



MAIDEN ERLEGH
SCHOOL IN READING

KEY STAGE 4 CURRICULUM

Options Handbook

For courses starting in September 2026

KEY STAGE 4 PROSPECTUS

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Message from the Headteacher

Dear Year 9 students,

Welcome to the start of your journey into Key Stage 4! Getting to pick your KS4 options is one of the most important and exciting times in secondary school and something I am currently doing with my own son, so I appreciate how daunting this can seem and how much of a big decision it is! It is the first time you have chosen which subjects to study and so you need to think carefully about your choices. We want to make sure we guide as many of you as possible onto the right GCSE courses. This booklet will assist you in the process of choosing the most suitable courses for you.

Remember to take time to consider your options and keep the following in mind:

1. Consider your current attainment level in each subject- choose subjects you enjoy and will do well in. Try to move away from thinking about whether certain teachers will teach the GCSE as neither you or us know that yet!
2. Think about what you want to do when you leave MER. Some careers need certain qualifications, so find out now if you should have specific GCSE courses to get into university or onto an apprenticeship
3. Be proactive, seek advice from teachers, friends and family to find out as much as you can about a course and possible careers that could lead from your choices. Don't worry if you are not sure; you can ask for careers advice and guidance from all your teachers or Ms Finlason our careers advisor who works at MER to support students in making the right choices.

What is important is that you choose subjects that you are confident you will enjoy learning more about. Four of the most common mistakes that students can make when choosing their option subjects are:

- Choosing subjects because they like the teacher who has taught them at Key Stage 3
- Choosing subjects that they think will be easy
- Choosing subjects that do not really interest them, only because their parents/carers tell them to
- Choosing subjects because their friends have chosen them

Remember that these choices are important; the choices you make are up to you and should be made in consultation with your teachers and parent/carer. Two years is a long time to be studying a course, so choose wisely.

Wishing you the best of luck

A handwritten signature in black ink that reads "S. Gibbs".

Sarah Gibbs
Headteacher

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What are GCSEs

GCSE stands for General Certificate of Secondary Education. These are the qualifications obtained by students in the UK at the end of their Year 11 schooling. GCSEs provide a uniform framework for assessment in England, Wales and Northern Ireland. Chosen subjects are studied over two years and assessed by final exams and/or coursework. While students have scope to choose some of their GCSE options, a number of subjects are obligatory. These are known as core subjects and include: Maths, English Literature, English Language, and Science (in varying forms). Students will also study Citizenship and sit this GCSE at the end of Year 10.

GCSE Options Timeline

DATE	EVENT	INFORMATION
Fri 09 Jan	Year 9 Options Assembly	GCSE Options 2026 launched to students.
Mon 19 Jan	Options Booklet, Pathways and Options Forms released	Students informed about the pathway they will take to KS4. Options Handbook shared with students and their families.
Thu 22 Jan	Think Ahead Day – Year 9 Options Taster Sessions	Students have taster sessions with new subjects: Business, Economics, Health & Social Care, iMedia, PE GCSE and RS.
Wed 04 Feb	GCSE Subject Information Evening	Families invited to GCSE and Options Information Presentation. Consultation with teachers to find out more about each subject.
Mon 23 Feb – Wed 04 Mar	Student Advisory Meetings (invite only)	Coaching Sessions to support students with making ‘big decisions’ and asking the right questions.
Mon 26 Feb	Year 9 Progress Meeting	Families meet with Year 9 subject teachers to discuss current progress and suitability to KS4 courses.
Thurs 05 Mar	Options Submission Deadline	Students must complete their options preferences form.

Options Pathways

To help guide students and parents in their selection of subjects we place all students into Options Pathways. These do not represent any kind of streaming or setting process. Rather, they are a means of guiding students and parents towards the subjects that, experience has shown, those students in that particular pathway are likely to succeed in.

These pathways are:

Blue	Students are required to study a Modern Foreign Language. This will support them to develop a broad range of knowledge and skills and keep their options open for further study and future careers.
Yellow	Students are not required to study a Modern Foreign Language and may have an increased number of practical or vocational subjects available to them.

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Key Stage 4 Core Curriculum

At MER, all students at Key Stage 4 will study the following courses to examination level at GCSE:

- English Language
- English Literature
- Mathematics
- Science*
- Citizenship**

In addition, they will have lessons in:

- Physical Education
- Personal Development - which will include topics about relationships, health education and work-related learning

*All students are taught in 3 separate Science specialisms. A decision will be made at the end of Year 9 about which students will work towards GCSE qualifications in the separate sciences and combined science respectively.

**Early entry, Full course GCSE for all students in Year 10.

For additional information regarding the Core Curriculum please refer to the KS4 Curriculum Booklet found on the school website Curriculum KS4 page.

Key Stage 4 Optional Curriculum

The remainder of the curriculum is chosen by the students and is accessed through one of two curriculum pathways: blue and yellow.

It is important for students to consider the courses most suitable for them, considering their own strengths and weaknesses. The first part of the process is to find out about the courses and how they are assessed. This handbook contains a great deal of information for students and parents about the courses being offered. Parents also have an opportunity to find out more about the options process at the Year 9 GCSE Subject Information Evening on **Wednesday 4th February 2026**.

We believe that the curriculum pathway recommended for your child will offer the best route to success at KS4. Students should find that within the recommended pathway they will be able to choose the subjects that they believe are appropriate for them.

Selecting Preferences

This booklet provides information about each of the courses on offer. Students should take time to read through it carefully with their family and discuss their initial ideas and preferences.

Students will not be asked to make any final decisions about their options immediately. Over the next month, we will provide several opportunities for students to find out more about the courses available, and to receive guidance.

