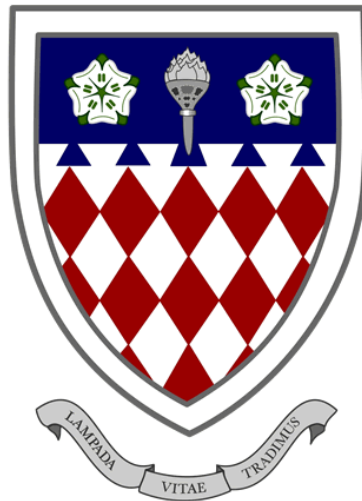


Spalding High School



Year 9 Options

2026-2028

Spalding High School

Stonegate, Spalding, Lincolnshire, PE11 2PJ

Telephone 01775 722110

Email enquiries@spaldinghigh.lincs.sch.uk

Senior Leadership Team

Headmistress	Mrs M K Anderson
Deputy Headteacher	Mrs T Waldron
Assistant Headteacher	Mr J Blackbourn
Assistant Headteacher	Mr B Love
Assistant Headteacher	Mrs L Ray

The Options Team

Deputy Headteacher	Mrs T Waldron
Senior Pastoral Leader	Mrs L Neal
Pupil Support Coordinator	Mrs C Spreckley
Year 9 Options Coordinator	Mrs H French
Careers Leader	Mrs D Bushell

YEAR TEN AND ELEVEN CURRICULUM

AIM

To maintain a broad and balanced curriculum and meet the requirements of the English Baccalaureate (EBacc) whilst allowing pupils a degree of choice in their option subjects.

The **standard core curriculum** at Spalding High School comprises:

COMPULSORY SUBJECTS

GCSE examination subjects:

English Language

English Literature

Mathematics

Separate Science (Biology, Chemistry, Physics) or Combined Science

Religious Studies

Geography or History

A Modern Foreign Language - French or German (depending on the language which has been studied in years 7-9)

Pupils also need to choose 2 options from the list below:

Art & Design, Business, Computer Science, Drama, Design and Technology, Design & Technology: Textiles, Food Preparation and Nutrition, French, Geography, German, History, Latin, Music, Physical Education.

Where subjects attract too few pupils or if particular subject combinations are not possible to timetable, we will contact the pupils affected as soon as possible after the deadline to discuss their options.

NON-EXAMINATION SUBJECTS

Cross-curricular ICT

Personal, Social, Health and Careers Education (PSHCE)

Citizenship taught via Religious Studies, PSHCE and across the curriculum

Physical Education

All relevant subjects will provide opportunities for pupils to develop confidence in **mathematics and literacy**.

THINGS TO CONSIDER WHEN MAKING YOUR CHOICES

THE FUTURE

Some of you may have an idea about what career you would like to follow. If so, find out what GCSE subjects may be useful. Many of you will be undecided about the future. At this stage, it is best to study a range of subjects and keep your options open for the future.

YOUR ABILITY AND PREFERENCES

When making your choices, consider what subjects you are good at as well as which subjects you enjoy. If you are not sure about your ability in a particular subject, check with your subject teacher for advice. Do not be influenced by what your friends are doing or which teachers might teach a particular course.

It is Spalding High School's policy that, as a grammar school, all pupils will follow a broad and balanced curriculum as set out on the previous page. There is no deviation from the standard curriculum unless there is a proven history of provision and need (SEND) which would mean that it would disadvantage the child to not be disapplied.

WHERE TO FIND HELP

Discuss your choices with your parents/carers.

Your **Subject Teachers** will advise you about your suitability and outline what is involved in each of the GCSE courses. Subject talks will take place in lessons during the week beginning 19th January.

Your **Form Tutor** will help you to weigh up the advice you are being given and take an overall view of your subject choices.

Mrs Bushell, our school Careers Leader is able to offer assistance if required. Should you need support, please email:

Mrs Bushell—dawn.bushell@spaldinghigh.lincs.sch.uk

Mrs Neal, Mrs Spreckley or Mrs French will be pleased to talk with anyone who wishes to discuss any aspect of their option choices.

There are many websites that will be helpful in your decision making process. Please see the 'Information for Parents/Carers' and 'Information for Students' sections on the school website:

[Spalding High School - Careers](#)

Pupils can also use the Unifrog platform for research.

