



KING EDWARD VI CAMP HILL SCHOOL FOR BOYS

YEAR 9

GCSE OPTIONS BOOKLET

2025-2027

Dear Parent(s)/Guardian

GCSE OPTION CHOICES

In the coming months, your child will face important stepping stones in their school career. They will be asked to make their subject choices for the GCSE examination courses that will begin in September 2025.

Just so you are aware, GCSEs are now grades from 1-9, with 9 being the top grade. Assessment is mainly by exam with only a few subjects retaining a coursework element - mostly Art and Design & Technology. Courses are now designed for two years of study and all final examinations will be taken in May/June 2027. The Examination Boards now only offer November resit options for English Language and Mathematics.

The Year 9 examination period will be **the week beginning 2nd June**. Your child will sit formal school examinations in Biology, Chemistry, Design & Technology, English, French, Geography, German, History, Mathematics, Music, Physics and Religious Studies. The school will use these assessments to review their progress over the last three years and they will form part of the baseline assessment for their GCSEs.

We offer a choice of language at GCSE. The study of a Modern Foreign Language is compulsory at this school, but students have a choice of either French or German or indeed both.

Where GCSE subject choices are concerned, the accompanying booklet details the content and requirements of each course on offer. We hope that it will prove useful, both in the choices that you have to make over options and for reference during the next two years.

The option scheme is organised on the following basis:

- We believe that the interests of all Camp Hill students will best be served by studying the three sciences (Biology, Chemistry, Physics) separately, leading to three GCSE awards for the majority of the year group.
- We also believe that all students should complete French or German to GCSE, so that they will have at least one modern foreign language qualification (see above).

The GCSE option scheme for 2025/2026 will therefore be as follows:

1. All students will study English (both Language and Literature), Mathematics, Science (Biology, Chemistry, Physics) (= 6 GCSEs).
2. All students will choose **four** further subjects (of which one, at least, must be French or German) **in order of priority** from Art, Computer Science, Design & Technology, Economics, French, Geography, German, History, Music and Religious Studies making 10 GCSEs in total. They should also indicate their first and second reserve choices from this list. **These will need to be returned electronically via a form that will be sent out in January via Group Call. The deadline for this will be Monday 24th March 2025.**
3. Stronger mathematicians may be offered the opportunity to sit the OCR free standing unit, 'Additional Mathematics' at the end of Y11. **The decision on this will be made after the Y11 mock examinations in the winter of 2026/2027.**

In making this choice, the best advice we can give your child is to study the three subjects at which they feel are **best** and from which they derive most **enjoyment**. There are few, if any, career implications. Of course, by offering this range of choice, we are in a sense attempting the 'impossible' by seeking to provide a flexible scheme which accommodates the wishes of 150 students (even though some will have difficulty making up their minds), while ensuring a balanced curriculum, which gives reasonable class sizes and which offers each child the chance of obtaining the best possible examination results at the end. Inevitably, therefore, we are unlikely to satisfy everybody; reserve choices may well have to be employed where a particular subject is either over- or under-subscribed. Nevertheless, our overall aim will be to meet the needs of each individual as far as is possible within the constraints above.

We are anxious to give you adequate time to discuss with your child, together with staff if necessary, the various possibilities. However, you will appreciate that there is also a requirement to produce a timetable well before the end of the Summer Term. We are therefore adopting the following timetable to achieve our various aims:

- 1 **In January:** Mrs Parmar (Head of Year 9) explains the option process to Year 9 and discusses points which are raised.
- 2 **Tuesday 4th March:** Meeting for Year 9 students and their parents to discuss the process and to give a broad outline of the future curriculum path and related careers issues. Mrs Parmar and Mr Michael will be on hand to answer any questions.
- 3 **Thursday 13th March:** Year 9 Parents' Evening. Parents have the opportunity to discuss progress with subject teachers and any outstanding problems over GCSE choices. It is helpful if boys accompany their parents at this meeting. Throughout the process of making decisions, the Form Teacher, Ms Mackenzie (Head of Careers), Mrs Parmar (Head

of Year 9) and Mr Michael (Deputy Head Curriculum) are available to boys for individual discussion of GCSE options.

- 4 Monday 24th March:** Last day for submitting GCSE choices online.
- 5 End of Spring/Start of Summer Term:** Mr Michael (Deputy Head) and Mrs Parmar scrutinise choices and discuss any problems/anomalies with individual boys.
- 6 Early May:** Choices are finalised and the timetable is constructed on the basis of these choices. **It will not be possible to chop and change at the beginning of September.**

Applications will now be made online via a Group Call Form that will be sent out at the beginning of January.

If you require further clarification, or advice of any kind, please do not hesitate to contact myself, Mrs Parmar or Mr Michael at school.

Yours sincerely



Mr R Bowen
Headmaster

GCSE COURSES

END OF YEAR 9 OPTIONS

These notes on GCSE subjects are arranged in two sections, each in alphabetical order.

Section A comprises compulsory core subjects - English (Language and Literature), Mathematics and Science.

Section B comprises all other subjects.

SECTION A

ENGLISH LANGUAGE AND ENGLISH LITERATURE:

The new GCSE courses in English Language and English Literature are a bit of a departure from the way in which the subject has been taught in recent years. In many ways, the changes demanded by the current government reflect a general return in education to more traditional assessment methods. There is therefore no longer any coursework element and all assessment is 'linear' or exam-based. Students will therefore sit a series of exams at the end of Year 11 that will assess all the work they have done in the two Key Stage 4 years. During Year 10 and 11 they will sit mock exams in school (both formally in the hall and more informally in normal lesson time) to ensure that they develop the skills necessary to perform well in these final summative exams

All pupils study both English Language and English Literature at GCSE/KS4 level, counting as two separate GCSE passes, each with its own grade.