Please note that no option choices can be guaranteed due to class size and timetabling constraints, but we will do everything we can to ensure that all students end up on the right courses. Students will be asked to choose their preferences including up to 2 reserve choices.

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Blue Pathway (EBacc) Options

Students on the blue pathway will make the following choices:

- A modern foreign language, either French or Spanish.
- Any three other subjects (see list below).
- Plus two reserve subject choices (see list below)

BLUE PATHWAY SUBJECT OPTIONS

Art & Design
Business Studies
Computer Science
Creative iMedia
Design Technology: Product Design
Drama
Economics
Food Preparation & Nutrition
French
Geography
History
Health & Social Care
Music
PE (GCSE)
Religious Studies
Spanish

The following combination is not permitted:
Economics **and** Business Studies

All students **must** indicate two reserve choices.

Entry Criteria

In order to study GCSE Computer Science, students must have been awarded a current attainment of at least 'Deepening' in Mathematics by the time of their Year 9 DCP2 report in February.

In order to study GCSE Economics, students must have been awarded a current attainment of at least 'Deepening' in English and Mathematics by the time of their Year 9 DCP2 report in February.

In order to study a second Modern Foreign Language, students must have been awarded a current attainment of at least 'Excelling' in their KS3 language subject by the time of their Year 9 DCP2 report in February.

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Yellow Pathway Options

Students on the yellow pathway will make the following choices:

- Any four subjects (see list below).
- **Plus** two reserve subject choices (see list below)

YELLOW PATHWAY SUBJECT OPTIONS

Art & Design
ASDAN (invitation only)
Business Studies
Creative iMedia
Design Technology: Product Design
Drama
Food Preparation & Nutrition
French
Geography
History
Health & Social Care
Music
PE (GCSE)
Religious Studies
Spanish

7 Questions Families Can Use at Home to Help Guide the Process

Ask your child to consider these questions when putting together their final list of choices...

1. Should I choose subjects I'm good at for GCSE?

The answer is often yes – your child will get good results, which will help build their confidence and understanding.

2. Should I choose GCSE subjects based on my likes and interests?

Enjoyment helps students progress in their studies. It's fine to do a subject just because you like it. For example, drama could lead to a career in theatre – but it could also help your child learn to express themselves with confidence AND memorise and retain information. These transferable skills are useful in any future career. Your child should consider if they would be interested in the things they'd be learning, and if they could build the skills the subject requires.

3. Should I choose a GCSE subject because I like the teacher?

No, teachers come and go – but they can also inspire a child to do their best. However, the person the child most needs to impress is themselves.

4. Should I choose a GCSE subject because my friends are doing it?

Your child will most likely retain their current friendship groups and also make new friends through their choice of subjects. Doing different GCSEs shouldn't have any effect on a child's friendships.

5. Should I think about high paid jobs when I'm choosing GCSEs?

If your child is thinking about future money goals, it may be that they are still open to options and don't have a set career in mind. They will feel happiest if they progress into jobs they enjoy and feel able to do well and grow in. Time and passion leads to a higher salary in a wide range of jobs, and GCSE options need not play a huge part in this aspect of decision making.

6. Are my A-level choices affected by my GCSE choices?

Some A-level options don't require you to have studied them at GCSE first – for example, psychology, economics, media studies or politics. For other subjects your child will most likely need the GCSE, so they can check with a teacher to make sure.

7. Do my GCSE options affect my university chances?

Most universities need you to have English and maths GCSEs...which is good, because you'll be studying them as core GCSE subjects anyway. For some degrees, or careers, their requirements for GCSE and A-level subjects aren't too limiting. For example, most universities don't mind which subjects you've studied before if you want to do a law degree – they just want you to have done well in the subjects you chose and that you chose a broad range of choices. In some cases, your child may need specific A-levels (and therefore the GCSEs they need to do those A-levels) to get on certain university courses (e.g. the sciences, history or foreign languages).

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Subject Name: Art, Craft and Design

Exam board: AQA

Specification Code: 8201

Why should I study Art, Craft and Design?

Art, Craft and Design is a practical subject that allows students to explore creative ideas independently through a range of different mediums. Students will all learn skills such as painting, drawing and photography but will be able to apply these, alongside other mediums such as printmaking, textiles and ceramics, to further their own investigations. They will be able to choose a theme or topic that interests them and respond to it.

What will I learn on this course?

Students must explore and create work associated with areas of study from **at least two** titles listed below:

Fine art: for example, drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media and land art.

Graphic communication: for example, design for print, advertising and branding, illustration, package design, typography, interactive design, (including web, app and game), signage and exhibition graphics.

Textile design: for example, fashion design and illustration, costume design, printed and dyed textiles, surface pattern, stitched and/or embellished textiles and soft furnishings and/or textiles for interiors.

Three-dimensional design: for example, architectural design, sculpture, ceramics, product design, jewellery and body adornment, landscape/garden design, exhibition design and designs for theatre, film and television.

Photograph: for example, portraiture, location photography, studio photography, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography.

How will I be assessed on this course?

The exams and non-exam assessment will measure how students have achieved the following assessment objectives:

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

Component 1: Portfolio of Work. This carries 60% of the total marks: It is a portfolio that in total shows explicit coverage of the four assessment objectives. It must show evidence of working in areas of study drawn from **two or**

more of the titles taking into account the distinguishing characteristics of art, craft and design or photography. This course relies on students producing practical work, students must be prepared to develop their portfolios outside of the classroom at home, or after school. For this reason, staff expect students to be working for 1-2 hours every week on their portfolios outside of lesson time to ensure they complete the quality and quantity of work required.

Component 2: Externally Set Task. This carries 40% of your total marks. It must show evidence of areas of study drawn from **one or more** of the titles above, evidencing coverage of all four assessment objectives. A paper will be issued by AQA at the start of January. The spring term will give students time for preparation, followed by **ten hours of examination** undertaken over two days.

