' ability to draft exam responses and critically evaluate ideas and information.



## Introduction

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on understanding how ingredients work, alongside developing practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food.

## How is the course assessed?

Written Paper – 50% of total marks – 1 hour 45 minutes. Candidates answer all questions in 2 sections

Non – Exam Assessment - 50% of total marks for coursework broken down into 2 modules, NEA1 15% and NEA2 35%

## Course Content

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

Students will be actively involved in their learning. A range of strategies are used to deliver the course content. This includes discussion, presentations, experimental work, individual and group work as well as practical activities alongside regular home learning tasks.

## Essential Requirements

This course requires dedication, but more importantly enthusiasm for the subject. Regardless of whether you want to be the next Bake-off winner or sports nutritionist, you are required to work independently, following all areas of the course content.

## Future Pathways

Catering Courses; Food Scientist; Dietician; Nutritionist, Food Product Design; Hospitality; Food Technology Teacher; Chef; Catering Manager; Trading Standards Office.





## Introduction

Geography helps you to understand how the **world really works** — from local places you know to global issues that affect everyone. You'll explore people, places and environments, and discover how they are all connected.

Geographers look at the big picture. The subject brings together science, the environment, economics, society and politics, helping you make sense of the world around you and the challenges it faces.

## How is the course assessed?

There are three examinations in Year 11

<b>Living with the Physical Environment</b>	<b>Natural Hazards</b> – Tectonic, weather and climate change hazards – cause, impact, response and management. <b>Living World</b> – Ecosystems, tropical rainforests and cold environments – how they work and human impacts to them. <b>Physical landscapes of the UK</b> – River and glacial landscapes.	35%
<b>Challenges in the Human Environment</b>	<b>Urban Issues and Challenges</b> – Trends and growth in UK and urban areas <b>The Changing Economic World</b> – Globalisation and economic development. Quality of life and reducing the development gap. <b>The Challenge of Resource Management</b> – Resource scarcity and management (one from food, water or energy)	35%
<b>Geographical Application</b>	<b>Issue evaluation task</b> – Critical thinking and decision-making skills. Two short fieldwork-based enquiries. <b>Geoskills Assessment</b>	30%

## Course Content

The AQA GCSE Geography course is modern, relevant and exciting. You'll study real-world issues such as:

- Climate change and natural hazards
- Population growth and sustainable cities
- Managing resources like water and energy
- How human and physical landscapes change over time

Geography is all about asking questions, solving problems and debating important global issues. Lessons are varied and interactive, with opportunities to discuss sustainability and think critically about the future of our planet.

As well as subject knowledge, Geography helps you develop valuable and transferable skills that employers and colleges love, including:

- Communication and teamwork
- Map and data skills
- ICT and research
- Problem solving and decision making

## Essential Requirements

Students are expected to attend two field work trips each for one day and are essential to prepare for the Geographical Allocation examination. These field trips are scheduled into the school calendar for May in Year 10 and March in Year 11.

## Future Pathways

GCSE Geography opens doors to a wide range of careers — from environmental science, urban planning and engineering to business, law, travel, medicine and international work.

If you're curious about the world, enjoy learning about real issues, and want a subject that keeps your options open, Geography is the subject for you.









## Introduction

This is an exciting course designed to look at History in depth and over longer periods of time. History is a fascinating subject and is a popular option at GCSE. The department achieves consistently excellent results.

## How is the course assessed?

Content in Year 11 examinations	Assessment and % weighting
<b>Thematic Study</b>	Exam = 1 Hour 15 minutes 30%
<b>British Depth Study</b>	Exam = 1 Hour 45 minutes 40% (20% for each study topic)
<b>Modern Depth Study</b>	Exam = 1 Hour 20 minutes 30%

## Course Content

Course Content	Example content
 <p><b>Thematic Study</b> The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.</p> <p>Medicine in Britain, c1250–present</p>	<p>What people have believed caused disease through time and how they have tried to cure disease eg dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread, Jenner and the development of vaccination, the development of penicillin, the fight against lung cancer in the twenty-first century.</p> <p>The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection.</p>
 <p><b>British Depth Study</b> Elizabethan England, 1558–88</p>  <p><b>Period study</b> The American West, c1835–c1895</p>	<p>Elizabeth's religious settlement, Mary, Queen of Scots: her claim to the English throne and her execution, reasons why Philip used the Spanish Armada and the reasons for English victory</p> <p>Reasons for tension between settlers and Plains Indians. The impact of railroads, the cattle industry and gold prospecting on the Plains Indians, conflict with the Plains Indians, the Battle of the Little Big Horn, the Wounded Knee Massacre.</p>
 <p><b>Modern Depth Study</b> Weimar and Nazi Germany 1918–39</p>	<p>Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, Nazi aims and policies towards the young, the Hitler Youth, the persecution of the Jews, including the boycott of Jewish shops and businesses, the Nuremberg Laws and Kristallnacht.</p>