English Language:

In English Language, students will need to be able to:

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively.

Assessment:

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing: 50%

This consists of a **1 hour 45 minutes** written paper, taken in May/June of Year 11, which will test reading comprehension and writing skills. The paper is divided into two clear sections: Reading and Writing. The Reading section will require students to read a short passage of literary fiction and answer a number of short-form questions that assess comprehension and inference. The Writing section will require them to compose a piece of narrative or descriptive writing.

Paper 2: Writers' Viewpoints and Perspectives: 50%

This consists of a **1 hour 45 minutes** written paper, taken in May/June of Year 11, which again will test reading comprehension and writing skills. In this paper, the Reading section features two texts, one non-fiction and one literary non-fiction, with similar short form questions that feature a comparative element. The Writing section will require them to compose a piece of writing that argues for a particular viewpoint or opinion.

There will also be a non-examination assessment on Spoken Language.

This will consist of a formal presentation, including a question and answer session.

English Literature

In English Literature, students will need to be able to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Assessment:

All assessments are **closed book**: any stimulus materials required will be provided as part of the assessment.

Paper 1: Shakespeare and the 19th-century novel: 40%

This consists of a **1 hour 45 minutes** written paper, taken in May/June of Year 11, which will test analytical and essay writing skills on a Shakespearean play and a 19th Century novel. The department has decided to teach *Macbeth* as the Shakespeare play and either *Great Expectations* or *Frankenstein* as the novel, depending on the choice of the particular teacher.

Paper 2: Modern texts and poetry: 60%

This consists of a **2 hour 15 minutes** written paper, taken in May/June of Year 11, which will test analytical and essay writing skills on a modern prose or drama text and a selection of poetry, with one

unseen poetry question. We have chosen *Lord of the Flies* as the modern prose text. The poetry will be taken from a 'cluster' of poems selected for study by AQA. The exam board has published these poems in an anthology, which will be distributed to the students when necessary.

MATHEMATICS B (OCR)

www.ocr.org.uk: Code J560

The course is assessed through three 1 hour 30 minute exam papers (one non-calculator).

The course builds on the concepts you have already encountered in the last few years. There is emphasis on problem solving in the current syllabus to allow students to widen their thinking. You will come across some familiar topics and lots of new concepts as we continue to work with Number, Algebra, Data, Shape, and Ratio & Proportion.

A proportion of the year group also do the OCR FSMQ in Additional Mathematics at the end of Year 11. This is taught alongside the GCSE.

SCIENCE

All boys study the sciences as separate subjects with a view to sitting GCSE in Physics, Chemistry and Biology (three subjects in all).

GCSE Biology

www.aqa.org.uk Code: 8461

GCSE Biology is an exciting, engaging course with considerable variety and practical work. Students start the course in Year 9.

This qualification is linear; this means that students will sit all their exams at the end of the course. There are two written examinations, each lasting 1 hour 45 minutes. Questions will include multiple choice, structured, closed short answer and open response. There is no coursework. Biology is currently taught in groups of no more than 25 students. Each group has four lessons a fortnight.

The topics covered are:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis
6. Inheritance, variation and evolution

7. Ecology

GCSE Chemistry (AQA)

www.aqa.org.uk Code: 8462

Since September 2017 the Chemistry Department has followed the AQA Chemistry GCSE specification. This is a linear course with no internally marked controlled assessments.

This specification contains a broad range of Chemistry topics that are designed to engage and stimulate students' interest in Chemistry whilst providing the knowledge and understanding required for progression to AS/A2. It emphasises scientific knowledge, the application of science and the scientific process and essential problem solving skills. There is no coursework but the course will incorporate a broad range of practical experiments.

The subject content includes:

1. Atomic structure and the Periodic Table
2. Bonding, structure and the properties of matter
3. Quantitative chemistry
4. Chemical change
5. Energy change
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry and the atmosphere
10. Using resources

The course is assessed through two 105 minute exams. Both papers are sat at the end of Year 11 and will be composed of multiple choice, structured and closed short answer questions and open responses questions.

Chemistry is taught in groups of no more than 24. Each group has four lessons across a fortnight with one/two homework tasks each week. Pupils are provided with a textbook and on-line material to support their learning.

GCSE Physics

www.aqa.org.uk Code: 8463

The Physics Department follows the new AQA Physics GCSE. This is a linear course with no internally marked controlled assessments. This specification contains a broad range of Physics topics that are designed to engage and stimulate students' interest in physics whilst providing the knowledge and understanding required for progression to A level. It emphasises scientific knowledge, the application of science and the scientific process and essential problem solving skills. There is no coursework but the course incorporates a broad range of practical experiments.

The topics covered are:

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and Electromagnetism
6. Particle model of matter
7. Atomic structure
8. Space physics

The course is assessed through two 105 minute exams papers. Both papers are sat at the end of Year 11.

Physics is taught in groups of no more than 24. Each group has four lessons across a fortnight with one homework task each week.

SECTION B

ART AND DESIGN (Fine Art)

www.aqa.org.uk Code: 8202

Introduction to Art – Exploring Creativity:

Art is a form of expression and imagination that develops a wide variety of desirable skills within future careers. Taking GCSE Art & Design will develop you as an individual giving you both practical and creative skills. You will learn new ways of seeing the world around you, as well as new techniques and processes. Creating your own Artwork has the power of giving messages to others and making them think and see things in a new way. You will have the opportunity to explore a wide range of art and artistic influences and will go on at least one gallery visit during the course to further enhance your studies. Your work will be on display at the end of the course in the Art room for moderation and a whole school exhibition to celebrate and share your successes.

