

# GCSE Choices



**GCSE Options Process**

2025 2026

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This booklet is to introduce the Options process to you, so that you can begin discussing this important stage with your child and help them make decisions about the subjects they wish to follow at GCSE Level, throughout Years 10 and 11.

There are sections to complete and return. Below are the dates, which are key to each student successfully completing the process:

Options Launch

Monday 12th January

Y9 Options Evening, 5pm - 7.30pm

Thursday 22nd January

Deadline for Form Submission

Thursday 5th March

Support Meetings

From Friday 13th March

Options Published to Students

From Monday 15th June

Inside this booklet you will find the following information:

- Information about the **core** subjects
- Information about the **options** subjects
- A key document explaining how you and your child should complete the **Options Choice Form**
- The **Options Choice Form**
- Useful questions for your child - advice and guidance

# GCSE Choices

Our options process has remained unchanged this year; this stability is a strength in a school. In recent years we have widened access to qualifications so that students have access to traditional GCSEs, as well as vocational qualifications. These qualifications have the same standing as GCSEs but allow a more practical learning experience for students and are well suited to some curriculum areas.

We are very happy when students and parents ask questions about the options process, as it shows the importance you and your child place on the decisions you make, over the coming weeks. I am available to help in any way possible with queries or questions you may have, please contact me via email; [j.cole1@trafalgar.wilts.sch.uk](mailto:j.cole1@trafalgar.wilts.sch.uk)

Jonny Cole  
**Deputy Headteacher**



# Advice & Guidance

When coordinating the Options each year, we are aware of some limitations that families find with the system. These are not particular to our school, but to all schools. We feel it is right to make these limitations clear now; we will do our very best to ensure that all students get the subjects they most wish to study out of the process this year.

If too few students opt for a subject, then that subject may not run.

A more common problem is that a subject becomes over-subscribed. For this reason, we may run 2 GCSE classes because there is a need. We cannot do this in all cases. If a course is over-subscribed we do look at the progress reports of students applying, to see how focused they have been in the relevant lessons. We also look at their detention and homework records. It is vital that all students try their very best in all subjects, at all times, as this will serve them well when considering students for over-subscribed groups.

If you need advice or help making your choices, don't forget to consider the questions in the bubbles and that you can always email Mr Cole, or any of the Subject Leaders. Their contact information is at the back of the booklet.

# GCSE Choices

Questions that students should consider:

What are my strengths?

What environment do I work best in?

Where do I see myself in 2 years: College? Apprenticeship? Work?

What does my progress report tell me about where I do best?

Am I able to cope with a lot of coursework?

*If not, we strongly advise against choosing all of your subjects from those with heavy coursework demands*

What am I like at Exams?

What do I enjoy?

Where do I see myself in 4 years: University? Apprenticeship? Work?

What do I want for myself in the long term future? What areas might I like to work in?

What teachers do I like?

What will my friends do?

## NOT HELPFUL!

We cannot guarantee what teachers you will have and this is about YOU, not your friends!

# How to make your Choices

In Years 10 and 11 there are statutory subjects which all students have to study. These are your **CORE** subjects: English Language, English Literature, Mathematics, Combined Science, PE and PSHCE.

The learning in these areas account for 30 of the 50 periods per fortnight.

The remaining 20 hours of study are made up of the **OPTION** subjects. Students must choose from a range of subjects, which are organised to ensure that students get a broad experience and that we can operate a successful timetable for the whole school.

## THE PROCESS (the important bit!)

Students must complete the Options Choice form, on the Options website accessible on RM Unify.

Students choose **6 subjects in order of preference**. We allocate students 4 out of their 6 choices.

Students must choose **at least one** subject from Block A with their remaining **five** choices being able to come from Block A or B.

Each Option subject is taught over 5 hours and students must study 4 Option subjects.

The tab at the top of each subject page indicates whether it is Core (gold), Block A (blue) or Block B (red)

## GCSE Choices

### **CORE** Subjects - Statutory

English Language

English Literature

Mathematics

Combined Science\*\*\*

Physical Education\*\*

PSHCE\*\*

### **Block A Subjects**

French (currently studied)

Spanish (currently studied)

Geography

History

Computer Science

Separate Science\*

### **Block B Subjects**

BVT (Religious Studies)

Design & Technology Timbers

Hospitality & Catering

Design & Technology Textiles

Music

Drama

Art & Design

Physical Education

Creative iMedia

Business

\* replaces core Combined Science for students. Students must select this as an option if they wish to study 3 separate sciences

\*\*Non GCSE subject

\*\*\*can be replaced by Separate Sciences Option (Block A)

# English Language

Core - students study the EDUQAS specification

English has a pre-eminent place in education and in society. The English curriculum at The Trafalgar School will teach students to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, students will have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading will enable students both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; students, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. In order for our students to be fully functional, inclusive members of our diverse society, our curriculum and extended reading program (in tutor time) do not reinforce white middle class literature - we aim to decolonise the world of literature so that our students are global citizens who are fully informed regarding multi-cultural history, issues and situations of oppression.

## ASSESSMENT

Component 1: 20th Century Literature Reading and Creative Prose Writing

1 hour 45 mins

Component 2: 19th and 21st Century Non-Fiction Reading and transactional/persuasive writing, 2 hours

Regular exam questions (under exam conditions) in class, to inform progress and reporting

## KEY LEARNING & TOPICS

Students will be expected to engage with both fiction and non-fiction texts. Searching for meaning and completing comprehension activities will be key to success. Students will also be expected to produce their own writing that is aimed at a particular audience, for a particular purpose. Skills will be practised in class and through regular homework tasks. It is essential that students are fully aware of the need to evaluate and analyse language – reviewing their work from KS3 before embarking on this course is vital.



