



MAYVILLE HIGH SCHOOL
Founded in 1897

KEY STAGE 4 OPTIONS BOOKLET

Year 10 (L5) – September 2025
Cohort 2027

GCSEs & KS4 COURSES CURRENTLY OFFERED AT MAYVILLE

The following are the new style GCSEs and will be graded level 9-1:

ART AND DESIGN - ART CRAFT & DESIGN
BUSINESS
COMPUTER SCIENCE
DANCE (GCSE)
DESIGN TECHNOLOGY – Timbers/Textiles
DRAMA
ENGLISH LANGUAGE (IGCSE)
ENGLISH LITERATURE
FRENCH
GEOGRAPHY
HISTORY (IGCSE)
MATHEMATICS (IGCSE)
MUSIC (GCSE)
PHYSICAL EDUCATION
PSHEE (No qualification)
PSYCHOLOGY
RELIGIOUS STUDIES Including Philosophy & Ethical Studies
COMBINED SCIENCE (DOUBLE AWARD)
SEPARATE SCIENCES
SPANISH
STATISTICS
***STUDY (No qualification)**

The following Level 2 Certificates will also be offered in KS4: (Level 2 Certificate is equivalent to a GCSE)

RSL LEVEL 2 IN CREATIVE AND PERFORMING ARTS - DANCE PATHWAY
BTEC MUSIC

Core subjects for GCSE are English Language, English Literature, Mathematics and Combined Science Double Award.

Entry Level Certificates or Functional Skills Qualification will be available for pupils below GCSE standard in English, Maths and Science.

* STUDY FOR PUPILS CONTINUING WITH DLU SESSIONS OR THROUGH DISCUSSION WITH THE DIRECTOR OF STUDIES

ART CRAFT & DESIGN – GCSE (Edexcel - 1AD0, Level 9-1) 2025

Pearson Edexcel GCSE Art and Design (2016)

OBJECTIVES

For pupils to develop a sound working knowledge which allows a full exploration of all that might be associated with the criteria of art and design through the G.C.S.E. syllabus objectives.

Pupils should display skills of observation, analysis, investigation, experimentation and documentation. With materials knowledge and technique they should show a good understanding of the basic elements, processes and procedures (listed in the syllabus framework).

Skills of imagining, interpreting, conceiving, developing and reviewing, along with connecting, sequencing, applying and refinement should evolve.

Use of research systems and contextual/historical studies are put into practice. Pupils should develop the ability to assess social, moral, ethical and aesthetic values through the practice and appreciation of art and design.

ANNOTATION: Students will be expected to demonstrate the ability to record their ideas, observations, insights and independent judgements visually and through informative written annotation, using a specialist vocabulary.

Written annotation should be purposeful, not descriptive. It is compulsory to show evidence of this in assessment objective 3.

DRAWING: is at the heart of art, craft and design - from initial sketches to detailed observations to wild mark-making and expressive lines and forms a core element of artists, craftspeople and designers.

Drawing will be assessed through all Assessment Objectives.

Both Lower and Upper Five, have three structured lessons per week. Art homework is given on a weekly basis. Extra art is offered after school – subject to timetable. Pupils may need to attend if their work is not completed according to project deadlines.

Additional research is often required and a pocket sized personal sketch book is encouraged. The GCSE is structured on the basis of continual assessment and the final mark being awarded on the merit of the coursework, preparatory studies and a controlled test. (60% coursework 40% timed test). The coursework is set and assessed as a personal portfolio of work by an external moderator along with the externally set timed test.

Pupils are supplied with an initial set of gouache paints but will need to purchase extra when these are used. They also need an A1/A2 folder to house their coursework in school **at the beginning of the course**.

Preparatory studies are exploratory, investigative and developmental which accompany art and design work. This includes visual forms and images, written and verbal resources as well as the thought process involved in the production of art and design.

They constitute an externally set examination, the controlled test. The controlled test is a ten hour unaided paper, usually set over two consecutive school days. 20 hours of preparatory studies are assessed with the ten hour examination.

GCSE art is both internally and externally assessed with a final candidate's display of work.

(Displaying work pending the current government guidelines.)

All coursework must be completed or candidates will not be put forward for the GCSE examination.

Pupils are continually assessed throughout the two year study period. The four study skills which they are assessed upon relate to:

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.

Assessment objectives are equally weighted – $25\% \times 4 = 100\%$

A mark is awarded for Coursework - 60% and Terminal Examination - 40%

The new GCSE syllabus requires pupils to submit timed work. Approximately 45 hours supervised activity – “these are not tests” they are timed tasks as a body of work which form Paper 1. A personal portfolio in Art & Design.

The Teacher Examiners marks are externally moderated.

Requirements to be successful in this course are a **commitment to working hard over a sustained period of time and a genuine love of the subject**. The levels of achievement within GCSE art are not easy to gain the higher range of marks. It is recommended that a minimum “basic skill level” of a grade of 5 or preferably above at KS3. All work produced goes towards this E. Self-motivation and organisational skills are advantageous to succeed in art. Any missed work will be required to be completed.

Pupils need to purchase an A2 folder to be kept in school and then take the work when they leave.