Course requirements:

Students should start the course with good skills in:

- Drawing / sketching
- Control with wet media (e.g. paint)
- A sound ability to form and express their own interpretation/opinion in written form
- Are able to present work with care and attention to detail
- Motivation to work independently, forming their own ideas and pathways within projects.
- Commitment to working at home and meeting deadlines

Skills / attributes developed during the course:

Through the course of the 2 years you will gradually gain more independence and get to a stage of developing and producing your own project from a broad starting point. You will be able to adapt and work around problems as and when they arise. You will become accustomed to trying new things and taking creative risks in your work. You will be able to express your ideas and opinions in a variety of written, verbal and visual ways, while meeting the four assessment objectives required from AQA.

Benefits of the course and studying Art:

During the course it is common for students to look forward and begin to consider future careers, especially when coming to A-level options. Though this may be some way off, students have gone on to study a range of undergraduate subjects including, Fine Art, Architecture, Foundation courses, Art History, Illustration and Design to name but a few. Studying Art will give you a range of skills and attributes that are valuable, applicable and complimentary to all subjects outside of the creative realm.

Course Overview:

Examinations Board: AQA

Component 1: Portfolio of work: 60% of GCSE – A minimum of one sustained project and additional supporting projects, completed during lessons and at home in Y10 and Y11.

Component 2: Externally Set Assignment (Exam): 40% of GCSE – Students will respond to a chosen starting point from an externally set assignment paper, evidencing coverage of all four assessment objectives. This includes a preparatory period followed by 10 hours of supervised time, during which students will create their final piece.

Assessment: All work is 'Non-Exam Assessment' (NEA). All work is internally marked and standardised, then externally moderated by a visiting AQA moderator.

COMPUTER SCIENCE (OCR J277)

Computers are central to the world in which we live. As the number of computers continues to grow so does the need for those who design them and write the programs that run on them. Computer Science GCSE is about going beyond being a user of computers to gain an insight into how they work and how to build systems others might use.

Assessment

Examination (100% of GCSE)

There are two papers (with equal weighting):

- Computer Systems
- Computational Thinking, Algorithms and Programming

Programming Preparation time

A proportion of time is devoted to developing programming skills. This will be helpful for the exam and necessary for further study in the subject. All students will be expected to develop their skills during this time, whatever their initial levels.

Content

The course focuses on how computer systems work and how they can be used for solving problems.

Topics in the course include:

- How computers work including what happens inside the Central Processing Unit.
- Components of a computer.
- How data is stored on a computer.
- How networks including the internet work.
- How systems and websites are hacked and how they can be kept secure.
- How 'Computational Thinking' can be applied to problem solving.

Programming is an important part of the course. You will continue to develop your skills in Python 3, although may also wish to experiment using other languages, and will also be introduced to low level languages. We will start from the very beginning so you needn't worry if you have forgotten any programming you have done lower down the school. Learning to program can be fun and frustrating in equal measure. It requires practice, patience and resilience!

The logical thinking skills you develop during the course will be of use to anyone considering studying maths, science or engineering disciplines at higher levels, and of course all taking maths/science-related courses will find programming skills an advantage. Increasingly, we are seeing students applying such skills in a surprisingly broad range of courses - from psychology to music! Of course, those who enjoy taking Computer Science GCSE can continue their study of it at A-Level and beyond.

DESIGN & TECHNOLOGY (AQA - 8552)

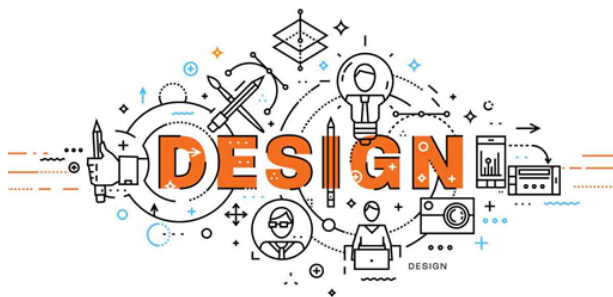
Have you noticed in this booklet how many times the word Design is used; most of the subjects have used that word to describe their subject. Why?

In life and your career, Design is so important it makes you stop and think, to analyse, to develop and plan the progression of a project or a situation.

Design and Technology is not just a subject where you manufacture products but we consider and apply key scientific concepts, apply mathematical skills, consider ethical, moral, social and environmental values.

I would like you to consider that the subject will develop key employment skills such as.

- Higher order thinking skills
 - Critical Thinking
 - Problem solving skills
- Organisational skills
- Improve your creativity
- Develop theoretical knowledge
- Thought-provoking
- Develops your practical skills



The chart to the left, shows a program of study for the GCSE Design & Technology course.