## Future Pathways

GCSE History is an excellent course to prepare you for A-Level History in Sixth Form.

Students of History are well prepared for careers in: law, journalism, politics, civil service, media, research and teaching.





## Introduction

At KSGS we follow the AQA 8300 Mathematics Course.

Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be.

This qualification enables students to engage with, explore, enjoy and succeed in maths. It encourages students to develop their confidence, to learn from their mistakes and to recognise the importance of maths in their own lives and to society.

## How is the course assessed?

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same time at the end of the course in Year 11. All question papers must be taken in the same series.

The information in the table below is the same for both Foundation and Higher tiers.

Paper 1: non-calculator	+	Paper 2: calculator	+	Paper 3: calculator
<b>What's assessed</b> Content from any part of the specification may be assessed		<b>What's assessed</b> Content from any part of the specification may be assessed		<b>What's assessed</b> Content from any part of the specification may be assessed
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>80 marks</li> <li>non-calculator</li> <li>33¼% of the GCSE Mathematics assessment</li> </ul>		<b>How it's assessed</b> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>80 marks</li> <li>calculator allowed</li> <li>33¼% of the GCSE Mathematics assessment</li> </ul>		<b>How it's assessed</b> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>80 marks</li> <li>calculator allowed</li> <li>33¼% of the GCSE Mathematics assessment</li> </ul>
<b>Questions</b> A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.		<b>Questions</b> A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.		<b>Questions</b> A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

## Course Content

All content can be assessed on any of the three question papers. As such, some questions will draw together elements of maths from different topic areas. The weighting of the topic areas has been prescribed by Ofqual and is common to all exam boards. The table below shows the approximate weightings of the topic areas for the overall tier of assessment, not for each individual question paper.

Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability and statistics (combined)	15	15

## Essential Requirements

It is important that students study this subject at their appropriate level to ensure maximum enjoyment and have the best possible opportunity to demonstrate their knowledge and understanding of maths, to ensure they achieve the results they deserve.

## Future Pathways

Maths is a popular choice of A Level in the Sixth Form. Students who aspire to this level of study need to follow the Higher Tier at GCSE to build the foundations necessary for this next step.

A Grade 4 in GCSE Maths acts as a standard pass, opening doors to various vocational, technical, and entry-level career paths, including apprenticeships in accounting, business, engineering, and digital marketing. It also enables roles in healthcare, administration, and trades.

A qualification in Maths also opens diverse, high-demand career paths in finance, data science, technology, and engineering, often focusing on analysis, modelling, and problem-solving. Top roles include actuary, data scientist, statistician, accountant, software engineer, and investment analyst. These roles are often high-paying and essential across various industries.



## Introduction

Media Studies is an exciting and relevant course that lets you explore the fast-changing world around you. Every time you scroll through TikTok, watch YouTube, stream a series on Netflix, listen to a podcast, read online news, or interact on platforms like Instagram or Snapchat, you are consuming media. What you may not realise is that every post, video, advert and article has been carefully created for a purpose. Media Studies helps you understand how and why these products are made and gives you the skills to create your own.