Are there any extra curricula opportunities?

We offer open access to the Art studios for KS4 students three days a week after school where students can come and use materials and equipment available in school. Our staff and technicians are also on hand to offer guidance and support during this time.

We run two trips, the first to a museum/gallery in London/Oxford to see artwork and artefacts from around the world to aid students with their investigations for their supporting work. The second will be a trip to the Peacock Gallery at Maiden Erlegh School, to visit their A Level Exhibition. This helps students to better understand assessment criteria better, observing high quality work in real life and giving them an idea of what can be achieved.

What could I do next with Art, Craft and Design?

Students can go onto study a range of subjects at A Level, such as Art, Media, Graphic Design and Photography. They will also be able to gain entry onto a range of Art and Design/Media diplomas and BTECs.

The Creative Industries are a diverse and complex sector made up of a variety of sub-sectors. It is an industry that offers flexibility and opportunity to the people working in it. There are a variety of jobs that would lend themselves to this qualification, including Advertising and Marketing, Architecture, Crafts, Design: product, graphic fashion and AI design. Film, TV, video, radio and photography, IT, software and computer services, publishing, museums, galleries and libraries.

Find out more about Art, Craft and Design here

[AOA Art, Craft and Design Specification](#)

Explore Google Arts and Culture pages -

<https://artsandculture.google.com/>

Student Art Guide - <https://www.studentartguide.com/>

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Subject Name: Business Studies GCSE

Exam board: OCR

Specification Code: J204

Why should I study Business Studies?

Business Studies provides students with an excellent understanding of global enterprise, from the theory of how to be an entrepreneur and begin your own business to managing an international corporation. The foundation of Business Studies is embedded within four main functional areas; finance, marketing, operations management and human resources. These areas have a huge impact on the career paths that students choose to follow because even if you do not work directly for one of these departments within a company, any organisation will rely heavily on these components working cohesively. Any student wishing to enhance their knowledge on how a business is run would be a great candidate for this course. An interest in current affairs would also be helpful.

What will I learn on this course?

1. Business activity

In this section, learners explore how and why businesses start and grow.

2. Marketing

In this section, learners explore the purpose and role of marketing within business and how it influences business activity and the decisions businesses take.

3. People

In this section, learners explore the purpose and role of human resources within business and how it influences business activity and the decisions businesses take.

4. Operations

In this section, learners explore what business operations involve, their role within the production of goods and the provision of services, and how they influence business activity.

5. Finance

In this section, learners explore the purpose of the finance function, its role in business and how it influences business activity.

6. Influences on business

In this section, learners explore the importance of external influences on business and how businesses change in response to these influences.

7. The interdependent nature of business

In this section, learners will need to use content from both component 01 and component 02 to make connections between different elements of the subject. They will need to draw together knowledge, skills and understanding from different parts of the GCSE (9–1) course and apply their knowledge to business decision making within a business context.

How will I be assessed on this course?

Assessment

Business 1; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length. This examination is based on 3 units of study. These include Business Activity, Marketing and People. This examination is worth 80 marks, split into two sections and assesses content from the 3 units mentioned above. Section A contains multiple choice questions worth 15 marks. Section B includes short, medium and extended response style questions which use stimulus material that draws on real business contexts. This section is worth 65 marks.

Business 2; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length. This examination is based on 4 units of study. These include Operations, Finance, Influences on Business and The Independent nature of Business. This examination is also worth 80 marks and splits into two sections, assuming knowledge of the 4 units mentioned above. Section A and Section B are the same structure as the Business 1 paper.

Are there any extra curricula opportunities?

Students have the opportunity to set up entrepreneurial projects and, timing dependent, national competitions are entered such as Tenner Challenge. Day trips are planned to enhance our studies in Unit 4 Operations and explore the Mini Plant in Oxford.

What could I do next with Business Studies?

A large proportion of students who study GCSE Business Studies continue to do so at A-Level, and even at University. The skills you will learn in the GCSE Business Studies course are easily transferable to a number of different careers paths such as sales, public relations, innovation of products, finance and accountancy and management.

Find out more about Business Studies here

- <https://www.bbc.co.uk/bitesize/examspecs/zhrphbk>
- <https://www.careerpilot.org.uk/job-sectors/subject/business-studies>



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Subject Name: Computer Science

Exam board: AQA

Specification Code: 8525

Why should I study Computer Science?

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

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

What will I learn on this course?

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

How will I be assessed on this course?

Paper 1: Computational thinking and programming skills

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

- Written exam: 2 hours
- 90 marks
- 50% of GCSE

Paper 2: Computing concepts

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

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

Are there any extra curricula opportunities?

The Bebras Challenge introduces computational thinking to students worldwide. This exciting challenge takes place in school, over a two-week period every November.

What could I do next with Computer Science?

Can lead to further study i.e. A Level Computer Science and Computer Science related study at degree level. Study of Computing can eventually lead to employment in Software Development, Video Games Design, Web designer/developer, Database Development, Network Management, Cyber Security and many other areas.

Find out more about Computer Science here

- Full course specification is at: [Specification for first teaching in 2020: Specification](#)
- For some fun taster activities: <http://www.cs4fn.org/>
- Learn to code: [Python coding](#)



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Subject Name: Creative iMedia

Exam board: OCR

Specification Code: J834

Why should I study Creative iMedia?

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

What will I learn on this course?

Unit 1 R093 Creative iMedia in the media industry - This is an exam unit in which you will learn about media sectors, products, legal and ethical issues, and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences.

Unit 2 R094 Visual identity and digital graphics - In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience.