Gouache paints will need to be replenished and a new sketchbook when the final exam paper is set.

An exhibition for assessment purposes will need to be mounted before the moderator’s visit. Pupils will be advised of the dates to put up and take down this exhibition.

Candidate’s folders need to be stored in school until the collection date is confirmed by the examination board, which is normally in September.

BUSINESS – GCSE (OCR - J204, Level 9-1) 2025

GCSE - Business (9-1) - J204 (from 2017)

Would you like:

- To be your own boss running your own business?
- To understand just what goes on in the world of work?
- To know what businesses look for when they recruit staff?
- To see how a business gets its money to operate?
- To know why so many adverts are aimed at teenagers?
- To understand why the same big businesses operate around the world?

OCR GCSE (9–1) Business is the course to take if you want the answers to these and many other questions.

When you leave school you may be working for a business or other organisation. After studying Business, you will have an insight into just how businesses operate, including how to set up a business of your own. So why should you not be the next Richard Branson?

- This is a practical course, using real businesses as examples
- Learn skills to help you in decision making
- Be one step ahead in understanding how businesses operate

What you will study in OCR GCSE (9–1) Business:

- Marketing, including advertising, development of products, setting the best price.
- Recruitment, including how businesses get the right staff and keep them working well.
- Business structures, including the different ways to set up a business.
- Finance, including how businesses get the money to set up and operate and how they make a profit.
- Business operations, including how businesses produce the things we buy.
- Influences on businesses, including the environment and how many businesses are operating around the world.

How you will be assessed

- Two exams at the end of the course, each 90 minutes long. There is no controlled assessment.
- Some questions will be multiple choice, some will be extended writing to test your ability to explain.

So why should you choose OCR GCSE (9–1) Business as an option?

- You will be able to understand the business world which you will enter after finishing school/college/university.
- You will be able to make informed decisions and put forward arguments to persuade others
- You will have the knowledge to help you set up a business of your own.
- The skills you learn such as evaluation and problem solving will be useful in a number of other subjects.
- Business can lead on to many vocational qualifications and is a good stepping stone for you in A Level subjects, especially economics, accountancy and of course A Level Business.

COMPUTER SCIENCE – GCSE (OCR - J277, Level 9-1) 2025

GCSE - Computer Science (9-1) - J277 (from 2020)

Computing is one of the most exciting, challenging and interesting aspects of IT. Thinking about a career in game making or software development? Want to write your own programs and understand how a computer works? The student will create applications to solve problems based on real life scenarios and will test how well their solution meets the needs of the user.

Computing is a technical course that is fundamentally different from ICT.

This course is contemporary, relevant and rewarding for GCSE students of all levels.

The qualification:

- Prepares students for learning, working and living in an increasingly digital world
- Develops creativity, logical thinking, independent learning and self-evaluation
- Gives students a chance to design apps and software for technologies they use - mobile phones, games consoles and the internet
- Teaches computing which is of enormous importance to the economy and focuses on computer technologies that are relevant in the modern world
- Gives a thorough grounding in computing, creating opportunities for students to move on to A-levels, vocational courses, industry recognised IT qualifications and employment
- Also supports progress in other areas such as technology, science, engineering and the creative industries

You will be assessed through:

Computer systems (01) - 90 minutes 50% weighting

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.

Computational thinking, algorithms and programming (02) - 90 minutes 50% weighting

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical programming

Students are to be given the opportunity to undertake a programming task(s) 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. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

To study this course you should be able to cope with an intensive course with mathematical elements including binary and hexadecimal conversions and be interested in how computers work and how programs are made.

DANCE – GCSE (AQA - 8236, Level 9-1) 2025

GCSE Dance Specification

This course focuses on the aesthetic and artistic qualities of dance, and the use of dance movements, as a medium of expression and communication in the performance, creation and appreciation of dance.

This course will encourage pupils to:

1. Develop their understanding and appreciation of a range of dance styles.
2. Develop aesthetic and artistic sensitivity to dance works.
3. Develop the knowledge, skills and understanding, needed to perform, choreograph and appreciate dance, including an awareness of its artistic context.
4. Develop life-skills and attributes, including decision making, critical and creative thinking, aesthetic sensitivity and the ability to cooperate with others.

Core content

Performance

Choreography

Dance appreciation

Assessments

Students must complete both assessment components.

COMPONENT 1: PERFORMANCE AND CHOREOGRAPHY

What's assessed?

Performance

Set phrases through a solo performance (approximately one minute in duration)

Duet/trio performance (three and a half minutes in duration)

Choreography

Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

How it's assessed:

Internally marked and externally moderated

Performance – 30% of GCSE. 40 marks

Choreography – 30% of GCSE. 40 marks

Total component 60%

Non-exam assessment (NEA) marked by the centre and moderated by AQA.

COMPONENT 2: DANCE APPRECIATION

What's assessed?

Knowledge and understanding of choreographic processes and performing skills

Critical appreciation of own work

Critical appreciation of professional works

How it's assessed:

40% of GCSE

Written exam: 1 hour 30 minutes. 80 marks

Questions: Based on students' own practice in performance and choreography and the GCSE Dance anthology.