TIMETABLE OF EVENTS

The Year 9 Options Evening will take place on **Wednesday 14th January 2026**. The **GCSE Options booklet** will be available from Thursday 15th January 2026 via the Form section of Microsoft Teams and the Options section of the School website.

On **Monday 19th January**, pupils will be able to visit the Options Fair at lunchtime, where they can meet current GCSE students and discuss subjects at GCSE.

During the **week commencing 19th January 2026**, all pupils will have the opportunity to hear about subjects at GCSE from their subject teachers and ask questions.

There will be a virtual Year 9 Parents' Evening on **Thursday 26th February 2026**.

Deadline for submission of the options form is **Thursday 5th March 2026**.

NON-EXAMINATION SUBJECTS

PERSONAL, SOCIAL, HEALTH AND CAREERS EDUCATION (PSHCE)

PSHCE brings together personal, social and health education, work-related learning, careers and financial responsibility.

CAREERS EDUCATION

Careers education is delivered as part of the PSHCE programme and aims to provide a planned, progressive programme of learning activities that help young people to:

- Learn about the structures, systems and factors that influence people's career prospects and career development
- Explore how these could affect their future choices, why they need to consider them when making their own career decisions and plan accordingly
- Develop and practise the self-help skills they need to progress their own career plans and development, including making discerning use of careers information, advice and guidance

Pupils will have the opportunity to:

- Consider future pathways in further education, training and employment
- Gain knowledge about applying to Higher Education/Further Education, apprenticeships and work opportunities with access to outside speakers via careers talks
- Participate in work experience
- Receive advice about writing a curriculum vitae

Mrs Bushell is available for individual support and information throughout the year.

CITIZENSHIP

Education for citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision making and different forms of action. They play an active role in the life of their school, neighbourhood, community and wider society as active and global citizens.

CROSS - CURRICULAR ICT

Cross-curricular ICT equips pupils to use computational thinking and creativity to understand and change the world. It has deep links with mathematics, science and technology. Computing ensures that pupils become digitally literate at a level suitable for the future workplace and as active participants in a digital world. At KS4 it is delivered within other subjects across the curriculum.

PHYSICAL EDUCATION (Core)

Pupils will have two PE lessons per week. Throughout the year they will be allowed to choose a range of sporting activities to suit their individual needs/preferences e.g. team sports, individual sports, fitness and sports leadership. All pupils are encouraged to pursue physical activity as a means of achieving fitness and health and those with the ability have the opportunity to progress through school teams to county representative level and beyond.

ART & DESIGN (FINE ART)

COURSE CONTENT AND AIMS

With two components, comprising a 'Portfolio' selected from the course of study and an 'Externally set assignment', the specification provides pupils with a range of creative, exciting and stimulating opportunities to develop and explore their personal interests in Art and Design.

There is a full range of options open to pupils through the Fine Art specification, exploring drawing, painting, printmaking, sculpture, mixed media, photography & new technologies, film, animation and collage, which allow for the study of Art in both breadth and depth. Portfolio projects, themes or briefs can be open-ended or more narrowly focused. There is no restriction on the choice of media, scale or format that pupils can use to reflect and evidence their ideas.

The freedom and diversity of the course requires enthusiasm, commitment and curiosity to explore the themes effectively and with an open mind. Pupils are given the opportunity to attend gallery trips and a foreign study visit.

All pupil's work is exhibited in an exhibition at the end of the year to celebrate their achievements.

BIOLOGY

COURSE CONTENT AND AIMS

At the end of Year 9, all pupils are offered the choice of studying the three Separate Sciences or Combined Science course. In both cases, they study the content for the Higher Tier, giving them access to the full range of grades (9 to 4) whichever route they choose. The difference is that for Combined Science, there is a third less content for each of the Science subjects in comparison to the Separate Sciences, which means they achieve two GCSE grades rather than three. Both routes allow pupils a pathway onto A Levels in all three of the Science subjects. Each consists of a variety of topics which will be assessed by examination and includes questions on theoretical knowledge and application along with understanding of the core practicals studied throughout the course.

There is a focus on the relevance of Science to everyday life and the impact it can have on solving the issues we face today e.g. conserving the environment, finding better treatments for diseases and the use of genetic technologies.