Unit 3 R095 Characters and Comics - In this unit you will learn to design and create original characters that convey emotion and personality. You will also learn to set your characters within stories of your own making which flow logically and engage the reader. You will also learn to use conventions of comics to tell your characters' stories across multiple pages.

How will I be assessed on this course?

OCR Level 1/2 Cambridge National Certificate in Creative iMedia is made up of three units:

- **Unit R093: Creative iMedia in the media industry** - Written paper 1 hour 30 mins (completed at the end of Year 11 - 40% of total marks)
 - Part A – closed response, multiple choice and short answer questions
 - Part B – closed response, short answer and extended response questions, all of which relate to a scenario
- **Unit R094: Visual identity and digital graphics** – centre assessed task* (25% of total marks)
- **Unit R095: Characters and Comics** – centre assessed task* (35% of total marks)

*The centre assessed tasks will be practical tasks in the context of an assignment, produced by OCR and changed each year.

What could I do next with Creative iMedia?

By developing applied knowledge and practical skills, this course will help give you the opportunity to progress on to A Levels, a Cambridge Technical in Creative Media, an apprenticeship or university. Creative iMedia could be first step of a career as a Games Developer, Comic Book Writer, Graphic Designer, and more.

Find out more about Creative iMedia here

- OCR Subject Specification [OCR Level 1/Level 2 Cambridge National in Creative iMedia specification](#)
- R093 subject content videos from Know it all Ninja [Traditional Media - R093: Creative iMedia in the Media Industry](#)



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Subject Name: Design & Technology – Product Design

Exam board: AQA

Specification Code: 8552

Why should I study Design & Technology – Product Design?

Design and technology is an inspiring, rigorous and practical subject. A successful student typically demonstrates a combination of creative design, technical thinking and problem-solving skills.

Students should demonstrate an interest in generating and developing design ideas. They will learn about new materials, technologies and manufacturing techniques. Students will get the opportunity to collaborate with other designers, develop practical workshop skills and explore computer aided design and manufacture.

If you have a passion for design, making, creative thinking and new technology then design and technology has the potential to open lots of doors for you. You might want to be an engineer, carpenter, furniture designer, architect, graphic designer or an electrician. Design & Technology teaches lots of skills that may be needed for these jobs and many more.

What will I learn on this course?

You will complete a range of projects that develop an understanding of different materials such as metals, plastics and timbers. You will develop an understanding of electronics, workshop equipment and tools.

As part of each project you will develop technical drawing, CAD (computer aided design) and CAM (computer aided manufacture) skills.

Throughout each project you will develop analysing, evaluation and presentation skills.

How will I be assessed on this course?

You will complete a range of design and make projects in preparation for your NEA assessment at the end of year 11.

50% Non-exam assessment (NEA)

At the end of year 10 you will start your NEA assessment which continues into year 11. This will be a design-and-make task where you will produce a prototype of your developed idea and a portfolio of evidence to show your designing and making. Your portfolio will consist of research, design ideas and development, model making, pictures of your practical work and a final evaluation.

50% Written examination

A written paper of 2 hours sat at the end of Year 11, worth 100 marks which is 50% of the whole GCSE. There will be 3 sections to the paper:

- Section A- core technical principles tested through short answer and multiple choice questions.
- Section B- specialist technical principles tested through short answer questions and one longer, extended response question.
- Section C- designing and making principles tested through a variety of short and long answers.

Are there any extra curricula opportunities?

There are STEM clubs after school, Teen Tech competitions and after school sessions to work on practical and theory tasks.

What could I do next with Design & Technology?

After studying Design & Technology there are lots of options for sixth form, college courses and apprenticeships. Completion of these courses can give you the opportunity to attend university and gain employment.

It would be an excellent foundation for any design based discipline at degree level such as architecture, industrial design, jewellery design and graphic design as well as subjects such as engineering, business and electronics. The skills learned are not just applicable to careers in design and engineering but also to more vocational and craft jobs. The process of developing a product from initial idea to completion is a skill set used in many careers such as business, marketing and project management

Find out more about Design & Technology here

- <https://www.bbc.co.uk/bitesize/examspecs/zby2bdm>
- https://www.technologystudent.com/#google_vignette
- <https://www.focuselearning.co.uk/u/37314/AECsqflexAifjucqduhbqFaBrdEqrdou>
- <https://senecalearning.com/en-GB/blog/free-aqa-dt-gcse-revision/>
- <http://www.design-technology.info/page32.htm>
- <https://studyrocket.co.uk/revision/gcse-design-and-technology-aqa>



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Subject Name: Drama

Exam board: Eduqas

Specification Code: 601/8420/6

Why should I study Drama?

Drama isn't just about acting! It's about creativity, confidence, and teamwork. By studying drama, you'll learn how to express yourself, work with others, and explore exciting new stories and ideas. Plus, it's a lot of fun and can be a great break from normal life; you can be someone else, enter a world of imagination and have fun! You can come to the studio for extra rehearsals during lunch break and after school, it is a great way to make new friends and gain confidence! Did you know that over 60% of lawyers in Britain have GCSE drama?

What will I learn on this course?

On the Eduqas GCSE Drama course, you'll cover:
Performance Skills: acting, speaking confidently, and bringing characters to life.
Behind-the-Scenes Knowledge: Learn how sets, lighting, and costumes come together to make a great show.
Creating Your Own Work: You'll get to write or direct your own short scenes, using the skills you learned at Key Stage 3. If you don't like acting then you can study lighting, costume or set design.

How will I be assessed on this course?

Component 1: Devising Theatre

Non-exam assessment: internally assessed, externally moderated
 40% of qualification

Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC. Learners must produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

Component 2: Performing from a Text

Non-exam assessment: externally assessed by a visiting examiner
 20% of qualification

Learners will be assessed on either acting or stage design. Learners study two extracts from the same performance text chosen by the centre. Learners participate in one performance using sections of text from both extracts.