RSL LEVEL 2 IN CREATIVE AND PERFORMING ARTS - DANCE PATHWAY 2025

Link to exam board: [VQ Syllabuses - RSL Awards](#)

- Practical structured learning - flexibility to specialise in dance
- Internally assessed (externally moderated) core and optional units related to contextual, historical or theoretical understanding
- Diploma delivered across two years - three units in Lower V and two units in Upper V

On the dance pathway pupils will cover technique classes in multiple styles, choreography and audition technique. They will prepare for a performance assessment each term, with the opportunity to regularly perform for an audience. We will be performing in the community, giving pupils an opportunity to learn and develop leadership and teaching skills. The range of optional units are designed to equip pupils with a well-rounded understanding of the performing arts industry. With no set works or repertoire restrictions, pupils can study styles and genres they are interested in, generating greater learner engagement. Pupils are graded according to where the majority of their grading sits, resulting in holistic, best-fit assessment (Pass, Merit, Distinction).

The typical course structure involves one unit per term:

Lower V Autumn Term - one optional unit

Lower V Spring Term - Final Production core unit

Lower V Summer Term - one optional unit

Upper V Autumn Term - one optional unit

Upper V Spring Term - Planning for a Career in the Industry core unit

Upper V Summer Term - lessons become study/ exam prep for other subjects

Level 2 qualifications are equivalent to a GCSE. The RSL Diploma is Accredited by Ofqual the Qualifications Regulator for England (non performance tables). There is no final written examination - pupils will be required to present written work in a variety of formats throughout the course. All written work will be specified in assignment briefs outlined at the beginning of each term. All assessment is based around practical and/or technical skills and knowledge applicable to roles in the performing arts industry. Throughout the course there will be multiple performance opportunities building and developing on technique and performance skills.

DESIGN AND TECHNOLOGY – GCSE – TIMBERS/TEXTILES 2025

[Design and Technology | GCSE | Design and Technology](#)

GCSE Design and Technology prepares pupils to participate confidently and successfully in an ever-growing, increasingly technological world. Pupils will gain awareness and learn from wider influences on Design and Technology, including historical, social, cultural, environmental, and economic factors. They will work creatively when designing and making and apply technical and practical expertise.

This GCSE enables pupils to study core technical, designing, and making principles, incorporating a broad range of design processes, materials, techniques, and equipment. They will also explore specialist technical principles in greater depth. Pupils will develop skills in research, analysis, and critical thinking as they engage with a variety of challenges and scenarios.

Content and assessment overview

Design and Technology consists of one externally-examined paper and one non-examined assessment component. Students must complete all assessments in May/June in any single year.

COMPONENT 1

Written examination: 2 hours

50% of the qualification. 100 marks

Assessment overview

- **Section A – Core Technical Principles (20 marks):** A mixture of multiple-choice and short-answer questions assessing a breadth of technical knowledge and understanding.
- **Section B – Specialist Technical Principles (30 marks):** Several short-answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.
- **Section C – Designing and Making Principles (50 marks):** A mixture of short-answer and extended-response questions.

In addition to their technical knowledge, pupils will need to apply mathematical and science-related elements throughout. These include calculations related to CAD, CAM design, materials, and structural understanding.

COMPONENT 2

Non-examined assessment

50% of the qualification. 100 marks

Content overview

Pupils will undertake a substantial design and make task.

Assessment criteria:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing and evaluating

In line with the iterative design process, these criteria should be addressed holistically rather than in a linear sequence.

Contextual Challenges will be released annually by AQA on 1 June in the year prior to NEA submission. Pupils will produce both a prototype and a portfolio of evidence as well as a final finished product.

Pupils are expected to incorporate research and analysis, applying mathematical and science-based principles to their work. The use of Computer-Aided Design (CAD) is also an essential aspect of this course, reflecting the demands of modern industries. Work will be marked by teachers and moderated by AQA.

DRAMA – GCSE (EDEXCEL-1DRO, Level 9-1) 2025

Pearson Edexcel GCSE Drama (2016)

Drama is a practical, fun and challenging course, which enables pupils to not only learn about performing but also about creating drama, working in a team, expressing opinions and making decisions. Students will also learn to analyse and evaluate theatrical performances using a critical perspective and clear justification. Students are expected to use problem solving skills and approach tasks with an 'outside the box', original, creative approach. This approach to thinking can be transferable across a range of subjects.

The course is a must for anyone who intends to follow courses in acting, performing arts or media and also for students who enjoy being creative, artistic and working in groups. The majority of lessons will be practical and students will also attend live theatre performances as part of their course.

The outline below is for the GCSE specification for Drama. Its focus is on learning the key skills needed A Level Drama should students choose that route, but also to give them a range of skills that will aid them in whatever route or career they choose to follow after GCSE level.

COMPONENT 1 – DEVISING 40%

Students devise a piece of theatre which they then perform.
They will record the process in a portfolio.
This is internally assessed and externally moderated.
Performances are in groups of 3-6 students.

COMPONENT 2 - PERFORMANCE FROM TEXT 20%

Performance of 2 extracts from a text.
Externally assessed by a visiting examiner.
Students can perform a monologue, a duologue, or group performance.