## How is the course assessed?

Component	Details	Exam / Weighting
<b>Component 1: Exploring the Media</b>	<p><b>Section A: Exploring Media Language &amp; Representation</b> Assesses these aspects in relation to 2 forms of print media – magazines, film posters/marketing, newspapers, print adverts</p> <p><b>Section B: Exploring Media Industries &amp; Audiences</b> Assess two forms - film, newspapers, radio, video games</p> <p>One question on Language and Representation and one on Institutions and Audiences.</p>	<p><b>1 hr 30 mins</b> <b>40%</b> Year 11</p>
<b>Component 2: Understanding Media Forms and Products</b>	<p><b>Section A: Television</b> – Based on an extract from one of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required). One question on media industries, audiences or media contexts (language or representation) + One question on media industries, audiences or media contexts.</p> <p><b>Section B: Music – (music videos &amp; online media)</b> - One question on media industries, audiences or media contexts. (reference to relevant contexts may be required)</p>	<p><b>1 hr 30 mins</b> <b>30%</b> Year 11</p>
<b>Component 3: Creating Media Products (NEA)</b>	<p>Individual media production for an intended audience in response to a choice of briefs set by Eduqas, applying knowledge and understanding of media language and representation. Research, planning and pitching ideas for the ‘Magazine’ section of the brief in Year 10. Completion and submission by the end of Spring Term in Year 11.</p>	<p><b>Coursework (NEA) 30%</b></p>

## Course Content

Throughout the course you will explore the four key concepts of Media Studies:

### Language, Representation, Industries and Audiences

The key concepts of Media Studies are the foundational academic basis of the course of study. Each key concept is underpinned with specific key terms and academic theories that students will learn and apply to their analytical writing. Context helps students to understand the impact of media throughout the ages, and how the impact of media is paramount in today’s society. Current modules include Newspapers (The Sun), Film (James Bond), Music Video (TLC, Taylor Swift) – to name a few.

## Essential Requirements

Students must be keen to learn about the world around them and how the world of media has a direct impact on how they think and form decisions. It is also ideal if students have a wealth of cultural capital, such as an interest in films, TV, magazines and Music.

## Future Pathways

Media Studies can be split into multiple different sectors which house a wealth of different job roles e.g. Journalism, Film Making, Graphic Design, Editing. Many students who take Media Studies at GCSE/ A-Level go on to study the subject in higher education.





## Introduction

This is a practical and creative course for students who enjoy performing and drama. You will explore different acting styles and techniques, take part in workshops, and perform in front of an audience, with some exploration of the technical side. The course helps you build confidence, teamwork, and communication skills and is mainly coursework-based, making it ideal for students who enjoy learning through practical work.

## How is the course assessed?

There are two internally assessed coursework components (Components 1 & 2), and one external unit (Component 3). Component 2 will be completed in the Spring Term of Year 10, Component 1 will be completed in the Autumn Term of Year 11, and the final Component (3), will be completed in the Spring Term of Year 11. There is no final written exam.

## Course Content

The BTEC Tech Award in Performing Arts (Acting) is made up of three components:

### Component 1: Exploring the Performing Arts

Students explore different acting styles, practitioners, and performance work, supported by practical workshops and written coursework.

### Component 2: Developing Skills and Techniques in the Performing Arts

Students develop their acting skills through rehearsals and performances, showing how their skills improve over time.

### Component 3: Responding to a Brief

This is the externally assessed component, usually completed in Year 11. Students create a performance in response to a brief set by the exam board, with some work completed under supervised conditions.

## Essential Requirements

- Enjoy acting and performing in front of others
- Be willing to take part in practical lessons, rehearsals, and performances
- Show commitment and good attendance, as much of the work is assessed in class
- Be able to work well as part of a group and contribute positively to rehearsals
- Be prepared to complete written coursework and reflections alongside practical work
- Have a positive attitude and be open to feedback and improvement

## Future Pathways

The BTEC Tech Award in Performing Arts (Acting) helps students develop performance skills, confidence, and creativity, while also building transferable skills such as communication, teamwork, and self-discipline. These skills support progression into further education, training, or employment. The course is a strong foundation for students who may wish to continue studying drama, performing arts, or other creative subjects, as well as those who want to build confidence for a wide range of career paths.

Students can progress onto BTEC Performing Arts, where skills and knowledge are built further in a similar aspect.

The Acting pathway supports careers such as:

- Actor or performer
- Drama teacher or workshop leader
- Director or theatre practitioner
- Film, TV, or theatre work
- Creative industries and media careers
- The skills developed are also valuable for any careers that require strong communication, confidence, and teamwork.





## Introduction

This subject includes Citizenship, Personal, Social, Health and Economic Education (PSHE) alongside Religious Education (RE) and Careers Information Advice and Guidance. This will form part of the core curriculum at KS4.

## How is the course assessed?

Assessment in Personal Development across KS4 is varied. It will depend on the nature of the topic studied or activity undertaken. Student work will not be marked on the 1-9 grade scale, however regular verbal or written feedback will be given by teachers and in addition, self and peer reviews will be utilised when appropriate.