Component 3: Interpreting Theatre

Written examination: 1 hour 30 minutes
 40% of qualification
 Weighting: 40% of the GCSE qualification

Section A: Set Text Analysis – You answer questions on a set text that you have studied in depth during the course.

Section B: Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course. This is the fun bit. We get to go and see a live piece of theatre and then write about it. You get to give your ideas and essentially be a film critic!

Are there any extra curricula opportunities?

Theatre trips
 Drama club at lunchtime
 School plays / musicals
 We have visiting actors and workshops

What could I do next with Drama?

There are plenty of exciting paths you can take afterward. Drama develops skills that are valuable in a range of careers, not just in theatre or acting. Here are some of the options:

- **A-Levels or BTEC Courses:** Many students go on to study Drama, Theatre Studies, or Performing Arts at A-Level or through a BTEC program. This deepens your knowledge of performance, theatre history, and production.
- **Drama Schools and Performing Arts Colleges:** Some drama schools, like RADA or LAMDA in the UK, offer foundation courses and full-time training for 16-18-year-olds, preparing you for a career in acting or technical theatre.
- **Music, Theatre, or Dance Courses:** If you're interested in musical theatre or dance, you could look into colleges that offer specific courses in these areas

It is a subject that teaches transferable skills which will be useful in Sixth Form interviews and even job interviews one day; skills such as expressing yourself with confidence, working as a team, interpretation of text, empathy and public speaking. All of these are skills which are important, and highly valued, in today's society.

Find out more about Drama here

Take a look at the Eduqas site to look at the course in detail: [eduqas-gcse-drama-spec-from-2016-e](https://www.eduqas.com/gcse-drama-spec-from-2016-e)

You can also try the GCSE Bitesize drama page and forums to find out more: [GCSE Drama - Eduqas - BBC Bitesize](https://www.bbc.com/education/gcse-drama)



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Subject Name: Economics

Exam board: OCR

Specification Code: J205

Why should I study Economics?

Economics is about people and their economic choices. This course enables learners to appreciate we are all part of the economy and that economics relates to every aspect of our lives – from the decisions of individuals or families to the structures created by governments and producers. The course will equip learners with the skills and confidence to explore how consumers, producers and governments interact in markets nationally and internationally. Economics provides you with the knowledge and insight necessary to understand the impact of developments in business, society and the world economy. It enables you to understand the decisions of households, firms and governments based on human behaviour, beliefs, structure, constraints and need.

What will I learn on this course?

Year 10

Main economic groups and factors of production
The basic economic problem
The role of markets
Demand
Supply
Price
Competition
Production
The labour market
The role of money and financial markets
Economic growth

Year 11

Fair distribution of income
Price stability
Fiscal policy
Monetary policy
Supply side policies
Limitations of markets
Importance of international trade
Balance of payments
Exchange rates
Globalisation

How will I be assessed on this course?

Economics Paper 1: Introduction to Economics; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 2 units of study. These include Introduction to Economics and The role of Markets and Money.

This examination is worth 80 marks, split into two sections and assesses content from the 2 units mentioned above. Section A contains multiple choice questions worth 20 marks. Section B will consist of three parts, each with a short case study and related short and medium response questions as well as the opportunity for extended response. Section B is worth 60 marks.

Economics Paper 2: National and International Economics; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 2 units of study. These include Economic Objectives and the role of Government and International Trade and the Global Economy. Section A contains multiple choice questions worth 20 marks. Section B will consist of three parts, each with a short case study and related short and medium response questions as well as the opportunity for extended response. Section B is worth 60 marks. Section A and Section B are the same structure as the Business 1 paper.

Are there any extra curricula opportunities?

Students are encouraged to keep abreast of current affairs to enhance their understanding of economics in the real world and they will have the opportunity to visit the Bank of England to further their understanding.

What could I do next with Economics?

The skills you will learn in GCSE Economics are easily transferable to a number of careers such as banking, insurance, politics, retail, public sector, accountancy and management. Key evaluation skills learnt in this course are invaluable in many A level subjects

Find out more about Economics:

- Read the Economist magazine: <https://subscribenow.economist.com/bfcmm-ed?check=1>
- Be aware of general current affairs through newspapers and documentaries.



Aim high, Be inclusive, Work together

Subject Name: Food Preparation and Nutrition

Exam board: Eduqas

Specification Code: 3560P1

Why should I study GCSE Food Preparation and Nutrition?

- This course equips you with the knowledge, understanding and skills required to cook and apply the principles of food science, diet, nutrition and healthy eating.
- This course is ideal for students who like to prepare, cook and experiment with food, develop and present nutritious healthy dishes and enjoy the balance between theory and practical application.
- Being a food literate can lead and allow you to make better food choices.

What will I learn on this course?

You will be given the opportunity to develop your knowledge and understanding within six areas of content:

1. Food commodities (6) - Fruit & Vegetables, Milk, cheese & Yoghurt, Bread, cereals, flour, oats, rice potatoes & pasta, Meat, fish, poultry & eggs, Soya, tofu, beans, nuts & seeds, Butter, oils & margarine.
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

How will I be assessed on this course?

External written Exam: Theoretical knowledge of course content.

1 hr 45 mins.

100 marks - 50% of GCSE.

This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content.

Section A: questions based on stimulus material.

Section B: structured, short and extended response questions to assess content related to food

Non-Examined Assessments (NEA)

Task 1: Food Investigation. 30 marks - 15% of GCSE. A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Task 2: Food Preparation Assessment. 70 marks - 35% of GCSE. Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

Are there any extra curricula opportunities?

- Reading around the subject area especially articles linked to Food and Nutrition.
- Watching TV programmes linked to Food production and Food science.
- Improving your practical skills by regularly preparing, cooking and presenting food at home.