COMPONENT 3 – THEATRE MAKERS IN PRACTICE. 40%

Choice of one set text from 8 to be explored practically.
Evaluation of a piece of live theatre that has been seen.
Exam 1 hour and 30 minutes. Divided into two sections:
A) Questions on a set text.
B) Live theatre evaluation.

ENGLISH LANGUAGE (CORE) – IGCSE

(CAMBRIDGE IGCSE First Language English, Level 9-1, 0990) 2025

[Cambridge IGCSE \(9-1\) English - First Language 0990](#)

English Language: Cambridge International

GCSE English is a core subject but is offered as two GCSEs which are taught alongside over 5 English lessons a week. All pupils therefore have the opportunity to follow a two year course which leads to GCSE certification in both English Language and English Literature.

ENGLISH LANGUAGE

Reading

Pupils are encouraged to engage with a range of genres and text types from the twentieth and/or twenty-first centuries, including literature, fiction and nonfiction, and other forms of writing such as discursive essays, reviews and articles.

This study includes a focus on writers' use of language and style and the ways in which writers achieve effects and influence readers. Pupils also study how writers can influence readers through use of facts, ideas, perspectives, opinions and bias.

Reading is examined through a single two hour examination paper.

Writing

Pupils produce a coursework portfolio over the course of the two year course which makes up 50% of their GCSE grade. They can produce a first draft on which the teacher can give general feedback before submitting a final draft. The portfolio consists of three assignments, each of about 500–800 words. The assignments are:

Assignment 1: writing to discuss, argue and/or persuade in response to a text or texts

Assignment 2: writing to describe

Assignment 3: writing to narrate

ENGLISH LITERATURE (CORE) – GCSE (AQA - 8702, Level 9-1) 2025

[AQA | English | GCSE | English Literature](#)

English Literature: AQA

GCSE English is a core subject but is offered as two GCSEs which are taught alongside over 5 English lessons a week. All pupils therefore have the opportunity to follow a two year course which leads to GCSE certification in both English Language and English Literature.

Pupils will study a play by Shakespeare and a 19th Century novel, both chosen from lists set by AQA.

They will also study a modern text (drama or prose) from a set list and a cluster of 15 poems from the AQA anthology. The poems are thematically linked and written between 1789 and the present day.

There is also the requirement to respond to unseen poetry and also to compare poems.

English Literature is assessed by two end of course examinations. The make up of these papers have varied over the last two years because of the pandemic, but should return to the traditional format below for examination in 2024.

Paper 1 Shakespeare and the 19th Century Novel (1 hour 45 mins) = 40% of GCSE

Paper 2 Modern texts and Poetry (2 hours 15 mins) = 60% of GCSE

FRENCH – GCSE (Edexcel, Level 9-1) New Specification 2025

[Languages | GCSE | French](#)

It is a multilingual world!

Language is more than words.

Language is communication.

Language is culture.

Language is connection.

Studying languages is a challenging but rewarding experience that will open many doors and broaden your horizons. You will be equipped for life and careers in a global setting.

At GCSE level you will study French in much more depth and learn more about how the language works as well as explore the culture, translation, literature texts, global issues and current affairs.

In order to meet the demands of French GCSE you need to be:

- Hard working
- Passionate and curious
- Resilient
- Organised

You will learn specific vocabulary and grammar related to the following topics but also have the opportunity to use your language skills in real context (pen pals, cultural opportunities and trips)

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

Paper 1: Speaking (Non-examined assessment)

50 marks

Prep time: 15 mins

25%

Foundation: 7-9 mins

Higher: 10-12 mins

- Task 1: Read aloud and 2 short unprepared questions
- Task 2: Role play in a transactional setting
- Task 3: Picture description, 2 short unprepared questions and follow-on conversation

- Describe only one colour picture from a choice of two
- Student selects the thematic context in advance

1 minute in private assessment space for reading aloud preparation

Paper 2: Listening and Understanding

50 marks

Foundation: 45 mins

Higher: 60 mins

25%

- 5 mins reading time included
- Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.
- Section B: Dictation

Extracts played THREE times

Paper 3: Reading and Understanding

50 marks

Foundation: 45 mins

Higher: 60 mins

25%

- Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.
- Section B: Translation into English

Paper 4: Writing

50 marks

Foundation: 1 hour 15 mins

Higher: 1 hour 20 mins

25%

- Picture task (Foundation tier only)
- Two writing responses (both tiers, with a choice of two options for each question)
- Translation into French (both tiers)

Do not miss out on this exciting learning opportunity and join our Language Team.

If you would like to discuss matters further please do not hesitate to talk to a member of the Languages Department.

GEOGRAPHY – GCSE (AQA - 8035, Level 9-1) 2025

[Geography | GCSE | Geography](#)

GCSE Geography is a course for those who are curious about the world around them.

WHY STUDY GEOGRAPHY?

Geography is a subject that allows you to investigate and make sense of the world that we live in today. The course will provide you with the opportunity to get to grips with some of the huge challenges facing people and the environment. It will help you to understand the human and physical processes that shape and change our world. You will travel the world from your classroom, studying case studies from the UK, high income countries, newly emerging economies and low income countries. Geography is multidisciplinary and enables you to develop a wide range of different skills from cartographic and GIS skills to evaluation, analysis and decision making.