		Weeks																																						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Year 10	Material prep to size																																							
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Year 11	Cut out 3 parts																																							
	Cut out 3 parts																																							
Year 11	Finish & Report																																							
	Finish & Report																																							
Year 11	Pewter - laying/pendant																																							
	Pewter - laying/pendant																																							
Year 11	Design/Mod Iteration																																							
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Year 11	Aluminium - House # / Name																																							
	Aluminium - House # / Name																																							
Year 11	Design & CAD																																							
	Design & CAD																																							
Year 11	Manf of sandbox																																							
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Year 11	Pour/cleanup																																							
	Pour/cleanup																																							
Year 11	Design style & Chair evaluation																																							
	Design style & Chair evaluation																																							
Year 11	Sketching ideas																																							
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Year 11	Model																																							
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Year 11	Model development																																							
	Model development																																							
Year 11	CAD/Orthographic																																							
	CAD/Orthographic																																							
Year 11	Evaluation / Report																																							
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Year 11	Electronics assy / Case																																							
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Year 11	Sketching / Designing																																							
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Year 11	3D CAD																																							
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Year 11	Assy & Evaluation																																							
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Year 11	Basic/Software programming																																							
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Year 11	Movement / Lighting																																							
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Year 11	Robot gripper/Sensors																																							
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Year 11	Analysis of bevel/ Design																																							
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Year 11	M/O Metal																																							
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Year 11	Drill/matt removal																																							
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Year 11	Metal Finish																																							
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Year 11	Handle Manf																																							
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Year 11	Shape/finish																																							
	Shape/finish																																							
Year 11	Evaluation Report																																							
	Evaluation Report																																							
Year 11	Investigating the Contexts																																							
	Investigating the Contexts																																							
Year 11	Researching the Client																																							
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Year 11	Works of other / Prod An																																							
	Works of other / Prod An																																							
Year 11	Initial ideas / Models																																							
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Year 11	Design Brief & In Spec																																							
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Year 11	NEA - Sec A & B																																							
	NEA - Sec A & B																																							
Year 11	3.1.1 - New & Emerging																																							
	3.1.1 - New & Emerging																																							
Year 11	3.1.6 - Mat's & Props Overview																																							
	3.1.6 - Mat's & Props Overview																																							
Year 11	3.3.1 - 3.3.6 - Des Principles																																							
	3.3.1 - 3.3.6 - Des Principles																																							
Year 11	3.3.1 - 3.3.7 - Com Tech Principles																																							
	3.3.1 - 3.3.7 - Com Tech Principles																																							
Year 11	3.3.7 - 3.3.11 - Making Principles																																							
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Year 11	3.3.5* - Electronics																																							
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Year 11	Box & Linn																																							
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Year 11	Frank Cut Box																																							
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Year 11	Production Tech																																							
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Year 11	Info Design Desk																																							
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Year 11	Process & Materials																																							
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Year 11	Traces, Marks & Aligns																																							
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Year 11	Processes																																							
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Year 11	Techniques																																							
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Year 11	Investigation, S.M.C.C., Others, Strategies, Communication & Prototype																																							
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Year 11	Forces & Stresses, Eco & Social Impacts, Scales of Production																																							
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Year 11	Selection, Tolerances, Mfg Management, Tools & Equip, Tech & Proc																																							
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Year 11	Sources, Origins & Properties, Working with and Manufacturing with																																							
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	Exam to holes in Spec																																							
Year 11	Continue Research																																							
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Year 11	Write main Des Spec																																							
	Write main Des Spec																																							
Year 11	Creating initial ideas, sketch, model & evaluate																																							
	Creating initial ideas, sketch, model & evaluate																																							
Year 11	Development of a final idea, ready for Manufacture																																							
	Development of a final idea, ready for Manufacture																																							
Year 11	Continued Development & Manufacture of Product																																							
	Continued Development & Manufacture of Product																																							
Year 11	Project Evaluation																																							
	Project Evaluation																																							
Year 11	3.3.5B - Timbers																																							
	3.3.5B - Timbers																																							
Year 11	3.3.5D - Metals & Alloys																																							
	3.3.5D - Metals & Alloys																																							
Year 11	3.3.5D - Polymers																																							
	3.3.5D - Polymers																																							
Year 11	Sources, Origins & Properties, Working with and Manufacturing with																																							
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GCSE Design and Technology will prepare you to participate confidently and successfully in an increasingly technological world. As a student of Design and Technology you will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. You will get the opportunity to work creatively when designing, making, applying technical and practical expertise.

The GCSE course allows you to study core technical skills, along with designing and making principles, including a broad range of design processes, materials, techniques and equipment. In year 10 you will have the opportunity to study specialist technical principles such as

- Working with materials

- Working from a context
- Problem solving
- Designing and developing ideas
- Mechanical systems
- Control systems
- Electrical circuits

This will allow you to select the required skills for the exam board context, allowing you to complete your NEA coursework. In Year 11 you will continue to gain knowledge and techniques for the exam paper and completing your Non-Exam Assessment (NEA) / Coursework.

The Non-Exam Assessment (NEA)

The NEA or coursework aspect of your GCSE will allow you to demonstrate the practical application consolidating the theory course. Whilst undertaking a substantial design and task, you will be given a context by the exam board which you must analyse and find a project that you can work on.



You choose how you want to answer it. It could be a static or dynamic answer to the context given. You can use any material or discipline within the design department, to produce a prototype and a portfolio of evidence that documents the iterative design process you will have followed.

If you were faced with the context “Assisting people with a disability” What would you design?

The NEA is based over 30 to 35 hours of work and is equal to 50% of the overall GCSE, the other 50% is the written exam paper.