## CAREERS & PATHWAYS

Colleges, Post 16 providers generally and Universities, insist on a good pass for English Language. One might say that, alongside Mathematics, English Language is an essential part of your journey. If you have English Language you can access many courses and careers. Particular professions that prize English Language include:

Teacher, historian, archaeologist, librarian, writer, lawyer/solicitor, human resources and administration, journalist.

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## ASSESSMENT

Two examination papers. 100% of marks come from these:

**Component 1 - Shakespeare and Anthology Poetry (2 hours)**

**Component 2 - Post 1914 Prose/drama, 19th Century Prose and Unseen Poetry (2 hours 30 mins)**

No coursework/controlled assessment. Regular exam questions (under exam conditions) in class, to inform progress and reporting.

## KEY LEARNING & TOPICS

Shakespeare, 19th Century Novel, Modern Texts, Poetry (studied and unseen).

The current Year 10 are studying: Macbeth, An Inspector Calls, A Christmas Carol, along with a cluster of 15 poems from an anthology



## CAREERS & PATHWAYS

Studying Literature is very rewarding in its own right. However, many careers appreciate the dedication and commitment. Professions which appreciate a study of Literature include:

Historian, teacher, journalist, working in media, author, scriptwriter for television/radio/film. The list could go on and on.

# Mathematics

Core - students study the Edexcel specification

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering and necessary for financial literacy and most forms of employment. The Mathematics curriculum at The Trafalgar School at Downton will provide a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.

## ASSESSMENT

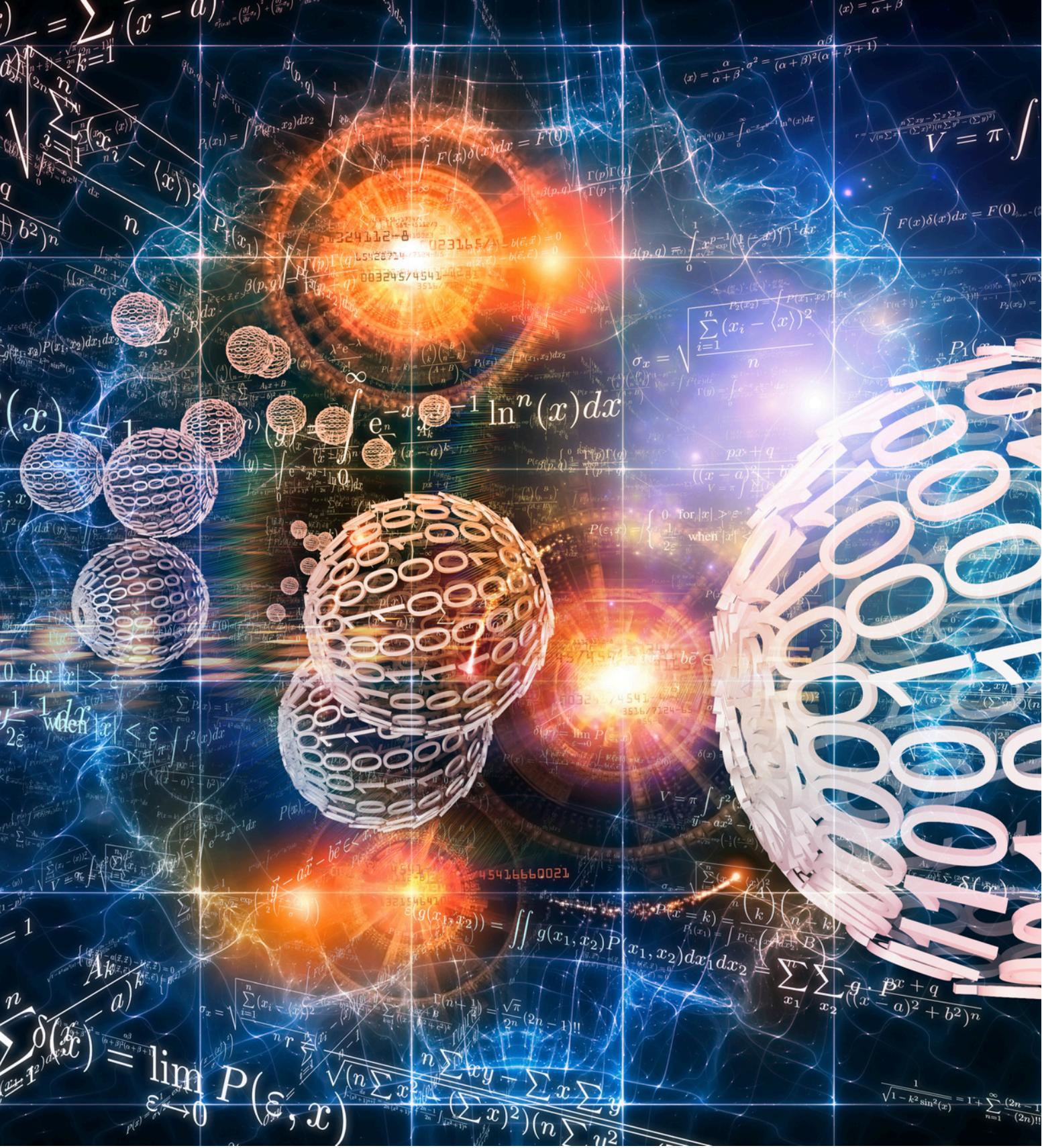
Assessment is based wholly on three exams at the end of the two-year course:

One non-calculator paper, 2 papers with calculator.

## KEY LEARNING & TOPICS

Students study the following topics:

Number and Calculations; Ratio and Proportion; Geometry and Measures; Algebra; Probability; Statistics.