Employers in many fields, as well as universities, recognise Geography's value as a skills-based subject which enhances people's knowledge and awareness of the world we live in. Geography really is everywhere and that is what makes it such an exciting and relevant course to study.

TEACHING APPROACH

The two year course is outlined below. Lessons are varied and incorporate a number of different approaches. Enquiry based learning features in many lessons, as well as group work, problem solving and individual study. Current news events and local issues are often incorporated into the teaching programme. You will use ICT to support your learning. Fieldwork is also an integral part of the course.

COURSE STRUCTURE

The Geography course is linear and based over two years. The examination will be at the end of the course in the form of three written papers. The exam papers have an element of choice and questions are varied, including multiple choice, short answer, and extended responses.

Unit 1: Living with the Physical Environment

Worth 35% of the overall marks, this unit has three sections that look at a number of different elements of Physical Geography. You will consider the impact of the physical world on people and how the natural world can be managed in a sustainable way. The topics covered include:

Section A: The Challenge of Natural Hazards

- Volcanoes and Earthquakes
- Tropical storms and climate change
- Extreme weather in the UK

Section B: Physical landscapes in the UK

- Coastal landscapes in the UK
- River landscapes in the UK

Section C: The Living World

- Ecosystems
- Tropical rainforests
- Hot deserts or Cold environments

Unit 2: Challenges in the Human Environment

Accounting for 35% of the overall marks, this unit has three sections that will enable you to develop an understanding of the factors that produce a variety of human environments, how they change over time and how they can be managed sustainably.

Section A: Urban issues and challenges

Urbanisation and the rise of megacities

Urban issues of cities in the rich and poor world. Case studies of Rio de Janeiro and Bristol or Southampton

Sustainable urban living

Section B: The changing economic world

Global variations in economic development and quality of life

The global development gap, role of TNC's and types of aid

Economic development in the UK, employment patterns and regional growth

Section C: Resource management

Global distribution of resources

Changing demand and provision of food, energy and water resources in the UK

Global water supply issues

Unit 3: Geographical applications

Accounting for 30% of the overall marks, this unit has 2 sections that will draw on skills that you will develop over the length of the course, as well as focusing on fieldwork that you will carry out.

Section A: Issue evaluation

This will be a problem solving, issue based activity based on one part of the GCSE course. You will have an opportunity to show your breadth of understanding and appreciation of inter-relationships between different aspects of the course.

Section B: Fieldwork

During the course you will have to undertake at least two geographical enquiries, both of which involve fieldwork and the collection of data. You then have to demonstrate your understanding by answering questions based on both your own work and by using fieldwork materials from an unfamiliar context.

Fieldwork is a compulsory and vital part of this GCSE course. There is currently a field trip to Lee-on-the-Solent to investigate the effectiveness of coastal management and we also study housing inequalities in Southsea.

Please note, the location of the fieldwork may change.

HISTORY – IGCSE (Edexcel, Level 9-1) 2025

[History | GCSE | History](#)

The aims and objectives of this qualification are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness that different people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Pupils considering IGCSE History should:

- Be willing to work independently.
- Be able to write for extended periods.
- Be enthusiastic to read at home and have a natural interest in current affairs.

The qualification is linear with pupils sitting two written examinations at the end of the course. History has no tiering.

Subject content:

1 hour 30 minutes examination:

Paper 1: Depth Studies

Germany: development of dictatorship, 1918–45

Dictatorship and conflict in the USSR, 1924–53

1 hour 30 minutes examination:

Paper 2: Investigation and Breadth Studies

The Vietnam Conflict, 1945–75

The Middle East: conflict, crisis and change, 1917–2012

MATHEMATICS (CORE) – IGCSE (EDEXCEL, Level 9-1) 2025

Edexcel International GCSE Mathematics A (2016)

The aims of the course are to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

The course is available at both higher and foundation level. Classes are set and progress is constantly assessed throughout the course, so that pupils sit the paper which allows them to achieve the best grade possible.

- Foundation tier – grades 1 to 5 available
- Higher tier – grades 4 to 9 available

FOUNDATION TIER (Component/paper code 4MA1/1F and 4MA1/2F)

- Externally assessed
- Availability: November and June
- First assessment: June 2018
- Two papers: 1F and 2F (both calculator papers). Each paper is 50% of the total International GCSE and a formula sheet is provided.

Content summary

- Number
- Algebra
- Geometry
- Statistics

Assessment

- Each paper is assessed through a 2-hour examination set and marked by Pearson.
- The total number of marks for each paper is 100.
- Each paper will assess the full range of targeted grades at Foundation Tier (5-1).
- Each paper will have approximately equal marks available for each of the targeted grades.
- There will be approximately 40% of questions targeted at grades 5 and 4, across papers 1F and 1H to aid standardisation and comparability of award between tiers.

HIGHER TIER (Component/paper code 4MA1/1H and 4MA1/2H)

- Externally assessed
- Availability: November and June
- Two papers: 1H and 2H (both calculator papers). Each paper is 50% of the total International GCSE and a formula sheet is provided.