The written exam paper

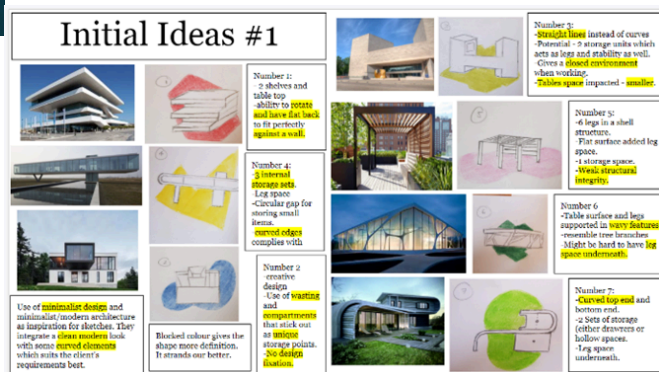
There is a one two hour written exam, which has three sections, these are:

- Core technical principles - 20% - Multiple choice & a couple of short answer questions
- Specialist technical principles - 30% - Several short answer questions and one long answer
- Designing and making principles - 50% - Both short and extended answer questions

Within these sections you will find:

- at least 15% of the exam will assess basic applied maths
- at least 10% of the exam will assess basic science knowledge.

GCSE Design & Technology is hard work but is fun and will equip you with skills for careers that don't exist yet!



Economics
www.ocr.org.uk J205



Unofficially, Economics is the study of the most powerful forces in society, forces that have existed since the dawn of the industrial revolution.

In practice, Economics has been defined as the science of the production, distribution and consumption of goods and services. Economics is largely about people and their economic choices. It is all around us and relates to aspects of our lives. Economics will be a new subject but we are all part of the economy and we build on that experience to learn new ideas and the powerful economic forces that shape our lives.

Aims and learning outcomes	
To be able to understand how markets operate and the role of consumers, producers and workers within markets	To be able to build economic arguments, making informed judgements by using economic concepts and data
To be able to understand how the economy works nationally and globally and the levers used by governments to achieve their goals.	To understand the perspectives of different economic agents, including consumers, producers and government in relation to economic activity.
To be able to be a young Economist who is self-motivated and a critical, reflective thinker who can distinguish between a fact and an opinion.	To be able to consider the moral, ethical and sustainability issues that arise from economic activity.
To be able to read economic articles and data to understand how the science of Economics works to solve problems.	To understand how to investigate historical, current and forecasted trends to evaluate their impact on both national and global contexts.

Assessment

At the end of your course you will sit two examination papers. Each paper will be 90 minutes in length and worth 80 marks. Each paper (as you doubtless guessed!) is worth 50% of your final grade.

Paper One Introduction to Economics

This paper deals with the operation of the market meaning Economics at business level. The role of consumers, producers, employees and the involvement of the government (in certain areas). This is officially known as microeconomics.

Paper Two National and International Economics

This paper deals with the powerful economic forces that dominate the media. These forces can range from how a government is going to deal with a crisis to the massive trends of the global economy that may bring the world's economies together or farther apart (often at the same time!)

I hope this brief outline is of been of help and thank you for your interest. Please email (a.gething@camphillboys.bham.sch.uk), if you require further details.

A Gething
Head of Economics

French and/or German GCSE

French and German are important and successful subjects at Camp Hill Boys (CHB) School. We have consistently seen some excellent results at GCSE and AS/A2 level. The value and importance of learning a foreign language is evidenced at CHB by its being a compulsory subject through to GCSE. Boys must take at least one language at GCSE and this can be either French or German. Of course, boys can elect to take both languages through to GCSE.

We believe that the command of a modern foreign language is an important life skill, an intellectual challenge, and an important factor in making our boys highly employable in the future. A MFL is compulsory through to GCSE and we encourage boys to take a language at A level to complement their suite of KS5 subjects.

For GCSE we follow the Edexcel examination syllabus and for both languages (French Spec 1FR1, German Spec 1GN1) and the assessment specification comprises 4 elements:

Unit 1: Listening	Unit 2: Reading
Examination – 25%	Examination – 25%
Either	Either
Foundation Tier: 45 minutes (+ 5 minutes reading time and two minutes checking time)	Foundation Tier: 45 minutes
or	or
Higher Tier: 60 minutes (+ 5 minutes reading time and two minutes checking time)	Higher Tier: 60 minutes

Unit 3: Speaking	Unit 4: Writing
Examination – 25%	Examination – 25%
Either	Either
Foundation Tier: 7-9 minutes (+ 15 minutes preparation time)	Foundation Tier: One hour and fifteen minutes
	or
Or Higher Tier: 10-12 minutes (+ 15 minutes preparation time)	Higher Tier: One hour and twenty minutes

Topics include: School; Freetime; My world; Staying healthy; My area; Holidays; Our world and Future plans

TRIPS AND EXCHANGES

In order to offer a broad experience of language learning, we foster links with countries of the languages taught in the school and encourage as many students as possible to take part in trips and exchanges.

Partner schools and exchanges

We currently have one partner school: Schule Am Ried, Frankfurt, Germany

The links with Schule Am Ried are well established. We organise a pupil exchange, participate in the VDI (Verband Deutscher Ingenieure) Schüler Forum and have previously completed a work experience exchange with our partner school. We are currently working on other opportunities to expand the offer for Key Stage Four.

Trips and visits

The current opportunities for pupils to participate in MFL trips during KS4 are as follows:

Year 10 – Germany: VDI (Verband Deutscher Ingenieure) Schüler Forum at the Fachhochschule in Frankfurt. Customarily, three teams of three boys compete at a science and technology event, giving a 15-minute presentation in English on a subject of their choice with a summary in German.

Teacher responsible: PRT

Year 11 – Germany: We are currently looking at new possibilities with our partner school.