## CAREERS & PATHWAYS

Mathematics is a vital subject for all students and the understanding it gives them, allows them to continue into later life with the basic skills to survive as a member of society.

Beyond this, students may wish to continue study at college or Sixth Form in A Level Mathematics, qualifications in accounting, financial services or computing, engineering, architecture and the sciences.

# Combined Science

Core (2 GCSEs):

Students study the AQA Combined Science: Trilogy (8464).

More detailed information about all Science GCSEs is available on the Examination Board website: [www.aqa.org.uk](http://www.aqa.org.uk)

Science education provides the foundations for understanding the World, through the specific disciplines of Biology, Chemistry and Physics. Science has changed our lives and is vital to the World's future prosperity. At The Trafalgar School, students will be taught essential aspects of scientific knowledge, methodology and process. Through the building up of a body of key foundational knowledge and concepts, students will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They will be encouraged to understand how science can be used to explain observations, predict how things will behave and analyse causes.

## ASSESSMENT

Six exam papers (2 Biology, 2 Chemistry & 2 Physics). Each paper is 1 hour and 15 minutes and is available at Foundation or Higher Tier. There will be no controlled assessment: practical work will be assessed through questions in the Exam papers on 17 key practicals per subject, which all students will have access to over the period of study. Papers will be a mixture of multiple-choice, short answer questions, calculations and extended open-response questions. Students will have to recall and apply equations.

## KEY LEARNING & TOPICS

**Biology:** Cell biology, genetics, natural selection and genetic modification, ecosystems and material cycles, plant structures and functions, animal coordination, control and homeostasis, exchange and transport in animals, health disease and the development of medicines.

**Chemistry:** Atomic structure, the Periodic Table, ionic bonding, covalent bonding, types of substance, calculations involving masses, states of matter, methods of separating and purifying substances, acids, obtaining and using metals, electrolysis, reversible reactions and equilibria, formulae, equations and hazards, groups 1, 7 and 0, rates of reaction, fuels, energy changes in chemical reactions, chemistry of the Earth and atmosphere, Earths resources and organic chemistry

**Physics:** Motion, forces and conservation of energy, waves, light and the electromagnetic spectrum, particle model, radioactivity, astronomy, energy - forces doing work, forces and their effects, electricity and circuits, magnetism and the motor effect, forces and matter.



## CAREERS & PATHWAYS

Science matters. From choices of diet, to which car to buy, the ability to use data to select useful information and apply it to new situations, are lifelong skills which Science provides.

This is advised by the Exam Boards to be the route into vocational education, applied Science courses at College/Sixth Form and can be used to access A Level Science. However, if you are considering A Level Sciences, Separate Sciences may be a better choice for you.

# Separate Sciences

Block A: 3 GCSEs - Students study:

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

More detailed information about all Science GCSEs is available on the Examination Board website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## ASSESSMENT

Six exam papers (2 Biology, 2 Chemistry & 2 Physics). Each paper is 1 hour and 45 minutes and is available at Foundation or Higher Tier.

There will be no controlled assessment: practical work will be assessed through questions in the Exam papers on up to 10 key practical areas per subject, which all students will have access to over the period of study. Papers will be a mixture of multiple-choice, short answer questions, calculations and extended open-response questions. Students will have to recall and apply equations.

## KEY LEARNING & TOPICS

**Biology:** Overarching concepts in Biology, cells and control, genetics, natural selection and genetic modification, health, disease and the development of medicines, plant structures and their functions, animal coordination, control and homeostasis, exchange and transport in animals.

**Chemistry:** Overarching concepts in Chemistry: atomic structure, the Periodic Table, ionic bonding, covalent bonding, types of substance, calculations involving masses, states of matter, methods of separating and purifying substances, acids, obtaining and using metals, electrolysis, reversible reactions and equilibria, Groups 1, 7 and 0, rates of reaction, fuels, energy changes in chemical reactions, chemistry of the Earth and atmosphere, Earths resources and organic chemistry, titrations and organic reactions.

**Physics:** Overarching concepts in physics: motion, forces and conservation of energy, waves, light and the electromagnetic spectrum, particle model, radioactivity, astronomy, energy - forces doing work, forces and their effects, electricity and circuits, magnetism and the motor effect, forces and matter.



## CAREERS & PATHWAYS

Separate Sciences are the Exam Board recommended entry requirements for Science A Levels.

This opens up a multitude of Degree Level courses, apprenticeships and professions from health care, engineering, business, law, research, sports science, botany and food science - the list is endless!

# Geography

Block A - students study the AQA specification

The Geography curriculum at The Trafalgar School at Downton will instill in students, a curiosity and fascination about the world and its people. In doing so, it will develop a lasting and contextualised awareness of the World in which they live. Teaching will equip students with knowledge and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The majority of our students are from rural areas, including the New Forest, or the urban fringe of Salisbury - with good access to the countryside. We, therefore, need to be aware of their 'personal geography' and look to broaden their horizons. As a student progresses, their growing knowledge about the World will help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills will provide the frameworks and approaches that explain how the earth's features at different scales are shaped, interconnected and change over time.

## ASSESSMENT

Three Examinations:

**Paper 1:** Living with the Physical Environment (1 hour 30 minutes - 35%)

**Paper 2:** Challenges in the Human Environment (1 hour 30 minutes - 35%)

**Paper 3:** Geographical Application (1 hour 30 minutes - 30%)

## KEY LEARNING & TOPICS

**Paper 1:** will include topics on natural hazards, physical landscapes and the living world

**Paper 2:** will look at urban issues and hazards, the changing economic world and managing resources

**Paper 3:** will assess students understanding of the fieldwork they have carried out and also make use of pre-released material to respond to a question.