What can I do next with GCSE Food Preparation and Nutrition?

Many students believe this subject is only suitable if you are thinking of becoming a chef, but there are many career and degree opportunities after studying this GCSE:

- Further education – Level 3 (diploma) Food Science and Nutrition
- Higher education – Bsc (Hons) Food Science and Nutrition degree course
- Explore a career – Chef, Food Technologist/Scientist, Food Quality Control Inspector, Food Safety Officer, Dietician, Restaurant Manager, Food and Beverages Manager, Teacher

Find out more about GCSE Food Preparation and Nutrition

For more information, please visit Eduqas website:

[GCSE Specification Template](#)



Subject Name: French

Exam board: Edexcel

Specification Code: 1FR1

Why should I study French?

Having a French GCSE will enable you to stand out from the crowd. The study of a language is considered by employers as a rigorous pursuit and they are impressed by candidates who have such a qualification. Top universities also consider linguists favourably, so if you want to demonstrate that you are a well-rounded student with a range of interesting skills, choose French.

The business world is in continuous development. Businesses are evolving and activating in a diversified environment that doesn't respect physical boundaries anymore. Even more, due to accelerated globalization, we now live in a world where any type of business has the possibility to extend over borders. This makes language proficiency a very important business skill that will boost anyone's career.

What will I learn on this course?

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

There are six broad themes:

- My personal world: family, friends, relationships and equality
- Lifestyle and wellbeing: physical and mental well-being, food and drink, sports
- My neighbourhood: places in town, the natural world, environmental issues
- Media and technology
- School and future studies
- Travelling and tourism

How will I be assessed on this course?

The GCSE French specification is a linear course with terminal examinations in listening, speaking, reading and writing at the end. There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9).

Paper 1: Examination – Listening: 25% of GCSE, 45 minutes (Foundation), 1 hour (Higher)

Paper 2: Examination – Speaking: 25% of GCSE

Paper 3: Examination – Reading: 25% of GCSE, 45 minutes (Foundation), 1 hour (Higher)

Paper 4: Examination – Writing: 25% of GCSE, 1 hour 15 minutes (Foundation), 1 hour 20 minutes (Higher)

Are there any extra curricula opportunities?

- After school catch-up and revision sessions
- Languages library (online)
- Speaking Café for Y11 students to help with speaking skills
- Access to all lessons and additional resources via Google Classroom

What could I do next with French?

A GCSE in French can open a variety of doors, starting from A-Level French courses, to university studies. A variety of jobs also require an additional languages or benefit from them. Some of these career paths include: pilot/air hostess, tour guide, engineer, lawyer, teacher, translator, marketing, sales rep, hotel manager, national intelligence and many more!

Find out more about French here

[GCSE French - Edexcel \(for exams from 2026\) - BBC Bitesize](#)



Aim high, Be inclusive, Work together

Subject Name: Geography

Exam board: AQA

Specification Code: 8035

Why should I study Geography

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare you for those changes. The transferable skills which Geography fosters are an asset in the complex world of employment today. Geography is about the future and encourages flexible thinking. It is less likely that you will spend all your life with one company or organisation (the 'job for life'), so flexible thinking is a great attribute. Geographical study fosters these qualities and provides a firm basis for life-long learning.

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

Geography is for you if you want to learn more about the world, its natural and human processes and how we interact with our environment.

What will I learn on this course?

You will learn three broad themes of geography. Physical geography (living with natural hazards, river and coastal processes and their effect on humans, ecosystems and the living world), human geography (urban processes, the changing economics of the world and how we manage resources) and geographical skills (fieldwork, resource evaluation, numeracy, map and analytical skills).

How will I be assessed on this course?

There are three exams on each of the three broad themes.
Paper 1: Physical geography – 88 marks in 90 minutes with questions varying from multiple choice, numeracy and map skills to resource analysis and application questions and 9 mark extended writing questions.

Paper 2: Human geography -88 marks in 90 minutes – questions as with Paper 1

Paper 3: Geographical skills – 76 marks in two sections. Section A looks at an issue evaluation, which is a pre-release booklet given to students and teachers 12 weeks before the exam. We study it in class and students then answer questions on it in the exam. Section B look at fieldwork skills, including 23 marks of questions on their own fieldwork inquiries.

Are there any extra curricula opportunities?

Fieldwork: You will be given the opportunity to visit Lyndhurst and Milford on sea to investigate two geographical issues. You will be assessed on these in the paper 3 examination.

Trips: There are also opportunities to take part in the Reading climate conference – this is usually run annually for up to 8 students per year.

Clubs: We also run a revision club weekly for Y11 students to hone their revision skills and practice ahead of examinations.

What could I do next with Geography

Those with GCSE's in Geography can go on to study A Level geography and eventually study it at a university if they choose to, specialising further in physical, human or environmental geography. Geography is also a highly valued subject regardless of career pathway as geographers are often flexible thinkers who understand the world.

Careers in geography include varied jobs such as: environmental consultant, marketing executive, nature conservation office, town planner, social researcher, sustainability consultant, data analyst, cartographer, business analyst, hydrologist, transport planner, geographical information systems (GIS – essentially digital mapping), and secondary school teacher. Apprenticeships are also available in the field of geography focusing on elements such as: geospatial, environmental management, construction, architecture and the built environment, data analyst, and insurance risk surveyor.

Find out more about Geography here

Exam board specification and information: <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification>

Geography careers and apprenticeships: <https://www.rgs.org/choose-geography>



Aim high, Be inclusive, Work together

Subject Name: Health and Social Care BTEC Tech Award

Exam board: Pearson

Specification Code: 603/0395/5

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

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

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

What will I learn on this course?