Teacher responsible: EMW

Year 10/11 - France: Pupils stay with host families

Teacher responsible: KLB

Geography

“We shall not cease from exploration; and the end of all our exploring will be to arrive where we started and know that place for the first time” (T.S. Elliot, Little Gidding)

The GCSE specification offers a revitalised and updated course to cover the most current and interesting topics that relate to the changing nature of our world today. GCSE Geography offers you the chance not just to explore the world you live in but to understand it more completely. Some of the opportunities you will have are outlined below:

- Study a range of places at different scales which represent the most dynamic and rapidly changing environments in the world today.
- Enjoy a range of fieldwork experiences which introduce you to how we study urban environments in Birmingham city centre and how we study physical processes through a river study.
- Make use of a range of modern technology, software and fieldwork equipment.
- Additional curriculum enrichment including the opportunity to subscribe to WideWorld magazine which offers relevant articles and exam tips written by examiners.
- Acquire a range of skills and aptitudes (including ICT, graphicacy, map skills, data manipulation and statistical skills).



As a qualification Geography is immensely useful, both for the skills and understanding it will provide you with and because of its application to a wide range of potential careers. Geography is counted as one of just a few ‘facilitating subjects’ by Russell Group universities (the top 24 universities in the UK) which will increase your future degree and career options. As a bridging subject it complements both an Arts or Science based subject combination.

The structure of the course is as follows:

New Edexcel GCSE specification B			
Unit 1	Global Geographical Challenges	Hazardous Earth (tectonic and weather hazards, climate change)	1hr 30mins exam (37.5%)
		Development Dynamics (inequality, development and a country study of India)	
		Challenges of an Urbanising World (urban growth, megacities and the challenges they create)	
Unit 2	UK Geographical Issues	Evolving physical landscape (coasts and river geomorphology and management)	1hr 30mins exam (37.5%)
		Evolving human landscape (dynamic UK cities, case study of Birmingham)	
		Geographical Investigations: river study (Carding Mill Valley), urban study (Birmingham city centre)	
Unit 3	People & Environmental Issues	Section A: People and the biosphere	1hr 30 mins exam (25%)
		Section B: Forests under threat	
		Section C: Consuming energy resources	
		Section D: Making geographical decisions	

HISTORY (AQA)

www.aqa.org.uk Code 8145FA

"If you want the present to be different from the past, study the past" Baruch Spinoza

From '1066 and all that', through the tragedy of the Somme, the abomination of the Third Reich, to challenges facing the NHS; GCSE History has equal capacity to enlighten, enthral and enrage. At a time of political uncertainty and conflicting claims and selectivity about our nation's past, having a solid grounding in historical acuity and analytical skills is essential. GCSE History captures the diversity and spirit of the subject in providing a compelling range of experiences and challenges. History continues to provide a rigorous, challenging and highly-valued academic pursuit which richly rewards those taking it.

"Alongside filling one in on human history, it teaches people how to think analytically while at the same time noting and appreciating innovation and creativity. Not a bad set of skills for most jobs wouldn't you say?" Sarah Dunant

Students will be following the new AQA GCSE History Course. The course offers a broad range of historical topics covering a thousand years of development. Assessment is by examination, it will be divided into two papers both sat at the end of Year 11. It is assessed on the new numerical grading

criteria of 9-1.

The course builds upon an excellent record of past achievement delivered by a committed and experienced staff. The course provides candidates an opportunity to grasp and analyse the major issues and events over periods and through themes which have shaped the world in which they live. They will assess the political, social and economic developments and nature of societies of the recent and more distant past that are essential for the understanding of contemporary life. They will begin to identify how and why the past is open to differing interpretations and to judge the worth of sources which are the raw material of History. Subsequently, History should be at the heart of any Arts course as part of a broad and balanced entitlement aimed at high achieving students.



GCSE Students on Battlefields Tour at Vimy Ridge

To entrench their understanding of the period, year 10 boys are offered the opportunity to visit the battlefields of the First World War in France and Belgium as an essential part of a broad and engaging programme of learning.

Assessment is by two examination papers, each of which is divided into two sections:

Paper 1 Understanding the Modern World

Weighting 50% Assessed in June of Year 11

Exam: 2 hours for 84 Marks

“The most effective way to destroy people is to deny and obliterate their own understanding of their history.” George Orwell

This paper challenges us to look face-to-face at a world of extremes in the early 20th Century. Through the German experience and the causes and impact of Global Conflict, students are able to identify the triggers for catastrophe and understand how actions taken, even in good faith, can have devastating consequences on a human, societal, national and global level.

Section A: **Germany 1890-1945: Democracy and Dictatorship**

This period study section focuses on two key developments in a country’s history over a 50-year period. This specific option was chosen as we have taught Germany as an integral part of our GCSE over many years with a plentiful array of resources.

Part 1: Germany and the growth of democracy 1890-1929

How democratic was Germany under Kaiser Wilhelm II? What impact did the First World War and its aftermath have on Germany? Was Weimar democracy in Germany doomed from the start? How was greater stability achieved in the late 1920s under Stresemann?

Part 2: Germany and the Depression 1929-1934

What was the impact of the economic crisis on Germany after 1929? How and why did Hitler become Chancellor of Germany by 1933? How was Hitler able to create a dictatorship in Germany 1933-1934?

Part 3: The experiences of Germans under the Nazis 1934-1945

How much control did the Nazi state have over the German people? How far were the German people able to benefit from Nazi rule? How did the Second World War impact Germany?

Section B: **Conflict and tension, 1894-1918**

This wider world depth study section explores why conflict and tension arose, what the consequences were and the role of the nations and states involved. This specific option was chosen as a means of reflecting on the centenary of this era defining war, to link in with the visit to the battlefields in the summer term of year 10, and it can benefit from the breadth of modern research and analysis which has challenged the received wisdom on the nature of the conflict and its origins.