## CAREERS & PATHWAYS

Geography is a broad based academic subject which is well respected by employers. Geographers enter a very wide range of careers and while there is no such thing as a Geography job, there are many jobs that geographers do. Studying Geography provides you with valuable skills and a firm base for life-long learning.

Geography is a direct entry point to careers such as: town and transport planning, chartered surveying, land and water management, sustainability, environmental consultancy, development, tourism, conservation, demography, housing and social welfare. However, many Geographers chose careers which make use of their transferable skills. These include information technology, administration and management, the financial sector, marketing, research and industry and manufacturing.

# History

Block A - students study the Edexcel specification

The History curriculum at The Trafalgar School will fire students' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It will enable students to develop their own identities through an understanding of History at personal, local, national and international levels. It will enable students to ask and answer questions of the present by engaging with the past. History will provide students with a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire students' curiosity to know more about the past. Teaching will equip students to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History will enable students to understand the complexity of people's lives, the process of change, the diversity of society and relationships between different groups, as well as their own identity and the challenges of their time.

## ASSESSMENT

There will be no controlled assessment or course work and all exams must be sat at the end of the course. Students will sit 3 exams at the end of Year 11.

**Paper 1:** Thematic Study & Historic Environment (1 hour and 20 minutes): Medicine in Britain c1250 to present; The British sector of The Western Front 1914-1918; injuries, treatment and the trenches.

**Paper 2:** Period Study & British Depth Study (1 hour and 50 minutes): Anglo-Saxon and Norman England c1060-88; superpower relations and the Cold War 1941-91

**Paper 3:** Modern Depth Study (1 hour and 30 minutes): Weimar and Nazi Germany 1918-39

## KEY LEARNING & TOPICS

**Paper 1:** Students will explore how medicine in Britain has developed since the 1250s to the present day. They will focus on how our understanding of causes of illness has changed, as well as how prevention and treatments of illness has advanced. There will be a focus on the First World War and how this posed medical challenges as well as being a catalyst for change. **Paper 2:** Students will learn about Anglo-Saxon and Norman England, examining what life was like before and after the Norman invasion of 1066. The Cold War unit will see students examining the conflict that developed between the former allies USA and the USSR, they will look at key events in the crisis and how the conflict drew to a close with the collapse of the Soviet Union. **Paper 3:** Students will analyse the challenges facing the Weimar Republic after the First World War and how circumstances and events saw Hitler rise to power. Students will explore how Hitler strengthened his control over Germany and how ordinary people's lives were affected.



## CAREERS & PATHWAYS

History is both interesting and useful! As a History student, you will never experience the events that you study; instead, you have to build up a picture from the evidence that has been left. You have to become skilled at asking questions, sometimes awkward questions; you have learned not to take everything at face value. You have to develop empathy and understanding of the actions and achievements of others; you have to be prepared to put your case and argue it well; you have to use evidence to draw conclusions and make judgements. These skills are highly desirable in many different careers and A Level History is excellent training for any career where you have to use evidence or make decisions, especially where those decisions affect other people.

History students are not just limited to 'becoming another History Teacher' unless they want to of course, nor are they destined to gather dust in a Museum or Library (again, unless they want to). There are so many careers out there that require the skills that a study of History can bring; law, medicine, business, finance, accountancy, tourism, town planning, politics, journalism, research to name but a few!

# French or Spanish

Block A - students study the Edexcel specification

Learning a foreign language is a liberation from insularity and provides an opening to other cultures and global citizenship. The Modern Foreign Language (MFL) curriculum at The Trafalgar School will foster students' curiosity in and deepen their understanding of, the world around us. The curriculum will enable students to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It will also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching will provide the foundation for learning further languages, equipping students to study and work in other countries.

## ASSESSMENT

In common with all subjects, informal assessment takes place throughout the GCSE by the teacher. Students are given regular feedback regarding their performance and given strategies to improve. The GCSE itself is formally assessed at the end of Year 11 in four exams (listening, speaking, reading and writing), all of which are entered at either foundation or higher level. The maximum grade attainable at foundation is a '5' and at higher, a '9'. All units are equally weighted (25%).

## KEY LEARNING & TOPICS

Students will aim to understand and give information across a variety of topics: Identity & culture; Local, national, international and global areas of interest; Current and future study and employment.

The focus of the GCSE is **to build on the learning from KS3** and encourage students to communicate **as much as they possibly can** in the language they are studying. We encourage students to **actively participate** in class and to take a **keen interest in the culture** of the language they are studying. Students are required to **learn vocabulary regularly** and to **broaden the range** of what they can express.

We expect students to develop a **range of strategies** to help them manage in a **variety of different situations**. These include role-plays, presentations, translations, understanding authentic texts and forming written and spoken responses to what they see and hear. **The terminal examination will feature all these components.**



## CAREERS & PATHWAYS

A GCSE can be followed by study of the Language at A Level and then on to University if desired.

Popular career paths include finance, politics, journalism, travel and tourism market and, of course, any number of opportunities should one decide to live in the country whose language is being studied.

# Computer Science

Block A - students study the OCR specification

The GCSE in Computer Science is engaging and practical, encouraging both creativity and problem solving. It helps students to develop their understanding and application of the core concepts in computer science enabling them to make informed decision regarding hardware and software choices. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs. This course fully enables future progression in a wide variety of subdisciplines within this exciting, 21st century subject.