Alongside this, Science develops many transferable skills, such as planning, analysis and evaluation and emphasises the importance of using key vocabulary and accuracy in writing.

EXAMINATION DETAILS

Exam Board— AQA

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8202/specification>

How is it assessed?

Examined units

Non-examination units - Portfolio unit 60%

Non-examined assessment - portfolio consisting of 'supporting work' and one 'sustained project'.

All work is assessed against the specification marking criteria using the four Assessment Objectives.

Examination units - Externally set assignment 40%

Approximately 12 weeks of preparatory work culminating in a 10 hour examination (2 days)

EXAMINATION DETAILS

Exam Board—Edexcel

<http://qualifications.pearson.com/en/subjects/science.html>

How is it assessed?

Examined units

Each GCSE Science subject is assessed by two examinations of equal weighting. All pupils will be taught the content to take the Higher Tier examinations for each subject.

Combined Science papers 60 marks 1hr 10mins.

Separate Science papers 100 marks 1hr 45mins.

BUSINESS

COURSE CONTENT AND AIMS

Marketing — advertising, development of products, setting the best price.
Recruitment — finding the right staff and ensuring they are productive.
Business structures — the different ways to set up a business.
Finance — how businesses get the money to set up and operate and how they make a profit.
Business operations — how businesses produce the things we buy.
Influences on business — the environment and how various businesses operate globally.

Would you like....

- To be your own boss running your own business?
- To understand 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 understand the role of social media in business?
- To understand why big businesses operate around the world?

Then GCSE Business could be for you!

CHEMISTRY

COURSE CONTENT AND AIMS

At the end of Year 9, all pupils are offered the choice of studying the three Separate Sciences or Combined Science course. In both cases, they study the content for the Higher Tier, giving them access to the full range of grades (9 to 4) whichever route they choose. The difference is that for Combined Science, there is a third less content for each of the Science subjects in comparison to the Separate Sciences, which means they achieve two GCSE grades rather than three. Both routes allow pupils a pathway onto A Levels in all three of the Science subjects. Each consists of a variety of topics which will be assessed by examination and includes questions on theoretical knowledge and application along with understanding of the core practicals studied throughout the course.

There is a focus on the relevance of Science to everyday life and the impact it can have on solving the issues we face today e.g. the manufacture of plastics and their effective disposal.

Alongside this, Science develops many transferable skills, such as planning, analysis and evaluation and emphasises the importance of using key vocabulary and accuracy in writing.

EXAMINATION DETAILS

Exam Board — OCR
www.ocr.org.uk

How is it assessed?

Examined units

There are two examinations at the end of the course, each 90 minutes long.

There are a variety of questions including multiple choice, short answers and longer answers based on case studies.

Further Info:

YouTube search 'Blackbourn business'

Instagram [shs_business](#)

Twitter [jbl_business](#)

EXAMINATION DETAILS

Exam Board—Edexcel
<http://qualifications.pearson.com/en/subjects/science.html>

How is it assessed?

Examined units

Each GCSE Science subject is assessed by two examinations of equal weighting. All pupils will be taught the content to take the Higher Tier examinations for each subject.

Combined Science papers 60 marks 1hr 10mins.

Separate Science papers 100 marks 1hr 45mins.

COMPUTER SCIENCE

COURSE CONTENT AND AIMS

A computing education equips pupils with essential logic, creativity, problem solving and computational thinking skills that are required in the modern world.

Computer Science finds itself embedded in the majority of professions and careers and a fundamental knowledge in this area can prepare pupils for a wide range of roles in most types of employment.

Taking Computer Science will provide you with a career route into one of the most interesting, challenging and ever changing industries available as well as one of the highest paying in the world!

Pupils will undertake learning in core computing elements such as: programming design and development; systems & maintenance; hardware & software; cyber security & business implications; networks & communication; moral, social, ethical and legal issues and provide the opportunity to develop, write, and debug computer programs.

DRAMA & THEATRE STUDIES

COURSE CONTENT AND AIMS

'Studying GCSE Drama unlocks the use of imagination, intellect, empathy and courage. Through it, ideas, responses and feelings can be expressed and communicated. It carries the potential to challenge, to question and to bring about change.'