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

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

How will I be assessed on this course?

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

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

Aim: understand how we grow and develop throughout our lives

This assignment will be completed in Year 10 – June series

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

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

This assignment will be completed in Y11 – January series

Component 3: Health and Wellbeing (40% qualification)

Aim: Help improve someone's health and wellbeing

This external written exam will take place in June of Year 11. This is a TWO-hour exam

Are there any extra curricula opportunities?

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

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

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

Find out more about Health and Social Care BTEC Tech Award

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



Aim high, Be inclusive, Work together

Subject Name: History

Exam board: AQA

Specification Code: 8145RL

Why should I study History?

- History can help you to understand the world around you. We look at relatable themes from the modern world such as why do people migrate, and what are the consequences of this? How do wars start? Why do some social groups experience more challenges than others?
- History helps you to understand and connect key themes together. It will encourage you to use evidence to support your arguments. You will become a critical thinker who is more confident in expressing opinions.
- This course is suitable for students who have strong literacy skills, strong communication skills, and who are keen to understand the modern world.

What will I learn on this course?

We study four topics at GCSE:

Paper 1- Understanding the modern world

- Conflict and tension - the inter-war years, 1918–1939
- America 1920–1973: Opportunity and inequality

Paper 2- Shaping the nation

- Britain: Migration, empires and the people: c790 to the present day
- Elizabethan England, c1568–1603

How will I be assessed on this course?

- 2 exams, each lasting two hours, at the end of Y11 will make up 100% of your GCSE.

What could I do next with History?

The skills of History students have always been sought after by employers as they can sift evidence, evaluate and present ideas in coherent and compelling prose. Historians run things: four US presidents in the last hundred years had History degrees. Many leading writers including Melvyn Bragg, Salman Rushdie and Alan Bennett were Historians first.

History GCSE can lead to many qualifications and careers including, Journalism, Law, Business, Politics, Archaeology, Marketing and Teaching

Find out more about History here

- <https://www.aqa.org.uk/subjects/history/gcse/history-8145/specification>



Aim high, Be inclusive, Work together

Subject Name: Music

Exam board: Eduqas

Specification Code: 601/8131/X

Why should I study Music?

Studying GCSE Music offers students a rich, creative experience that develops a wide range of skills beneficial for future careers. Beyond deepening their understanding and appreciation of music, students cultivate creativity, critical thinking, and teamwork through performance and composition. These transferable skills are valued in diverse fields, including teaching, media and business.

The course is highly enjoyable, blending practical elements like playing instruments and composing music with exploring different musical styles and cultures. It allows students to express themselves creatively and fosters a lifelong love of music.

GCSE Music is ideal for students who enjoy playing an instrument, singing, or simply have a passion for music. It suits those willing to engage in both individual practice and group activities. Whether aiming for a music-related career or simply wanting to explore a creative outlet, GCSE Music offers something rewarding for everyone.

What will I learn on this course?

Students will be taught how to listen to and evaluate music that they have heard, to perform and to compose music. There are four areas of study: Musical forms and devices, Music for ensemble, Film Music and Popular Music.

How will I be assessed on this course?

Performing (minimum two performances, one ensemble) 30%
Composing (two compositions, one to a brief given by the exam board) 30%
Listening and appraising examination: 40%

Are there any extra curricula opportunities?

Students have the opportunity to join the school band and choir as well as participate in the school musical. They are able to form their own ensembles and rehearse in the department after school.

What could I do next with music?

GCSE Music opens the door to a variety of exciting career opportunities, both within and beyond the music industry. For those passionate about performing, it provides a foundation for roles such as professional musicians, singers, or composers. It also serves as a stepping stone for further studies, leading to careers in music production, sound engineering, and conducting.

In education, GCSE Music can inspire future music teachers or workshop leaders, sharing their passion with others. The analytical and creative skills developed in the course are valuable in media-related careers, such as film scoring, radio presenting, and music journalism. Event management, particularly in organizing concerts and festivals, is another avenue where a background in music can be beneficial.

Outside of the arts, the transferable skills of teamwork, discipline, and problem-solving gained through GCSE Music are highly sought after in sectors like marketing, project management, and business, broadening career possibilities.

For those who are passionate about continuing to study music further, they may be able to continue their studies via A level music and continue studying at degree level.

Find out more about music here

www.musictheory.net

<https://www.eduqas.co.uk/qualifications/music-gcse>



Aim high, Be inclusive, Work together

Subject Name: Physical Education

Exam board: OCR

Specification Code: J587

Why should I study Physical Education

Sport is a multi-billion-pound industry in the UK alone and offers a wide range of career opportunities requiring diverse skills. Career pathways that can stem from this GCSE include teaching, physiotherapy, coaching, leisure management, sports nutrition, sports marketing, sports development, personal training, and roles in both public and private sector sport provision.

Sport is recognised by employers and universities as an important element of a balanced lifestyle and contributes to lifelong health and well-being. The GCSE course is dynamic and enjoyable, while helping students develop valuable skills such as teamwork, leadership, communication, and personal responsibility. These qualities are highly regarded in the world of employment.

The course also has a strong scientific element and requires a good understanding of human biology. Students should be interested in physical activity, enjoy practical sports and have an interest in personal fitness. Participation in sport outside of school would be a significant advantage.

What will I learn on this course?

- Applied anatomy and physiology
- Physical training
- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being

Practical Performances

Students will complete three practical activities:

- One from the 'individual' list
- One from the 'team' list
- One additional activity from either list

Analysis and Evaluation of Performance (AEP)

How will I be assessed on this course?

- ◆ Examinations – 60% of the qualification

Paper 1: Physical Factors Affecting Performance

- 1 hour
- 30% of GCSE
- 60 marks
- A mix of multiple-choice, short answer and extended response questions.