## ASSESSMENT

The course is broken into 3 main Units:

- Written Paper 'Computer Systems' (50%)
- Written Paper 'Computational thinking, algorithms, programming' (50%)
- A series of Computing tasks - non-assessed

A successful Computer Science student will both understand and be able to apply, fundamental computing knowledge and develop well written software solutions, using a marketbale programming language - Python

## KEY LEARNING & TOPICS

Computer Science is applied Mathematics. Students are taught to become digital producers, to learn how to develop solutions using technology, based on computing principles. Students will study the following topics:

- Computational Thinking and problem solving
- Computer hardware and embedded systems
- CPU architecture and computational logic
- Wired and wireless digital communication
- Networking topologies, protocols, layers and security
- Software development and algorithm design
- Ethical, legal, cultural and environmental concerns



## CAREERS & PATHWAYS

In a world that is becoming increasingly automated and computerised, understanding how computers work is clearly going to be advantageous in the workplace. This course could potentially be the start of an exciting career in computer science, data science, software or electronics engineering or just simply provide real world context to other STEM subjects. It will also prepare for a whole host of 21st century jobs that haven't been created yet.

Computer Science related industries, such as software and network management, tend to respect experience alongside academic qualifications, so generally speaking students that take an appropriate, respected and robust apprenticeship will be seen as having equal status to graduates. However, a Degree is the preferred route to take for anyone wanting to study a Computer Science specialism such as robotics and artificial intelligence.

# Beliefs, Values & Traditions

Block B - students study the AQA Religious Studies specification A

The Beliefs, Values & Traditions (BVT) curriculum at The Trafalgar School will develop students' British Values by promoting an atmosphere of respect, empathy and tolerance of difference while exploring peoples' lives around the World, ultimately with the aim of developing mature citizens of a multi-cultural world. This will encompass learning about peoples' religious beliefs, traditions and cultures that, in turn, will foster both an understanding of, and curiosity in, the World around us.

## ASSESSMENT

Two, 1 hour and 45 minute Exams, each worth 50% covering the components below. These exams are solely knowledge and evaluative based, so recall skills and balanced thinkers are required.

## KEY LEARNING & TOPICS

### Component 1 -The Study of Religions

#### Area of Study 1 Christianity:

- Nature and belief in God
- The importance of the death of Jesus Christ
- Worship and festivals
- Role of the Church

#### Area of Study 2 Islam:

- Beliefs and authority of Islam
- Nature and beliefs in Allah
- Worship
- Duty and festivals

### Component 2 - Thematic Studies

**Theme 1 Relationships:** family, sex, marriage, divorce, gender

**Theme 2 Religion and Life:** origins of the universe and evolution, environment/animals, abortion, euthanasia

**Theme 3 Peace & Conflict:** Violence, weapons, pacifism, terrorism, just war and holy war, reconciliation, forgiveness

**Theme 4 Crime & Punishment:** good and evil, reasons for crime, types of punishment, prisons, death penalty



## CAREERS & PATHWAYS

Throughout their lives students will encounter different people, with different values and different belief structures. The course gives students the chance to think about moral and ethical issues, so that they can decide where they stand on these issues for themselves and gain the understanding of why people might think differently to them. Further studies may take them onto A Levels of: Psychology, Sociology, Philosophy and Ethics, Law, Politics or History.

Any career path which deals with social issues and is based around working with people values the BVT course. careers in medicine, law, social services and care, the armed forces and the Police service all value skills developed in this course such as debate, empathy, persuasive writing and deep thinking about social justice.

# Creative iMedia

Block B - students study Cambridge National in iMedia Level 1/2

## IMPORTANT NOTE FOR STUDENTS

The Creative iMedia course is being offered only on the basis of successful recruitment of a teacher within our Computer Science team. Without successful recruitment, the Creative iMedia course will not run. See the Options Form for more guidance

Creative iMedia equips students with a range of media skills and provides opportunities to develop in context, desirable skills such as research, planning and review, collaborative learning and communicating creative concepts effectively.

Students learn about the impact that interactive media advertising has on their daily lives and learn the stages of developing successful media products. These products cover a wide range of media from gaming, television and radio to social media platforms.

## ASSESSMENT

- R093: Creative iMedia in the media industry (40%) written exam. 1 hour and 30 minutes. 70 marks (80 UMS).
- Unit R094: Visual identity and digital graphics. 10-12 hours to complete. OCR-set assignment (20%). 50 marks (50 UMS).
- Unit R097: Interactive digital media. 12-15 hours to complete. OCR-set assignment (40%). 70 marks (70 UMS)

## KEY LEARNING & TOPICS

Students will study from Three Units:

R093: Creative iMedia in the media industry: This is assessed by taking an exam.

Topics include: The media industry, Factors influencing product design, Pre-production planning, and Distribution consideration

R094: Visual identity and digital graphics: This is assessed by set assignment

Topics include: Develop visual identity, Plan digital graphics for products, & Create visual identity and digital graphics

R097: Interactive digital media: This is assessed by set assignment

Topics include: Plan interactive digital media, Create interactive digital media, & Review interactive digital media.



## CAREERS & PATHWAYS

There are plenty of careers that this qualification opens up to students including:

Marketing executive, film director, graphic designer, games designer and other associated industries.

# Business Studies

Block B - students study Edexcel GCSE in Business Studies

## A STUDENT WILL NOT BE ABLE TO STUDY BUSINESS GCSE AND ENTERPRISE

The Business Studies curriculum at The Trafalgar School at Downton will develop students' curiosity and appreciation of the business world so that they grow as critical thinkers, risk takers, and begin to develop skills of entrepreneurship which will impact them and their communities in their later life. This will encompass learning about business concepts, terminology, the differences in types and sizes of businesses and the impact of business on individuals and wider society. Pathways will lead students to Business Studies A Level, Economics A Level or vocational awards in Business and Enterprise.