Part 1: The Causes of the First World War

How did long-term tensions between the great powers contribute toward war? How significant was the Anglo-German rivalry in this period? What triggers led to the outbreak of war in 1914?

Part 2: The First World War: Stalemate

Why was the war not over by Christmas? Why was warfare on the Western Front so destructive? How significant were other theatres of war on land and at sea?

Part 3: Ending the War

What was the significance of American entry and in Russian withdrawal 1917/18? Why was the stalemate broken in March 1918 and what impact did it have? What forced Germany to sign the Armistice in November 1918?

Paper 2 Shaping the Nation

Weighting 50% Assessed in June of Year 11

Exam: 2 hours for 84 marks

“The main thing history can teach us is that human actions have consequences and that certain choices, once made, cannot be undone. They foreclose the possibility of making other choices and thus they determine future events.” Gerda Lerner

This exam broadens historical horizons and encourages the exploration of different cultures, mindsets and trends over the centuries. It looks at key turning points in science and the politics of Britain and assesses the long- and short-term impacts of historical change.

Section A: **Thematic Study – Britain: Health and the People: c1000 to the present day**

This section enables students to look at key developments in the history of medicine and public health over a long sweep of time. This specific option was chosen as medicine through time has been a well-established and well-resourced aspect of GCSE options over many years and its scientific focus is well suited to the interests, aptitudes and ambitions of our students.

Part 1: Medicine Stands Still

How advanced was medieval understanding of illness and medicine? What advances were made from the contributions of Christianity and Islam during this time? How was the Black Death symptomatic of the problems with medieval medicine?

Part 2: The Beginnings of Change

How significant was the impact of the Renaissance in challenging existing medical and scientific understanding? How did medicine improve in the treatment and prevention of disease? Why was there opposition to change?

Part 3: A Revolution in Medicine

How did Germ Theory make such an impact on the treatment of disease? What innovations ensured greater effectiveness in surgery? How was public health tackled during the industrial revolution?

Part 4: Modern Medicine

How has the role of pharmaceuticals developed in the treatment of disease? How has war impacted on and developed new techniques in medicine? What has been the role of the state in improving public health and medical provision? Whither the NHS?

Section B: **British Depth Study – Norman England c.1066-1100**

Students look at the complexity of British politics and society at a crucial time in the country's development and how the historic environment was shaped by that society.

This option was chosen for the significance the Norman Conquest had on the future development of Britain and its relations with the Continent, its familiarity for students from study at Key Stage 3 and to link in to the Angevin Kings (1154-1216) element within the A Level History Course.

Part 1: The Normans: Conquest and Control

Why did William invade England in 1066? What were the reasons for Norman military success? How successfully did William establish control over the whole of England?

Part 2: Life under the Normans

What was feudalism and how did it maintain Norman domination? How was England governed and what role did the ruling class have? How did people live in Norman England?

Part 3: The Norman Church and Monasticism

How important was the Church in Norman England? What role did the Church play in governing England? How far did the development of monasteries and abbeys have an impact in England?

Part 4: The Historic Environment of Norman England

Here students will study one specific site in depth (for 2023 this is yet to be chosen). The site chosen relates to one of the three sections of the course above. The aim is to enrich students' understanding of the period and to fulfil the 10% stipulation for exploring the historical environment laid out in the GCSE reforms.

MUSIC (OCR)

www.ocr.org.uk Code J536

GCSE Music is an ideal option for pupils with an interest in music who have already developed facility on an instrument or their voice.

The OCR specification has three main components: Performing, Composing and Listening and Appraising. Within these candidates develop their knowledge and understanding of:

- the use of musical dimensions, devices, tonalities and structures
- the use of resources, conventions, processes, music technology and notations
- the contextual influences that affect the way music is created, performed and heard including the effect of different intentions, uses, venues and occasions.

Performing (30%)

Two performances: one solo and one ensemble.

Composing (30%)

Two compositions: one to a brief given by the board, the other chosen by the candidate.

Listening and Appraising (40%)

A written paper: assessing knowledge and understanding through set topics.

Candidates must be able to play an instrument, and will receive regular instrumental lessons during the course either in or out of school. Instrumental lessons taken in school are free of charge to all those taking GCSE Music.

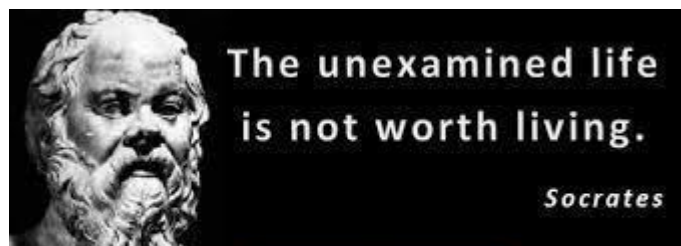
GCSE Music is an ideal course for those who have enjoyed music at Key Stage 3 and want to develop their skills further. Much of the course is practical, and pupils enjoy considerable freedom to use their instruments when composing and performing.

Pupils are encouraged to use their instrumental skills in a wide range of ensembles, and these groups can be part of their GCSE ensemble performances.

GCSE Music is an interesting practical course in its own right, but is also ideal preparation for further study at AS/A Level and beyond.

Religious Studies, Philosophy and Ethics

AQA Specification A: <http://www.aqa.org.uk/subjects/religious-studies>



To choose GCSE RS is to choose to live the '*examined*' life, to question everything, to explore all possibilities and justify your view in the face of objections.