Jude Kelly (Theatre Director)

Drama is an exciting, inspiring and practical course. The specification promotes involvement in, and enjoyment of, drama as performers and/or designers. The specification requires the preparation and performance of both devised and scripted work, and examines pupils' knowledge and understanding of different dramatic techniques and forms. Pupils will also have to reflect upon aspects of dramatic theory, such as interpretation and genre. There is also an option to study and develop skills in design and technical aspects of theatre, such as set design, sound and lighting. There is an expectation that pupils will attend theatre visits during the school year, which will contribute to the development of their own evaluative skills as informed and thoughtful audience members and aid them to refine their own practical technique.

EXAMINATION DETAILS

Exam Board— Pearson

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2020.html>

How is it assessed?

Examined units

Examination units :

WRITTEN ASSESSMENT

Paper 1: Principles of Computer Science – 50% Examination (90 mins)

PRACTICAL ONSCREEN ASSESSMENT

Paper 2: Application of Computational Thinking – 50% Examination (120 mins)

EXAMINATION DETAILS

Exam Board— WJEC Eduqas

<http://www.eduqas.co.uk/qualifications/drama-and-theatre/gcse/>

How is it assessed?

Examined units

Component 1: Devising Theatre. Internally Assessed and Externally Moderated.

Component 2: Performing from a text. Externally assessed by a visiting examiner.

Component 3: Interpreting Theatre Written examination: 1 hour 30 minutes.

DESIGN and TECHNOLOGY

COURSE CONTENT AND AIMS

We provide a fun, interesting and stimulating course where pupils produce high quality work.

It is ideal for all pupils, supporting a diverse career range which includes architecture, engineering and manufacturing. Recent A Level pupils, for example, have gone on to study subjects such as aerospace engineering, film set design and robotics as well as non-related subjects – even at Oxford!

In addition to using blow torches and lasers, pupils learn useful transferable skills such as problem solving, presenting, promoting, analysis, research, risk management and using future technologies. Pupils also need to consider environmental implications, learn about industrial practices and use computer aided design and manufacture.

The course allows pupils to develop personal interests, perhaps following a graphic design path or maybe using metals and plastics. Example coursework projects include film promotion, mobile phone design, architectural modelling and innovative jewellery making.

EXAMINATION DETAILS

Exam Board—Edexcel 1DT0
<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html>

How is it assessed?

Examined units

Examination units -

Component 1 50% Examination:

Section A (40 marks): understanding how to take products to market and build a successful business.
Section B (60 marks): material specialism; (polymers).

Non-examination units -

Component 2 50%: Design and make project
100 marks

DESIGN and TECHNOLOGY: (Textile-based materials)

COURSE CONTENT AND AIMS

This specification allows pupils to study the core principles of design and technology: including a broad range of design processes, developments in new materials and technologies, responsible design and the work of others. Pupils will study specialist textiles principles in depth and work creatively to problem solve and make prototype products using their technical and practical expertise.

The course is an excellent foundation for A Level Fashion and Textiles. It can lead to a wide range of career opportunities, such as fashion and textile design, textile science and engineering, business and marketing in the global fashion industry. In addition, the course develops transferrable analytical and problem solving skills alongside creativity, which can benefit A Level studies across a wide range of subjects.

***Please note that students are not able to take both DT and DT:Textiles ***

EXAMINATION DETAILS

Exam Board—AQA
<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

How is it assessed?

Examined units

Examination units - one 2 hour written paper - 50% of GCSE.

Non-examination units – Pupils produce a substantial design and make task - 50 % of GCSE

Assessment criteria to include the following:

- Identifying & investigating design possibilities
- Generating & developing design ideas
- Realising/Making prototype designs
- Analysing and evaluating.

Pupils will produce a working prototype and a portfolio of evidence (maximum 20 pages) to demonstrate the assessment criteria above.

ENGLISH LANGUAGE

COURSE CONTENT AND AIMS

This course is designed to inspire and motivate pupils providing appropriate stretch and challenge. In our teaching, we ensure that the wide range of extracts studied are thought provoking, engaging and interesting.

The schemes of learning are designed to enable and support the pupils to develop the English Language skills they need to be able to read, understand and analyse both fiction and non-fiction texts. When approaching non-fiction texts pupils are taught skills in synthesis and how to compare and contrast viewpoints and perspectives.