## ASSESSMENT

Assessment is based wholly on two examinations:

Paper 1: 1 hour 45 minutes

- Business in the real world / Influences on business / Business operations / Human resources

Paper 2: 1 hour 45 minutes

- Business in the real world / Influences on business / Marketing / Finance

## KEY LEARNING & TOPICS

Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour.

Students will apply their knowledge and understanding to business decision making including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources
- how different business contexts affect business decisions
- the use and limitation of quantitative and qualitative data in making business decisions.



## CAREERS & PATHWAYS

With a Business GCSE you could go on to do a business administration apprenticeship, or you could decide to do a business studies A level and/or related degree. Pathways also open up to A Level Economics.

Marketing executive, business consultancy, financial services, banking, or starting up your own business.

# Enterprise and Marketing

Block B - students study Cambridge National Level 1/2 award

## A STUDENT WILL NOT BE ABLE TO STUDY BUSINESS GCSE AND ENTERPRISE

This course is all about learning how businesses work and how to market products. If you've ever thought about starting your own business or want to understand how companies succeed, this is for you!

### Why Take This Course?

- It's practical and hands-on – not just theory.
- Helps you build real-world skills like problem-solving, creativity, and teamwork.
- Counts like a GCSE and can lead to A-levels, college courses, or apprenticeships.
- Great for anyone interested in business, marketing, or starting their own company.

### ASSESSMENT

There are three parts:

1. Enterprise and Marketing Concepts (Exam)
  - A written test about business basics, marketing, and finance.
  - Worth 50% of your grade.
2. Design a Business Proposal (Coursework)
  - You'll come up with a product idea, research customers, and check if it's realistic.
  - Worth 25% of your grade.
3. Market and Pitch Your Proposal (Coursework)
  - Create branding and a marketing plan, then pitch your idea to an audience.
  - Worth 25% of your grade.

### How Will You Be Graded?

- Level 1: Pass, Merit, Distinction
- Level 2: Pass, Merit, Distinction, Distinction\*

### KEY LEARNING & TOPICS

- How businesses start – what makes an entrepreneur, risks and rewards.
- How to research customers – finding out what people want.
- How to make money – costs, pricing, profit, and break-even.
- How to market products – using the marketing mix and promotions.
- How to pitch ideas – presenting your business plan confidently.



### CAREERS & PATHWAYS

You could go on to do a business administration apprenticeship, or you could decide to do a business studies A level and/or related degree.

Pathways also open up to A Level Economics.

Marketing executive, business consultancy, financial services, banking, or starting up your own business.

# Art & Design

Block B - students study the AQA Art, Craft & Design specification

## NOTE FOR STUDENTS

Art and Design should be a consideration for all students who have made excellent progress within Art lessons AND students who have enjoyed the experience within Product Design.

The specification caters for a wide range of artistic forms and graphic design is a route which could be followed by you through Art!

Art, Craft & Design embody some of the highest forms of human creativity. The Art curriculum at The Trafalgar School at Downton will engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As students' progress, they will be able to think critically and develop a rigorous understanding of art and design. They will know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.

## ASSESSMENT

- 100% practical - no written exam, but written annotation, a requirement to explain ideas and understanding
- 60% Component 1 (portfolio of coursework)
- 40% Component 2 (externally set assignment) with a terminal practical examination of 10 hours length to produce final work based on student research and development

## KEY LEARNING & TOPICS

Art skills are developed in art media such as:

- **Fine Art:** drawing, painting, sculpture, printmaking, mixed media using oil and chalk pastels/pencils/charcoal/paints/card/inks etc.
- **Graphic Communication:** design for print, advertising and branding, Photoshop design development
- **Textile Design:** for example art textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, digital textiles
- **Three Dimensional Design:** sculpture
- **Photography:** portraiture, location photography, experimental imagery and development within Photoshop



## CAREERS & PATHWAYS

Potential careers can include: **Artists:** sculptors, ceramics, painters, photographers, animators. **Designers:** cars, toys, furniture, clothes, interior design, architecture. The list is endless. **Creative Careers:** stage and theatrical, special effects, computer/TV graphics, games designers, web design, hair and make-up including for film and special effects, floristry, food and cake design, curator/conservator and conservation, exhibitions, events management, film industry, advertising, visual effects. There are many routes into these career pathways: A Level Art & Design, A Level History of Art, BTEC and vocational as well as on the job training. Most lead to a specific Degree or higher level qualifications within the creative industry.

# Design & Technology

Block B - students study the Edexcel GCSE specification **and specialise in Timbers**

The Design Technology curriculum at The Trafalgar School will develop students' technical knowledge and practical competencies. Our main priority is for students to work as problem solvers and effective communicators, not being afraid of making mistakes. Through the teaching of responsible design, students will become informed consumers who will make a positive contribution to society. Students will experiment and take risks with their ideas, in a safe and positive learning environment. Teaching will introduce students to new technologies and embrace new ideas and approaches. Manufacturing will resemble modern industrial processes, whilst retaining the best traditional practices. By understanding materials and manufacturing processes, students will be able to design realistic, high-quality prototypes and outcomes.

## ASSESSMENT

One externally examined paper (1 hour and 45 minutes) and one non-examined assessment component (coursework). **Written Exam:** 50%, non-examined assessment (coursework): 50%

The written paper consists of 2 sections. **Section A** is assessed on the core content of metals, papers and boards, polymers, systems, textiles and timbers. There will be 10 marks of calculation (mathematics) questions. **Section B** is assessed on a specific material category, ours will be timbers. There will be 5 marks of calculation (mathematics) questions. The non-examined assessment (coursework) will test students' skills in investigating, designing, making and evaluating a product.