Content summary

- Number
- Algebra
- Geometry
- Statistics

Assessment

- Each paper is assessed through a 2-hour examination set and marked by Pearson.
- The total number of marks for each paper is 100.
- Questions will assume knowledge from the Foundation Tier subject content.
- Each paper will assess the full range of targeted grades at Higher Tier (9–4).
- Each paper will have approximately 40% of the marks distributed evenly over grades 4 and 5 and approximately 60% of the marks distributed evenly over grades 6, 7, 8 and 9.

ADDITIONAL MATHS 2025

For students studying the Higher IGCSE and who are targeted a 7 or above, there may be an opportunity to study additional maths, which is a free standing maths qualification (FSMQ). The course provides candidates with an introduction to the mathematics studied post-16, including AS and A Level Mathematics and Further Mathematics.

Link to exam board: [Free Standing Maths Qualification \(FSMQ\) - Additional Mathematics - 6993](#)

MUSIC – GCSE (OCR - J536, Level 9-1) 2025

GCSE - Music (9-1) - J536 (from 2016)

Music GCSE is an option for students who enjoy composing and performing music and for those who would like to learn more about music of different traditions.

The ability to read music and play an instrument or sing is desirable.

The examining board also accepts technology based compositions and performances.

The marks for the course are achieved from a combination of listening and appraising, performing and composing.

Listening and Appraising:

The areas of music which will be the basis of the listening paper will include the following:

- The Concerto through time – exploring how a variety of composers have composed for solo instruments accompanied by an orchestra
- Rhythms of the World – learning about musical styles and features which are typical in music from a variety of countries
- Film Music – finding out how composers create music which represents action and/or mood; how existing music can be used in certain scenes; exploring computer game music
- Conventions of Pop – looking at some of the main genres from Rock 'n' Roll to the present day.

There is a listening paper of 1 hour 30 minutes set at the end of the course.

This is worth 40% of the course marks. Pupils will listen to a number of extracts in a variety of genres and answer questions based on their understanding.

Performing:

Pupils will need to prepare a performance on their chosen instrument/voice and also play as part of an ensemble. There is a minimum of 4 minutes, of which at least 1 minute must be ensemble playing.

These can be recorded at any stage of the course and students are marked on their technical skill and their ability to convey the musicality and expression of their chosen pieces.

These are marked internally and moderated externally. Together they are worth 30% of the course marks.

Composing:

Pupils are asked to compose two pieces.

One composition is completely free choice and the second will be inspired by an OCR set brief. Students are encouraged to compose to their strengths and may write their pieces in any genre using instruments of their choice and may include the use of computer software.

Compositions will need to be approximately two to three minutes in length.

Recordings are made and written descriptions/scores are submitted with their recordings.

These pieces are marked both internally and externally. Together they are worth 30% of the course marks.

This course has a large practical element to it. Musical theory and terminology is linked carefully to the practical parts of the course and to the listening and appraising component.

MUSIC – BTEC 2025

[Music Practice \(2022\) | BTEC Tech Awards | Pearson qualifications](#)

This course will give pupils the opportunity to develop knowledge and technical skills in a practical learning environment. They will develop key skills, ranging from rehearsing to experimenting with technology, equipment and instruments. They will also develop an understanding of the music industry. Everyone taking this qualification will study three components, covering the following content areas.

Content Overview

Component 1: Exploring Music Products and Styles

In this component, pupils will develop their understanding of different types of music products and the techniques used to create them. They will explore how musical elements, technology and other resources are used in the creation, production and performance of music. They will also practically explore the key features of different styles of music and music theory and apply their knowledge and understanding to develop their own creative work.

Internal assessment with 2 tasks. Externally moderated.

Component 2: Music Skills Development

In this component, pupils will participate in workshops and classes where they will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music and music production. Throughout their development, they will review their progress and consider how to make improvements.

Internal assessment with 2 tasks. Externally moderated.

Component 3: Responding to a Brief

This component will allow pupils to work to their strengths and interests and apply the skills that they have learned throughout their course in a practical way. They will focus on a particular area of the music sector that excites and appeals to them and respond to a music brief as a composer, performer or producer. They will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques they will then develop and refine musical material before presenting their final response. They will develop and present an original creation based on a piece from a given list and a style from a choice of four. They will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project.

External synoptic task. Externally marked.

The qualification enables learners to develop their skills, such as using musical elements, music creation, performance and music production, using realistic vocational contexts, and their personal skills, such as self-development, responding to a brief, planning and time management through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

PHYSICAL EDUCATION – GCSE (AQA – 8582, Level 9-1) 2025

[Physical Education | GCSE | Physical Education](#)

This course should encourage pupils to:

- Be inspired, motivated and challenged, and enable them to make informed decisions about further learning opportunities and career pathways
- Develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being
- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate performance in physical activity and sport
- Understand the contribution which physical activity and sport make to health, fitness and well-being
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport

The main features of the assessment:

Paper 1

- The human body and movement in physical activity and sport
- Written exam (1 hour 15 minutes) worth 30% of grade

Paper 2

- Socio-cultural influences and well-being in physical activity and sport
- Written exam (1 hour 15 minutes) worth 30% of grade

Practical performance in physical activity and sport

- Internal assessment (external moderation) worth 40% of grade:
- Students are assessed as player/performer in three different activities (team, individual and a third from either team or individual), worth 30% of grade
- Plus written/verbal analysis and evaluation performance, worth 10% of grade

RELIGIOUS STUDIES Including Philosophy & Ethical Studies – GCSE (EDUQAS – C120P3, Level 9-1, Route A) 2025

GCSE Religious Studies

The Department will follow the WJEC/EDUQAS syllabus which involves the study of Christianity and one other World Faith in addition to a component covering Philosophy and Ethics in religion.