In order to respond to writing tasks, pupils learn how to craft both creative and transactional writing using ambitious vocabulary, a range of linguistic devices and precise and varied sentence structures. In spoken language, pupils will develop oracy skills in debate, discussion and presentation. Pupils are thoroughly prepared for every aspect of the assessment and examinations.

ENGLISH LITERATURE

COURSE CONTENT AND AIMS

This course is designed to engage, inspire and motivate pupils; the course provides scope for additional stretch and challenge which fosters cultural capital, contextual study and literary criticism. Pupils build on skills nurtured at KS3 and develop their skills in thinking discussion and debate to engage with the set texts and a wide range of literature from the literary canon and modern writers. The schemes of learning develop and consolidate skills so students can respond to extract and essay based questions.

A range of texts are studied; a play by Shakespeare, a 19th- Century Novel, a Modern Play and the Poetry Anthology, all of which have been carefully chosen to enable students to demonstrate higher order thinking, applying common themes, analysing the effect of a range of literary devices which enable students to comment on the writers' purpose, linking to the contexts of the texts. Pupils are confident with the texts and thoroughly prepared for the demands of the assessments and examinations.

EXAMINATION DETAILS

Exam Board— AQA

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

How is it assessed?

Examined units

English Language

Examination units -

Paper One: Creative Reading and Writing (50%)

Paper Two: Writers' Viewpoints and Perspectives (50%)

Non-examination units - Spoken Word presentation (0%). Separate award on GCSE certificate graded Pass, Merit or Distinction.

EXAMINATION DETAILS

Exam Board— AQA

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

How is it assessed?

Examined units

Paper One: The 19th century novel and Shakespeare.

Paper Two: Modern texts and poetry.

FOOD PREPARATION AND NUTRITION

COURSE CONTENT AND AIMS

This is a challenging and enjoyable course where, through a combination of practical work and coursework tasks, pupils will develop knowledge and understanding of the science of food as well as its nutritional content and value. They will go on to understand the relationship between diet, nutrition and health, including studying the physiological and psychological effects of poor diet and health. Pupils will need to demonstrate how a variety of cooking methods can conserve or modify nutritive value and palatability and will understand how to make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes and costs.

This course provides an excellent foundation, alongside A level science subjects, to study food at degree level including dietetics, nutrition, food product development, marketing and business, food media and hospitality management.

FRENCH

COURSE CONTENT AND AIMS

“One language sets you in a corridor for life. Two languages open every door along the way.” Frank Smith, Psycholinguist.

Whatever your chosen career path or interests, learning French will provide students with valuable cultural and linguistic understanding and knowledge, and open up new and exciting opportunities for your future.

The specification covers three distinct themes. Firstly people and lifestyle which will include family and relationships, healthy living, education and work. The second theme is popular culture which will look at pupils' free-time activities, customs and festivals as well as celebrity culture. Finally the theme of communication and the world around us where pupils develop their knowledge about travel and tourism, media and technology but also the environment and where we live. These themes apply to all four question papers.

In addition to learning how to cope in a French-speaking country, you will gain a better understanding of how your own language works, express your ideas and thoughts, develop the habits of a good linguist, manipulate grammar, as well as apply it. You will also broaden your horizons by learning about the culture of French-speaking countries.

If you have not studied French before, we strongly recommend this course to students wishing to study a second foreign language alongside GCSE German. In this case, students must be committed to the challenges of learning a new language in two years.

Exam Board— AQA

<http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

How is it assessed?

Examined units

Written Examination: 50%

Multiple choice questions (20 marks)

Five questions each with a number of sub questions (80 marks).

Non-examination assessment: 50%

Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

EXAMINATION DETAILS

Exam Board— AQA

<https://www.aqa.org.uk/subjects/french/gcse/french-8652>

How is it assessed?

Examined units

Examination units -

There are 4 examinations; listening, speaking, reading and writing.

Each examination is worth 25% of the total GCSE mark.

Paper 1: Listening, this is a written examination

Paper 2: Speaking, this is an oral examination

Paper 3: Reading, this is a written examination

Paper 4: Writing, this is a written examination

All examinations are taken at the end of Y11.

Pupils can either do all foundation papers (grades 1-5) or all higher papers (grades 4-9).

GEOGRAPHY

COURSE CONTENT AND AIMS

Studying Geography enables young people to become environmentally informed and thoughtful citizens with a global outlook. We have chosen to study Edexcel A Geography GCSE as it gives pupils the opportunity to understand more about the world, the challenges it faces and their place within it.