## KEY LEARNING & TOPICS

The study of Design & Technology seeks to prepare you to participate confidently and successfully in an increasingly technological world. The aims and objectives of this qualification are to enable you to:

- Demonstrate your understanding that all design and technological activity takes place in contexts that influence the outcomes of design practice
- Develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- Use imagination, experimentation and combine ideas when designing
- Develop the skills to critique and refine your own ideas while designing and making
- Communicate your design ideas and decisions using different media and techniques
- Develop decision-making skills
- Consider the costs, commercial viability and marketing of products
- Use key design and technology terminology



## CAREERS & PATHWAYS

This qualification supports progression to:

- Further education, including the A-Level in Design & Technology, product design, BTEC Firsts and Nationals in Engineering, Engineering Design & Product Investigation and the 14-19 Diploma in Engineering
- Apprenticeship, training or employment

Careers: Architecture, furniture design, vehicle design, engineering, computer games design, carpentry and other trades, illustration, secondary/further education, teacher, computer-aided design and manufacture.

# Design & Technology

Block B - students study the AQA GCSE specification **and** specialise in Textiles

The Design Technology curriculum at The Trafalgar School will develop students' technical knowledge and practical competencies. Our main priority is for students to work as problem solvers and effective communicators, not being afraid of making mistakes. Through the teaching of responsible design, students will become informed consumers who will make a positive contribution to society. Students will experiment and take risks with their ideas, in a safe and positive learning environment. Teaching will introduce students to new technologies and embrace new ideas and approaches. Manufacturing will resemble modern industrial processes, whilst retaining the best traditional practices. By understanding materials and manufacturing processes, students will be able to design realistic, high quality prototypes and outcomes.

## ASSESSMENT

- Non-examined assessment (Coursework) 50% of GCSE
- Written Exam (2 Hours) 100 marks 50% of GCSE

The written exam consists of 3 sections and will feature key learning. The non-examined assessment is a substantial project where students will produce a portfolio of work and a prototype

## KEY LEARNING & TOPICS

The study of Design & Technology seeks to prepare students to participate confidently and successfully in an increasingly technological world. Students develop knowledge and skills within:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- materials (metals, papers and boards, polymers, systems, textiles and timbers) and their working properties.

### Specialist technical principles of textiles:

- selection of materials or components
- specialist techniques and process e.g. dyeing, Batik, and printing
- ecological and social footprint
- sources and origins, tools and equipment, material properties

Students must also demonstrate mathematical and scientific knowledge and understanding, in relation to design and technology.



## CAREERS & PATHWAYS

This qualification supports progression to:

- Further education, including the A-Level in Design & Technology, product design, fashion and textiles qualifications, upholstery, graphic design, Art and Design A Level
- Level 3 Fashion and Textiles
- Apprenticeship, training or employment

Careers: fashion designer, costume designer, knitwear designer, retailing and fashion buying, film and television wardrobe supervising, craft industries, printmaking, museum/gallery conservator, scientific textiles technician, secondary/further education teacher.

# Hospitality & Catering

Block B - students study the WJEC Technical Award Level 1/2

Learning to prepare and cook healthy, nutritious food is a skill that promotes a lifelong healthy body and mind. The Food & Nutrition curriculum at Trafalgar will provide a wide range of opportunities for students to explore flavours, cooking processes and nutritious ingredients in increasingly elaborate ways. Students will leave with the confidence to prepare themselves and their families a repertoire of both affordable and nutritious dishes. A continuing curiosity about creative food experimentation and an awareness of the impact of food production on our planet's precious resources will be a lingering consideration in young minds as they become the next generation of adults.

## ASSESSMENT

A combination of internal and external assessment. Each will be graded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction\*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction\*

**Unit 1:** The Hospitality and Catering Industry exam is externally assessed and lasts for 1 hours and 20 minutes. There are 80 marks available. The purpose of the unit is for learners to use their knowledge and understanding of the hospitality and catering industry in order to propose new hospitality and catering provision to meet specific needs.

**Unit 2:** Hospitality and Catering in Action is internally assessed. The purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes

## KEY LEARNING & TOPICS

The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. Study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

**Unit 1:** The Hospitality and Catering Industry (exam, 40% of qualification)

**Unit 2:** Hospitality and Catering in Action (controlled assessment, 60% of qualification)



## CAREERS & PATHWAYS

Learners completing the Level 1/2 Award in Hospitality and Catering may be interested in progressing to the Level 3 qualifications in Food Science and Nutrition. There is a range of vocational qualifications (such as BTECs, NVQ/SVQs and Diplomas) linked to an interest in food technology. There is also a range of apprenticeships linked to food technology.

Careers using food technology; baker, barista, brewery worker, chef, farm manager, food scientist, nutritional therapist, primary school teacher, secondary school teacher, waiting staff etc.

# Music

Block B - students study the Eduqas specification

The Music curriculum at Trafalgar will develop in students a passion for life long musical appreciation. Through musical studies students will develop an understanding of its purpose, language, styles, origins, social diversity and global links. Students will discover the importance of the role of music and its impact on documenting global social diversity and the role music plays in recording and communicating world events and human emotion for future generations. Students will become 'real' musicians, enjoying the practical elements of the subject and building the confidence to perform inside and outside the classroom, whilst understanding musical traditions and discovering how music impacts life on a global scale.

## ASSESSMENT

**Performing.** Students perform for at least four minutes combined duration and this must consist of a solo and an ensemble performance.

**Listening.** Examined in a formal examination (1 hour and 15 minutes)

**Composing.** Students compose two compositions, of at least three minutes minimum combined duration. The first is free choice and the second is according to a set brief as determined by the Exam Board.