Paper 2: Socio-Cultural Issues and Sports Psychology

- 1 hour
- 30% of GCSE
- 60 marks
- A mix of multiple-choice, short answer and extended response questions.

- ◆ Non-Exam Assessment (NEA) – 40% of the qualification
- Practical Performance – 30% (60 marks)
Assessment of three sports (at least one team and one individual), performed in competitive situations.
- Written Analysis and Evaluation – 10% (20 marks)
A written task completed under controlled conditions.

Are there any extra curricula opportunities?

Students are actively encouraged to participate in sporting clubs as extra-curricular activities. This includes fixtures and tournaments which take place outside the school day on a week day. Students are encouraged to write these in their homework diary as a form of communication home.

What could I do next with Physical Education?

The GCSE course can lead to studying PE and sport at A Level, BTEC and subsequently degree level. As mentioned above, there are numerous choices of career available through sport, which can combine personal interest with stimulating, motivating and dynamic working environments.

Find out more about Physical Education here

- Jobs in Sport <https://www.ukssport.gov.uk/jobs-in-sport>
- GCSE Physical Education - OCR - BBC Bitesize <https://www.bbc.co.uk/bitesize/examspecs/ztrcg82>
- OCR Specification - ocr.org.uk/Images/234822-specification-accredited-gcse-physical-education-j587.pdf



Aim high, Be inclusive, Work together

Subject Name: Religious Studies

Exam board: EDEXCEL

Specification Code: 1RBOZB

Why should I study Religious Studies?

Studying Religious Studies GCSE can help you develop a range of skills and understanding that can be useful in many areas of life, including:

- Understanding other people's beliefs and values and why they do what they do.
- Developing critical thinking skills, analyzing and interpreting information and ideas.
- Preparing for further study by developing skills that will help you progress to higher education such as abstract ideas and research skills.
- Broadening your understanding of the world's religions, philosophies and ethics.
- Preparing for a career in any field as a responsible citizen in a global community.

What will I learn on this course?

- Core beliefs, practices and stories of the two largest world religions, Christianity and Islam.
- Islamic approaches to family life and the importance of the wider Muslim community.
- Muslim responses to contemporary ethical issues such as animal testing and assisted dying.
- Christian understanding of the aims and importance of punishment, justice and restoration, as well as causes of and solutions to crime.
- The relationship between peace, conflict and religion from a Christian perspective.
- Responses from both religions to secular attitudes to questions of belief, ethics and morality.

How will I be assessed on this course?

- Students will sit two exams, one for Islam and one for Christianity. Each exam is 1 hour 45 minutes and worth 50% of the final grade.

Are there any extra curricula opportunities?

- The department works with RE Inspired (representatives from churches across Reading) to deliver some course content.

What could I do next with Religious Studies?

- The qualification is useful for students wishing to continue their studies in Religion and Philosophy at A Level.
- Skills gained in Religious Studies are also highly regarded in many other subjects. For example, a survey of students at Oxford University revealed that a significant number of English students had studied Religion and Philosophy at A Level. Religious Studies also complements subjects such as History, Sociology and Psychology.
- Many areas of work value a Religious Studies GCSE qualification because empathy, critical thinking, communication and understanding of others are key attributes for successful teamwork. Careers can include the caring professions such as nursing, social work or teaching, as well as politics, the civil service, journalism, the media and the charity sector.

Find out more about Religious Studies here

- EDEXCEL
Specification: <https://qualifications.pearson.com/en/qualifications/edexcel-gcse/religious-studies-b-2016.html>



Aim high, Be inclusive, Work together

Subject Name: Spanish

Exam board: Edexcel

Specification Code: 1SP1

Why should I study Spanish?

Having a Spanish GCSE will enable you to stand out from the crowd. The study of a language is considered by employers as a rigorous pursuit, and they are impressed by candidates who have such a qualification. Top universities also consider linguists favourably, so if you want to demonstrate that you are a well-rounded student with a range of interesting skills, choose Spanish.

The business world is in continuous development. Businesses are evolving and activating in a diversified environment that doesn't respect physical boundaries anymore. Even more, due to accelerated globalization, we now live in a world where any type of business has the possibility to extend over borders. This makes language proficiency a very important business skill that will boost anyone's career.

What will I learn on this course?

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

There are six broad themes:

- My personal world: family, friends, relationships and equality
- Lifestyle and wellbeing: physical and mental well-being, food and drink, sports
- My neighbourhood: places in town, the natural world, environmental issues
- Media and technology
- School and future studies
- Travelling and tourism

How will I be assessed on this course?

The GCSE Spanish specification is a linear course with terminal examinations in listening, speaking, reading and writing at the end. There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9).

Paper 1: Examination – Listening: 25% of GCSE, 45 minutes (Foundation), 1 hour (Higher)

Paper 2: Examination – Speaking: 25% of GCSE

Paper 3: Examination – Reading: 25% of GCSE, 45 minutes (Foundation), 1 hour (Higher)

Paper 4: Examination – Writing: 25% of GCSE, 1 hour 15 minutes (Foundation), 1 hour 20 minutes (Higher)

Are there any extra curricula opportunities?

After school catch-up and revision sessions
Languages library (online)

Speaking Café for Y11 students to help with speaking skills
Access to all lessons and additional resources via Google Classroom

What could I do next with Spanish?

A GCSE in Spanish can open a variety of doors, starting from A-Level Spanish courses to university studies. A variety of jobs also require additional languages or benefit from them. Some of these career paths include pilot/ air hostess, tour guide, engineer, lawyer, teacher, translator, marketing, sales rep, hotel manager, national intelligence and many more!

Find out more about Spanish here

[GCSE Spanish - Edexcel \(for exams from 2026\) - BBC Bitesize](#)



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