Our GCSE course covers Changing Landscapes, where we look at coasts and rivers; Weather Hazards and Climate Change, where we look at droughts as well as tropical storms and Ecosystems where we focus on tropical rainforests and deciduous woodlands. This is completed alongside Changing Cities where we focus on Mexico City and a British city, Resource Management with studies of Las Vegas and a contrasting location and Global Development with a focus on India. We start teaching GCSE content in Year 9 so pupils will already be familiar with the Ecosystems and Global Development topics - a great start to working at GCSE level.

The Geography GCSE course develops competence and confidence in using a wide range of investigative skills both in the classroom and out on fieldwork.

GERMAN

COURSE CONTENT AND AIMS

“One language sets you in a corridor for life. Two languages open every door along the way.” Frank Smith, Psycholinguist.

Whatever your chosen career path or interests, learning German will provide pupils with valuable cultural and linguistic understanding and knowledge, and open up new and exciting opportunities for your future.

The specification covers three distinct themes. Firstly people and lifestyle which will include family and relationships, healthy living, education and work. The second theme is popular culture which will look at pupils' free-time activities, customs and festivals as well as celebrity culture. Finally, the theme of communication and the world around us where pupils develop their knowledge about travel and tourism, media and technology but also the environment and where we live. These themes apply to all four question papers.

In addition to learning how to cope in a German-speaking country, you will gain a better understanding of how your own language works, express your ideas and thoughts, develop the habits of a good linguist, manipulate grammar, as well as apply it. You will also broaden your horizons by learning about the culture of German-speaking countries.

If you have not studied German before, we strongly recommend this course to pupils wishing to study a second foreign language alongside GCSE French. In this case, pupils must be committed to the challenges of learning a new language in two years.

EXAMINATION DETAILS

Exam Board — Edexcel

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.html>

How is it assessed?

Examined units

Examination units:

Paper 1-Physical environment: Written examination 1 hour and 30 minutes (37.5% of the qualification)

Paper 2 -The Human Environment: Written examination: 1 hour and 30 minutes (37.5% of the qualification)

Paper 3 -Geographical Investigations: Fieldwork and UK Challenges. Written examination: 1 hour and 30 minutes (25% of the qualification)

EXAMINATION DETAILS

Exam Board— AQA

<https://www.aqa.org.uk/subjects/german/gcse/german-8662>

How is it assessed?

Examined units

Examination units:

There are 4 examinations; listening, speaking, reading and writing.

Each examination is worth 25% of the total GCSE mark.

Paper 1: Listening, this is a written examination

Paper 2: Speaking, this is an oral examination

Paper 3: Reading, this is a written examination

Paper 4: Writing, this is a written examination

All examinations are taken at the end of Y11.

Pupils can either do all foundation papers (grades 1-5) or all higher papers (grades 4-9).

HISTORY

COURSE CONTENT AND AIMS

Pupils complete their World Depth Study on Life Under Nazi Rule (1933-45), which builds on their study of Weimar Germany in Year 9. This course allows pupils to understand the impact of the Nazis on peoples' lives both within Germany and across occupied Europe. Pupils will then complete a period study, looking at the Making of America (1789-1900). This course shows the narrative of how America grew and the racial & cultural tensions that resulted. At the end of Year 10, pupils complete a module focusing on 'History around Us'. This is based on a site study looking at the development of Lincoln Castle over time.

In Year 11, pupils complete units looking at British History. Firstly, a study of the Elizabethans and how diverse their lives truly were across the different parts of society. Finally, pupils study The People's Health, examining how healthcare and management of disease has developed over time and the causes of these changes.

Across these units, pupils will develop a broad historical knowledge of different periods and places. They will be challenged to analyse information and justify their own arguments, as well as explaining the arguments of others. Critical analysis of source material, including distinguishing fact from opinion, is also a key objective. All of these skills developed in History are applicable to a huge range of different career pathways and progression routes after GCSE and will be hugely beneficial to any pupil.

EXAMINATION DETAILS

Exam Board—OCR GCSE History (Specification B)-
www.ocr.org.uk

How is it assessed?