This specification has no coursework and is examined through three examination papers. There are four hours of written examination in total.

Component 1 covers Philosophy and Ethical Studies in the Modern World in four themes of study:

- 1) Relationships
- 2) Good and Evil
- 3) Life and death
- 4) Human Rights

There are compulsory questions on each theme in a two hour paper which is worth 50% of the total qualification.

Component 2 on Christianity will cover Beliefs and Teaching in the first section of the paper with Practices in the second. This one hour examination makes up 25% of the total qualification.

Component 3 includes a study of a world faith which could be one of the following: Buddhism, Hinduism, Islam, Judaism or Sikhism. It follows the same format as for Component 2 to cover Beliefs, Teachings and Practices and is also 25% of the course. It is assessed through a one hour paper.

The specification gives students opportunities to acquire and develop an understanding of the beliefs, teachings, sources, practices, ways of life and forms of religious expression. In addition to promoting awareness of the importance of respect for people of different beliefs, practices, races and cultures.

Students will have the opportunity to express personal responses and informed insights as they encounter fundamental questions related to identity, belonging, purpose, truth and values.

Candidates are not required to have an allegiance to any religious tradition in order to study this course. The subject does require an inquiring mind about what motivates people to act, as well as an interest in moral and ethical issues. The course aims to develop in the learner the ability to construct well argued, well informed, balanced and structured detailed written responses.

The course can be an extremely useful background for anyone considering a career where working with people is a key feature or where an understanding of humanity and society is important (such as law, education, medicine, security and armed services, politics and social work).

SCIENCE – GCSE (AQA, Level 9-1) 2025

Combined Science Double Award: Trilogy – GCSE (8464)

[Science | GCSE | Combined Science: Trilogy](#)

(Often referred to as 'Double Award Science').

This course covers the three science disciplines in a traditional fashion, much like the old Core and Additional Science GCSEs.

All assessment is in the summer of UV. This will comprise 6 x 1 hour 15 minute written exams; 2 Biology, 2 Chemistry and 2 Physics, with a choice of Foundation or Higher Tier.

The course includes 16 required practicals which are carried out throughout the course but assessed in the written exams.

Key points:

- A single GCSE science no longer exists.
- All assessment will take place terminally at the end of UV.
- Students must take the same tier (Foundation or Higher) in all exams.
- Double Award has a 17 point grading scale, from 9-9, 8-9 through to 1-2, 1-1.
- Higher tier ranges from 9,9 to 4,4 with a safety grade of 3,4 - below this is U (ungraded).
- Foundation tier ranges from 5,5 to 1,1
- Students predicted 4,5, 4,4 or below will generally be entered for Foundation tier.
- There is no coursework component; Required Practical Activities (RPAs) are embedded in the course and assessed in the exams.

GCSE SEPARATE SCIENCES (AQA – Level 9-1) 2025

Biology – GCSE (8461), Chemistry – GCSE (8462) and Physics – GCSE (8463)

[Science | GCSE | Biology](#)

[Science | GCSE | Chemistry](#)

[Science | GCSE | Physics](#)

(Often referred to as 'Triple' or 'Separate Sciences').

These offer more scope than the Combined Science course.

Each subject will be assessed in the summer of UV by 2 x 1 hour 45 minute written exams, also with a choice of Foundation or Higher Tier.

Each subject includes up to 10 required practicals, assessed in the written papers.

All students study the Combined Science Double Award curriculum from UIV through to UV. This is already a challenging course with 5 lessons per week dedicated to it. For pupils wishing to pursue science through to A-Level and beyond it may be that they wish to do the Separate Sciences, although this is by no means essential.

The Separate Science courses will need to be chosen as an option and will involve an extra 3 lessons of science per week which are needed to cover the extra content. This is a very demanding course and aimed at pupils with a genuine interest in the sciences and predicted grades of above 6.6. It would mean a total of 8 science lessons per week through LV and UV.

Please note, the intention will be that pupils taking this option will be entered for the separate sciences instead of the combined science double award. There is however, the option to revert back to the Double Award if the Separate Science course proves to be too much.

Key points:

- All assessment will take place terminally at the end of UV.
- Higher tier ranges from 9 to 4 - below this is U (ungraded).
- Foundation tier ranges from 5 to 1.
- There is no coursework component; Required Practical Activities (RPAs) are embedded in the course and assessed in the exams.

SPANISH – GCSE (Edexcel, Level 9-1) New specification 2025

[Languages | GCSE | Spanish](#)

It is a multilingual world!

Language is more than words.

Language is communication.

Language is culture.

Language is connection.