The Ancient Greek philosopher Socrates considered the investigation of life's ultimate questions a pastime worth dying for. Socrates created in his students the desire to question, and their refusal to accept laws without challenging them led them to be labelled as rebels and Socrates a rabble-rouser. Socrates was eventually charged with corruption and rebellion. He refused to compromise his belief in questions and opted to take a lethal hemlock poison rather than face the 'unexamined life' in imprisonment.

The study of GCSE RS at Camp Hill Boys is designed to encourage you to live the examined life. Whilst the RS department does not expect the same level of dedication as Socrates, it does expect you to open

your minds to a range of views, to ask and answer difficult questions and move beyond superficial thought, to deep thinking.

Study RS at GCSE and join the wonder!

What will I study?

The course is split into two parts: the study of Religion and the study of Philosophy and Ethics.

Over the course of the two years you will study two units both worth 50% of your GCSE.

1. The study of Religion: Beliefs and practices

- This unit will focus on Christianity and Hinduism
- It is a chance to deepen your religious studies knowledge
- Religion is for many the fabric of life, and therefore to study religion is to study people – what is important to them? How do they make decisions? Is there a place for the religious mind-set in the modern world?

2. The study of Philosophy and Ethics

- This unit will require you to think deeply about a wide range of issues from religious and non-religious perspectives
- You will explore whether God's existence can be proven, what makes a just society, whether human nature is to be at peace or in conflict and much more!

How will I be examined?

In total you will sit two exams of 1hr 45 mins in length, each worth 50% of your final GCSE mark. There is no coursework element to this course.

There are no Year 10 module exams. You will sit both exams at the end of Year 11.

You will be regularly assessed by your teachers through exam practice and class work.

How will I study?

You can expect an engaging classroom environment where passionate teachers use a variety of learning activities, such as cartoon making, debating, essay skills workshops, and research tasks. The department has a history of excellent results, some of the best in the school - so you are in safe hands!

In return, we would expect you to be interesting and interested. You will get from the lessons what you put in. We want you to engage with the big questions, listen to other people's views, consider the counter-arguments and then reach your own justified conclusions.

As a department, we commit to helping you ensure not only your success in RS but in life-long learning. In the RS classroom you will develop your independent learning skills, build upon your strengths and

experiment with strategies to overcome challenges. We want you to be outstanding learners in the RS classroom and beyond.

Where can RS lead me?

Students who choose to study RS have a wide range of opportunities available to them. RS can give breadth to students who are pursuing medicine or science based subjects. RS naturally complements other essay based subjects by developing critical thinking skills. Students who study RS can go into law, social work, teaching, research and journalism, as well as further study.

NON-EXAMINATION COURSES

In addition to the foregoing GCSE courses, students will also study the following:-

PE, Games and PSHE (Personal Social Health and Economic education).

PSHE

At KS4, students deepen knowledge and understanding, extend and rehearse skills and explore further attitudes, values and attributes acquired during KS3. PSHE education at KS4 reflected the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. For more information please see the PSHE part of the school website or email pshe@camphillboys.bham.sch.uk

	Health and wellbeing	Living in the wider world	Relationships	Health and wellbeing	Relationships	Living in the wider world
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices Citizenship Bank of England and spending public money	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Citizenship Parliamentary democracy Different electoral systems world wide
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	Work experience Preparation for and evaluation of work experience and readiness for work

Year 10 Physical Education

Pupils will take part in two hours of PE and three hours of games lessons a fortnight (5 hours in total).

In PE lessons pupils will have access to sports such as volleyball, handball, basketball, health and fitness, badminton and football. The games curriculum focuses predominantly on team sports such as hockey, rugby, cricket and ultimate Frisbee. However, students are also given the opportunity to take part in football, badminton, table tennis, volleyball and softball throughout the year.

Year 11 Physical Education

All students have a double period Games afternoon every Wednesday. There is a wide range of opportunities available here. Students can choose to play regular representative rugby or hockey for the school. We run three senior rugby XVs and two hockey XIs.

A large number of pupils elect to play badminton at Cocks Moors Leisure Centre, or tennis at Billesley Tennis Centre. Other options at the school include basketball, fitness, martial arts and swimming, together with cricket and tennis in the summer.

GCSE INFORMATION SHEET 2025-2026

This sheet is intended to help you to plan your work for GCSE. It lists the requirements for each subject outside the examinations themselves.

SUBJECT	FORM 10	FORM 11
ENGLISH LANGUAGE	No coursework	No coursework
ENGLISH LITERATURE	No coursework	No coursework
MFL	No coursework	No coursework
MATHEMATICS	No coursework	No coursework
BIOLOGY	No coursework	No coursework
CHEMISTRY	No coursework	No coursework
PHYSICS	No coursework	No coursework
DESIGN & TECHNOLOGY	Six design and Manufacture projects to develop key skills and exam knowledge during the first nine months	One design project (NEA), worth 50%, to be completed during the last nine months
ART	A minimum of 2 visits, one local, one to London Intermediate assessment on course work	The assessment is 60% of the marks. An assignment - 10 hours work in 6-8 weeks, April/May - represents 40% of marks
ECONOMICS	No coursework	No coursework
GEOGRAPHY	No coursework - physical fieldwork (river study)	No coursework - urban fieldwork study. Assessed in Paper 2 exam.
HISTORY	No coursework	No coursework
MUSIC	No Coursework	Two performances are recorded in Year 11 (30%), two compositions and written work are completed by the end of the spring term (30%)
RELIGIOUS STUDIES	No coursework	No coursework
COMPUTER SCIENCE	No coursework	No coursework.