## Course Content

At Kirkby Stephen Grammar School, students in KS4 will have two lessons of Personal Development per fortnight. They will cover all the core subjects listed above.

In Year 10, students will get the chance to have a week of work experience which offers a very beneficial opportunity. They will also take part in a mock interview competition during the summer term. This gives our students the chance to conduct and dress appropriately for the interview before being asked a series of questions by local employers, again, another very beneficial opportunity.

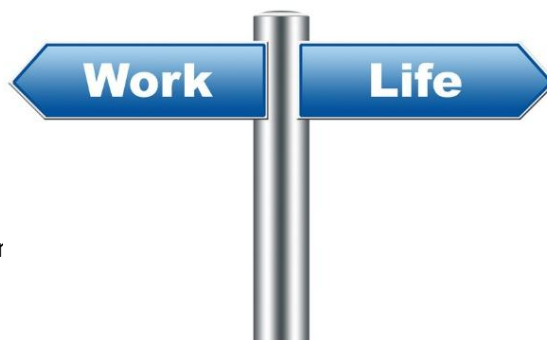
In Year 11, running alongside their Parents' Evening, there is a "Next Steps" Careers Fair with a variety of different providers. This allows students opportunity to get as much information as possible to make choice about their next steps. Also during this year, every opportunity is given to students, from having a variety of visiting speakers in many varied roles, apprenticeship providers and lots of valuable experiences so they can make a well informed choice about their future.

Students will explore a range of different topics including:

- Careers and work experience
- Politics
- Human rights
- Physical and mental health awareness
- Sex and relationships- parenthood
- Drugs and alcohol
- Independent living & economic wellbeing
- Global and Environmental awareness
- Beliefs and values

Students will also have additional opportunities for extra-curricular ar

- Careers talks and visits to colleges/universities
- Workshops on aspects of health and wellbeing
- Cultural visits





## Introduction

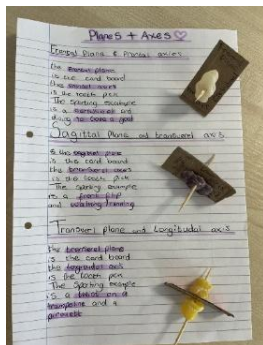
The OCR GCSE Physical Education course offers a comprehensive and dynamic study of sport, blending scientific theory with practical excellence. The curriculum is split into two theoretical components: Physical factors affecting performance, which explores applied anatomy, physiology and physical training, and Socio-cultural issues and sports psychology, which examines health, well-being, and the psychological factors that influence participation.

## How is the course assessed?

Students will sit **two, one hour exam papers (60%)**

Beyond the classroom, the course is heavily weighted toward performance, with 40% of the final grade coming from practical sports. This includes:

- **Practical Performances (30%)**  
Assessment in 3 different physical activities (1 team, 1 individual, and 1 'free' choice).
- **Analysis and Evaluation of Performance (10%)**  
A written task where you [analyse your own performance](#) to create an effective action plan for improvement.



## Course Content

GCSE Physical Education is taught over five periods a fortnight and involves theory and practical lessons.

Students will start to explore the effects of exercise, diet and methods of training on the human body. The course also covers sports psychology looking at movement skills, health, fitness and wellbeing. Pupils have already been introduced to some aspects of the course through homework sheets.

Pupils will have the opportunity to apply the theoretical concepts which they learn in the classroom in a practical setting. This includes fitness testing, applying the principles of training, looking into methods of practice and types of training and recording performance-based data such as heart rate, stroke volume and recovery rates.

**Core Physical Education** - Everybody in Key Stage 4 receives 1 hour of physical education. This is used to facilitate the GCSE pupils in their sports, which are assessed. There is flexibility in the course whereby 1 lesson over the fortnight can be used for practical purposes nearer assessment time.

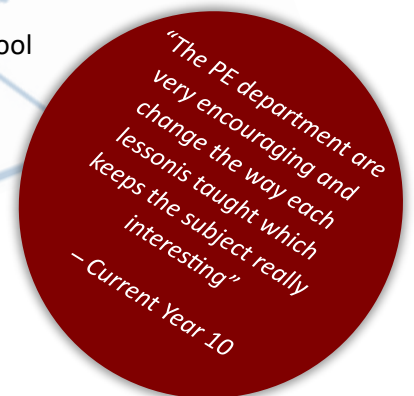
## Essential Requirements

In order to participate fully in this course ALL pupils must be participating within school sports, lunch time practices and where possible out of school clubs due to being assessed within three different sports. Pupils also must have the correct KSGS PE kit.