Studying languages is a challenging but rewarding experience that will open many doors and broaden your horizons. You will be equipped for life and careers in a global setting.

At GCSE level you will study German in much more depth and learn more about how the language works as well as explore the culture, translation, literature texts, global issues and current affairs.

In order to meet the demands of German GCSE you need to be:

- Hard working
- Passionate and curious
- Resilient
- Organised

You will learn specific vocabulary and grammar related to the following topics but also have the opportunity to use your language skills in real context (pen pals, cultural opportunities and trips).

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

The course will be structured as follows:

Paper 1: Speaking (Non-examined assessment)		50 marks
Prep time: 15 mins		25%
Foundation: 7-9 mins	Higher: 10-12 mins	
<ul style="list-style-type: none">• Task 1: Read aloud and 2 short unprepared questions• Task 2: Role play in a transactional setting• Task 3: Picture description, 2 short unprepared questions and follow-on conversation		<ul style="list-style-type: none">• Describe only one colour picture from a choice of two• Student selects the thematic context in advance
1 minute in private assessment space for reading aloud preparation		

Paper 2: Listening and Understanding		50 marks
Foundation: 45 mins	Higher: 60 mins	25%
<ul style="list-style-type: none">• 5 mins reading time included• Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.• Section B: Dictation		
Extracts played THREE times		

Paper 3: Reading and Understanding		50 marks
Foundation: 45 mins	Higher: 60 mins	25%
<ul style="list-style-type: none">• Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.• Section B: Translation into English		

Paper 4: Writing		50 marks
Foundation: 1 hour 15 mins	Higher: 1 hour 20 mins	25%
<ul style="list-style-type: none">• Picture task (Foundation tier only)• Two writing responses (both tiers, with a choice of two options for each question)• Translation into Spanish (both tiers)		

Do not miss out on this exciting learning opportunity and join our Language Team.

If you would like to discuss matters further please do not hesitate to talk to a member of the Languages Department.

STATISTICS – GCSE (Pearson Edexcel, Level 9-1) 2025

[Pearson Edexcel GCSE Statistics \(2017\)](#)

The Statistics GCSE has been redesigned to enable students to acquire transferable skills to support them in progressing beyond GCSE in a range of subjects. At the same time, this qualification retains many familiar features which have contributed to the popularity of our GCSE Statistics.

Students will be introduced to the skills of statistical enquiry, and practise the underpinning statistical calculations and interpretation using real world data and authentic contexts. This approach supports skills development for progression to a range of subjects and develops an awareness of statistics beyond the classroom.

Paper 1 (*Paper code: 1ST0/1F and 1ST0/1H)
Written examination: 1 hour and 30 minutes 50% of the qualification 80 marks
Content overview 1. The collection of data 2. Processing, representing and analysing data 3. Probability
Assessment overview <ul style="list-style-type: none">• Students must answer all questions• The papers assess all content• Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle• The papers contains short response, medium response and extended response questions

Paper 2 (*Paper code: 1ST0/2F and 1ST0/2H)
Written examination: 1 hour 30 minutes 50% of the qualification 80 marks
Content overview 1. The collection of data 2. Processing, representing and analysing data 3. Probability
Assessment overview <ul style="list-style-type: none">• Students must answer all questions• The papers assess all content• Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle• The papers contains short response, medium response and extended response questions

STUDY (No Qualification)

Study skills are the skills you need to enable you to study and learn efficiently – they are an important set of transferable life skills.

Pupils who are invited to take one or two study skills options will receive a variety of study skills lessons as well as extra support for the core subjects.

This option is suitable for pupils who would benefit from taking less than 4 option subjects.

Pupils will be contacted by Mrs Morriss and invited to choose Study Skills/Support as an option. Pupils who think they would benefit from taking one less option and having more support with other subjects should contact Mrs L Morriss: l.morriss@mayvillehighschool.net

Those pupils who are continuing DLU sessions in KS4 must choose a study option in order to timetable in DLU sessions.

PRELIMINARY OPTIONS LIST 2025

Please remember that the choices you make here are not binding but are aimed at allowing us to create the best possible mix of options.

Please list **5 subjects** you would be happy to take, in order of preference.
You will only be able to take **4 options** in the final selection.

Options:

Art & Design - Art, Craft & Design
Business
Computer Science
*Dance
**Design Technology – Timbers
**Design Technology – Textiles
Drama
French
Geography

History
***Music
Physical Education
Religious Studies *including Philosophy & Ethical studies*
Separate Sciences
Spanish
Statistics

Level 2 Vocational Equivalent:

*Dance
***Music

A **study option** is available for those pupils who will be continuing with DLU sessions, or through discussion with the Director of Studies.

**You can only choose one of these two options (GCSE Dance or Level 2 Dance)*

*** You can only choose one of these two options (Design Technology Timbers or Textiles)*

****You can only choose one of these two options (GCSE Music or Level 2 Music)*

Your parents need to complete the google form 'Preliminary Options Form' with your 5 choices by **MONDAY 10th FEBRUARY 2025**. The google form will be sent this week.

**PLEASE REMEMBER THAT OPTION GROUPS WILL FOLLOW.
THIS IS ONLY A PRELIMINARY CHOICE.**