Examined units

Paper 1 — British History (People's Health & Elizabethans) - 1hr 45mins 40%

Paper 2 — History Around Us (Lincoln Castle) - 1hr 20%

Paper 3 — World History (Making of America and Life under Nazi Rule) - 1hr 45mins 40%

LATIN

COURSE CONTENT AND AIMS

Latin is an extremely interesting subject in which you continue to enrich your understanding of the fascinating ancient Roman era.

The language element will introduce you to a wider range of vocabulary grammar and language structures. For the literature element, you will study a range of written and visual sources fitting into the theme of Heroes and Villains. The examination will ask you to demonstrate your knowledge and understanding of the sources and their stylistic merit or limitations; it also includes one extended answer which requires you to present a balanced argument using the sources to support your response. For the civilisation element you will study another aspect of life in the Roman World. The theme changes every three years and is yet to be revealed for 2027-2029, but previous topics have been Religion in the Roman World, Life in a Roman town and Roman Family life. This module is all in English and examination consists of short factual questions, comparative questions and one extended answer.

Latin GCSE helps to develop a broad range of skills: language, analysis, evaluation, communication and research which are all useful for a wide range of further study.

EXAMINATION DETAILS

Exam Board—EDUQAS - WJEC
www.eduqas.co.uk

How is it assessed?

Examined units

100% Examination

Units - 50% Language & Comprehension
30% Literature
20% Roman Civilisation

MATHEMATICS

COURSE CONTENT AND AIMS

The (9-1) GCSE in Mathematics is a course largely structured around problem solving and applications of Mathematics. As well as the traditional development of skills and knowledge in Number, Algebra, Statistics, Ratio and Proportion, Geometry and Measure, pupils will also be required to describe, analyse, compare and then present their results and solutions in context.

The level of challenge at GCSE has increased to bridge the gap between GCSE and A Level mathematics more effectively and to stimulate interest in the subject through new challenges and topics.

As part of our enrichment program to provide stretch and challenge for our more able pupils in Sets 1 and 2, pupils will also cover the GCSE Further Maths syllabus alongside their GCSE Maths, this will also provide support with the harder topics of the GCSE course. Following the mock exams in Year 11, pupils will then be guided towards taking the additional GCSE Further Maths qualification if appropriate.

There are two tiers of entry available, higher and foundation. Both tiers use problem solving and are designed to help pupils emerge from GCSE mathematics with a level of confidence and fluency that will provide a genuine foundation for the rest of their learning and working lives.

MUSIC

COURSE CONTENT AND AIMS

Pupils work on an integrated portfolio which includes a solo performance and a composition, a practical component which includes an ensemble performance and a composition. There is a listening examination which will include the following areas of study:

My Music, The Concerto through Time, Rhythms of the World, Film Music & Conventions of Pop.

The OCR GCSE Music course will provide a contemporary accessible and creative education in Music with an integrated approach to the 3 main elements — Performing, Composing and Appraising.

Learners are encouraged to be creative and to broaden their musical horizons and understanding with areas of study that inspire and challenge. The course will enable learners to explore performance and composition with a focus on their own instruments or voice and genre choices and offer opportunities to explore new instrumental skills. Through the various genres, styles and eras contained in the areas of study, pupils will explore musical context, musical language and performance and composition skills.

EXAMINATION DETAILS

Exam Board— Edexcel
www.pearson.com

How is it assessed?

Examined units

Edexcel 1MA1

Three 90 minute papers

1 non-calculator paper

2 calculator papers

[gcse-maths-revision-checklist-higher.pdf](#)

[GCSE Maths Revision Checklist Foundation](#)

EXAMINATION DETAILS

Exam Board— OCR
www.ocr.org.uk

How is it assessed?

Examined units

Listening & Appraising (Written Examination)
90 minutes 40%

Integrated Portfolio (Performance & Composition) 30%

Practical Component (Ensemble performance & composition) 30%

PHYSICAL EDUCATION

COURSE CONTENT AND AIMS

The course provides opportunities for pupils to improve their overall knowledge and performance in a range of practical activities. In addition, pupils will appreciate the principles, practices and training that underpin improved sports performance, better health and well-being. The course, therefore, is both practical and theory based. GCSE Physical Education is aimed at pupils who enjoy taking part in a range of sports activities and who have an interest in sport outside of school.