## Future Pathways

KSGS 6<sup>th</sup> form offer an A-Level in PE which builds on the content learnt from GCSE PE.

Careers in areas such as: teaching, coaching, sports science, physiotherapy, sports development, nursing, sports psychology, performance analysis and many more.





## Introduction

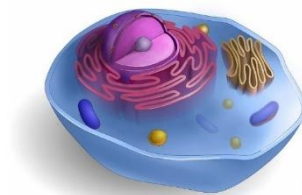
Combined Science is an engaging GCSE course that allows students to continue studying **Biology, Chemistry and Physics** through to the end of Key Stage 4. It is designed to build on the scientific knowledge and skills developed in Key Stage 3, while helping students understand how science explains the world around them.

## How is the course assessed?

Combined Science is assessed through **six GCSE exams at the end of Year 11** (two Biology, two Chemistry and two Physics papers). Students receive **two GCSE grades** at the end of the course.

A key part of the course is completing a series of required practical investigations across Biology, Chemistry and Physics. This practical work allows students to develop essential experimental skills, including:

- Planning investigations and identifying variables
- Making accurate measurements and recording results
- Analysing data and evaluating methods
- Using scientific equipment safely and effectively



Practical work is **not assessed through a separate coursework grade**. Instead, students are examined on their practical knowledge and skills through written exam questions in the GCSE papers. These questions test students' understanding of:

- The methods used in required practicals
- Data analysis and interpretation
- Evaluation of experimental techniques and improvements
- Scientific vocabulary linked to practical work

## Course Content

The course covers a wide range of topics, including:

- **Biology:** cells, infection and response, bioenergetics, genetics, ecology and human health
- **Chemistry:** atomic structure, bonding, chemical reactions, energy changes, rates of reaction and Earth's resources
- **Physics:** forces, energy, electricity, waves, magnetism and particle theory

Students develop key scientific skills, such as:

- Working scientifically and analysing data
- Applying mathematical skills in scientific contexts
- Planning, carrying out and evaluating practical investigations
- Using scientific knowledge to solve problems and explain real-world phenomena

## Future Pathways

May go on to study science or science-related subjects post-16, alongside a wide range of other courses  
Combined Science provides a strong foundation for further study in areas such as

- Healthcare
- Engineering
- Environmental Science
- Psychology
- Sport
- And many STEM-related careers, as well as supporting scientific literacy for everyday life.



## Introduction

Separate Sciences is an engaging GCSE pathway that allows students to study **Biology, Chemistry and Physics as three individual GCSE subjects** through to the end of Key Stage 4. It builds on the scientific knowledge and skills developed in Key Stage 3 while allowing students to explore each discipline in greater depth.

This course is ideal for students who enjoy science and want to develop a deeper understanding of how scientific ideas explain the world around us. Studying the sciences separately provides more detailed content and prepares students well for further study in science.

## How is the course assessed?

Separate Sciences are assessed through **six GCSE exams at the end of Year 11** (two Biology, two Chemistry and two Physics papers). Students receive **three GCSE grades**, one in each subject (Biology, Chemistry and Physics).

A key part of the course is completing a series of **required practical investigations** across all three sciences. These practicals help students develop essential experimental skills, including:

- Planning investigations and identifying variables
- Making accurate measurements and recording results
- Analysing data and evaluating methods
- Using scientific equipment safely and effectively

Practical work is **not assessed through a separate coursework grade**. Instead, students are examined on their practical knowledge and skills through written exam questions in the GCSE papers. These questions assess students' understanding of:

- The methods used in required practicals
- Data analysis and interpretation
- Evaluation of experimental techniques and improvements
- Scientific vocabulary linked to practical work



## Course Content

Students study all three sciences in greater depth than in Combined Science.

- **Biology:** Cell biology, Organisation and the human body, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution, Ecology
- **Chemistry:** Atomic structure and the periodic table, Chemical bonding, structure and properties of matter, Quantitative chemistry, Chemical reactions, Energy changes, Rates of reaction, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using Earth's resources
- **Physics:** Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves, Magnetism and electromagnetism, Space physics

Students also develop key scientific skills, including:

- Working scientifically and analysing data
- Applying mathematical skills in scientific contexts
- Planning, carrying out and evaluating practical investigations

Using scientific knowledge to solve problems and explain real-world phenomena.

## Essential Requirements

Separate Sciences is suitable for students who:

- Have a strong interest in science
- Enjoy problem solving and practical investigations
- Are confident in applying mathematical skills
- Are motivated to study science in greater depth

Students are expected to demonstrate good effort and progress in science during Key Stage 3.

It is important to note that Triple Science is significantly more demanding than Combined Science. It includes a greater volume of content and a higher level of challenge, as students study separate GCSEs in Biology, Chemistry and Physics, rather than the combined qualification. For this reason, careful consideration will be given to which students are best suited to this pathway to ensure that those who undertake it are able to succeed and manage the additional demands.

## Future Pathways

### Sixth Form

Separate Sciences provide **excellent preparation for A-Level Biology, Chemistry and Physics**, as well as other science-related subjects.

### Career Aspirations

This pathway supports progression into a wide range of careers, including:

- Medicine and healthcare
- Engineering
- Environmental science
- Veterinary science
- Research and laboratory science
- Technology and STEM careers

Studying the sciences separately gives students a strong foundation for further academic study and careers that rely on scientific knowledge and analytical skills.





## Introduction

Learning a language at GCSE opens up a world of opportunities and gives you valuable skills that go far beyond the classroom. It helps you become a confident communicator, boosts your memory and problem-solving abilities, and is highly valued by colleges, universities and employers. Studying a language can also deepen your understanding of other cultures, making travel more enjoyable and helping you connect with people across the world. Choosing a language now keeps doors open for your future—whether you want to work abroad, stand out in competitive job markets, or simply challenge yourself with something exciting and rewarding.

## How is the course assessed?

The examinations all take place at the end of the course and the 4 skills are equally weighted. You will be entered for either Foundation or Higher Tier.

COURSE CONTENT AND ASSESSMENT		
<b>Theme 1:</b> People & Lifestyle	Identity and relationships with others, Healthy living & lifestyle, Education and work	<b>Assessments:</b> <b>Paper 1 – Listening (25%)</b> Understanding and responding to different types of spoken language. Questions answered in both Spanish and English including dictation.
<b>Theme 2:</b> Popular Culture	Free time activities Customs, festivals and celebrations, Celebrity culture	<b>Paper 2 – Speaking (25%)</b> Communicating and interacting effectively using photo cards with discussion, role play and reading aloud. Conducted with teacher but externally marked. Between 7 and 12 minutes (dependent on tier) + preparation time.
<b>Theme 3:</b> Communication & the world around us	Travel, tourism, including places of interest, Media and technology, The environment and where people live	<b>Paper 3 – Reading (25%)</b> Understanding and responding to different types of written language and translation task. Questions answered in both Spanish and English  <b>Paper 4 – Writing (25%)</b> Communicating effectively in writing for a variety of purposes and translation

## Course Content

You will consolidate basic structures of language that you have learnt and develop your communication skills on a variety of topics. There is a high level of importance placed on grammar and accuracy in speaking and written work. To be a successful language learner, you must show eagerness to learn and use the language as well as a commitment to study. The GCSE Spanish course counts towards the English Baccalaureate Certificate which is internationally recognised.

## Essential Requirements

To succeed in a GCSE language, you need to be willing to practise regularly and stay curious about how the language works. Good listening skills, resilience, and the confidence to have a go - even when you're not sure - are essential. You'll be expected to build vocabulary over time, take part in speaking activities, and develop your reading and writing skills. Most importantly, you need a positive attitude and the determination to keep improving, as language learning is a journey that becomes more rewarding the further you go.

## Future Pathways

Taking a language at GCSE can lead to careers in areas like business, travel, teaching, translation, and international relations, and it's highly valued by colleges and universities. Even if you don't pursue languages further, the skills you gain - confidence, communication, and cultural awareness - will help you stand out whatever you choose to do next. It also opens up exciting opportunities to work or study abroad, meet new people, and build a career that's truly global. Even if you're not sure what you want to do yet, a language keeps your options open and shows future employers you're confident, adaptable, and willing to take on a challenge.



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