We would strongly recommend that pupils regularly take part in at least one of the individual or team sport activities either within or outside of school.

PHYSICS

COURSE CONTENT AND AIMS

At the end of Year 9, all pupils will be offered the choice of studying the three Separate Science courses or the Combined Science course. In both cases, they study the content for the Higher Tier, giving them access to the full range of grades (9 to 4) whichever route they choose. The difference is that on the Combined Science course, there is a third less content for each of the Science subjects in comparison to the Separate Sciences, which means they achieve two GCSE grades rather than three. Both courses allow pupils a pathway onto A Levels in all three of the Science subjects. Each consists of a variety of topics which will be assessed by examination and includes questions on theoretical knowledge and application along with understanding of the core practicals studied throughout the course.

There is a focus on the relevance of Science to everyday life and the impact it can have on solving the issues we face today e.g. by developing technology for prosthetics, advancing structural designs and making sure we have enough energy for the future.

Alongside this, Science develops many transferable skills, such as planning, analysis and evaluation and emphasises the importance of using key vocabulary and accuracy in writing.

EXAMINATION DETAILS

Exam Board— AQA

www.aqa.org.uk

How is it assessed?

Examined units

Examination units - 60%

Non-examination units - 40%

Examination Paper 1 - the human body and movement in physical activity and sport. (30%)

Examination Paper 2 - sociocultural influences and well-being in physical activity and sport. (30%)

Non-examination unit - a practical performance (30%) in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). The other 10% is a written analysis and evaluation of sports performance.

EXAMINATION DETAILS

Exam Board— Edexcel

<http://qualifications.pearson.com/en/subjects/science.html>

How is it assessed?

Examined units

Each GCSE Science subject is assessed by two examinations of equal weighting. All pupils will be taught the content to take the Higher Tier examinations for each subject.

Combined Science papers 60 marks 1hr 10mins.

Separate Science papers 100 marks 1hr 45mins.

RELIGIOUS STUDIES

COURSE CONTENT AND AIMS

Pupils in Year 9 are already studying for a GCSE full course. Pupils will be examined through three examination papers taken at the end of Year 11. The course will involve a detailed study of two world religions: Christianity and Sikhism. It will also explore a range of religious, philosophical and ethical issues related to life in the modern world.

The issues based paper (Component 1) is 50% of the total marks and themes for this paper include Relationships, Matters of Life and Death, Good and Evil and Human Rights. For this paper, pupils will explore both Christian and Sikh responses to these themes, as well as considering non-religious viewpoints.

Component 2 is a Christianity paper, exploring the beliefs, teachings and practices of Christianity (25% of the total marks).

Component 3 involves a study of a second world faith and also carries 25% of the overall marks. The school has chosen to study Sikhism for the third paper and will begin to study the beliefs and practices of Sikhism in Year 9.

EXAMINATION DETAILS

Exam Board—Eduqas

<http://www.eduqas.co.uk/qualifications/religious-studies/gcse/>

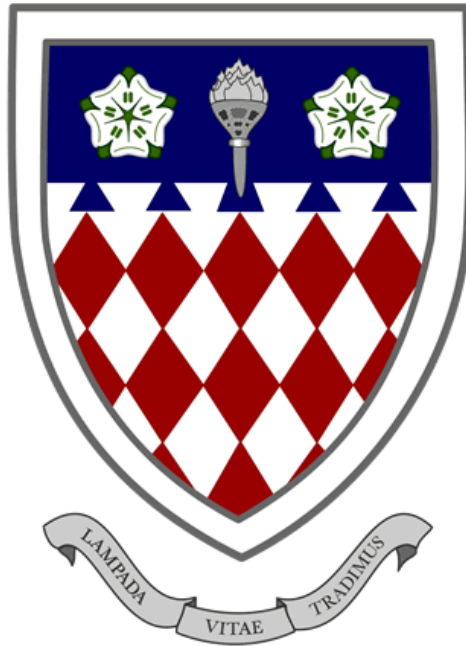
How is it assessed?

Examined units

Examination units - Component 1: Religious, Philosophical and Ethical Studies in the Modern World (50% of the qualification – 2 hour examination).

Component 2 – Study of Christianity (25% of the qualification – 1 hour).

Component 3 – Study of a World Faith - Sikhism. (25% of the qualification – 1 hour).



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