## KEY LEARNING & TOPICS

Students study from the three main musical areas of: **performing, composing and listening.** Composition coursework and the listening exam will link directly to the above disciplines plus the areas of study:

**Area of Study 1:** Musical Forms and Devices

**Area of Study 2:** Music for Ensemble

**Area of Study 3:** Film Music

**Area of Study 4:** Popular Music

An essential aspect of the course is performance and rehearsal outside of the classroom at lunchtimes and after school, coupled with the ability to work supportively in different groups. There is a constant expectation that students are able to perform in front of their class and in concerts. These are assessment expectations and cannot be negotiated.

Set works: **Badinerie** by J S Bach for Flute and String Orchestra with Harpsichord (Final Movement, Orchestral Suite No.2 in B Minor, BWV 1067). **Africa:** Toto (released 1982)



## CAREERS & PATHWAYS

Students will be able to continue their studies in Music; AS Level, A Level and Higher Education. Students may also follow vocational routes in sound engineering and music technology qualifications.

**Careers:** musical performance, theatre work, concerts management, orchestral performer, artist management, sound engineer, recording engineer, studio work and management, music therapy, teaching within schools and music services, military musician, film and television sound work, composer. The discipline required to become a competent musician is recognised in many unrelated sectors such as the police service, military, health service and beyond.

# Drama

Block B - students study the Eduqas specification

The Drama curriculum at Trafalgar will engage students on an emotional, physical, spiritual and intellectual level. This whole-person ethos inculcates the active desire to be creative and responsible interpreters and communicators of meaning through the discipline of theatre art. A rich and culturally diverse curriculum will equip students with the skills and character to communicate a variety of meanings coherently and artistically. Lessons will make use of a wealth of human and artistic possibilities so that students extend their moral, spiritual and cultural responsibilities. These help shape, order and challenge students into fruitful and purposeful ways of knowing and living. The course of study is a sure basis for any continued academic and professional study in theatre arts.

## ASSESSMENT

There are 3 parts (components) to the assessment in this GCSE.

**Component 1 (40%) Performance of a Play you have Devised.** You will work in a group of between 2 and 5 actors to devise a play based on an idea set by the Examination Board. You will perform to a live audience. You will also document the 3 key aspects of your production in no more than 900 words and will be given 90 minutes to evaluate the effectiveness of the performance.

**Component 2 (20%) Performance from a Text.** You will use your artistic judgement, under the guidance of your teacher/director to combine 2 sections of a chosen text and present them to an audience.

**Component 3 (40%) Interpreting Theatre.** We will go and watch a number of performances at different theatres during the course of the study. You will answer a question on one of these live performances in a written examination. You will also have the opportunity to answer a question on a play we have studied in class. Study will, of course, mostly be practical.

## KEY LEARNING & TOPICS

You will be trained in the ability to create and develop ideas that communicate meaning in performance. You will be taught advanced theatre skills to assist you in realising your artistic intentions in performance. You will be given the knowledge and understanding of how theatre work is developed and performed. You will further develop the intellectual skills needed to analyse and evaluate your own work and others' theatre work. An essential aspect of the course is rehearsal outside of the classroom at lunchtimes and after school, coupled with the ability to work supportively in different groups.



## CAREERS & PATHWAYS

The course will prepare you for a variety of careers. In fact, there will be few employers that will not appreciate the numerous intellectual and inter-personal skills you will acquire. These include; an ability to think quickly and clearly on your feet, assess situations in depth and detail and collaborate effectively with others in various dynamics. Those wishing to pursue careers in law and medicine will especially benefit from training that develops your ability to communicate richly on a variety of verbal and non-verbal levels. The study will, of course, form an excellent basis for a career in all aspects of Television and Theatre. Previous Trafalgar Drama students now work in the West End, in medicine, in law and in board rooms across our business communities.

# Physical Education

Block B - students study the AQA specification

The Physical Education curriculum at The Trafalgar School will inspire all students to succeed and excel in lifelong participation and other physically demanding activities. It will provide opportunities for students to become physically confident in a way that supports health and fitness. Opportunities to compete in sport and other activities will build character and help to embed values, such as fairness and respect.

## ASSESSMENT

**Practical Performance in Physical Activity & Sport.** Non-examined assessment: internally marked and externally moderated, 100 Marks (40%).

Students complete 3 physical activities from the set list. 1 must be a team activity; 1 must be an individual activity; the final activity can be a choice between a team or individual activity, 25 Marks per Activity (30%)

Performance analysis assessment 25 Marks (10%); analysis - identification of fitness and skills, strengths, weaknesses (15 Marks); evaluation to bring about improvement identified weaknesses (10 Marks).

**Paper 1:** The Human Body & Movement in Physical Activity & Sport. Written

Examination: 1 hour and 15 minutes, 78 Marks (30%)

**Paper 2:** Socio-Cultural Influences & Wellbeing in Physical Activity and Sport. Written

Examination: 1 hour and 15 minutes, 78 marks (30%)

## ASSESSMENT & CONTENT

**Paper 1:** The human body and movement in physical activity and sport

- 1: Applied anatomy and physiology
- 2: Movement analysis
- 3: Physical training

**Paper 2:** Socio-cultural influences and well-being in physical activity and sport

- 4: Sports psychology
- 5: Socio-cultural influences
- 6: Health, fitness and well-being

Non-exam assessment: Practical performance in physical activity and sport

- Practical performance in 3 different physical activities
- Analysis and evaluation of performance to bring about improvement in one activity



## CAREERS & PATHWAYS

Students can progress from this qualification to further study of Physical Education at AS and A Level or vocational courses such as the BTEC Nationals in Sport and Sport and Exercise Sciences.



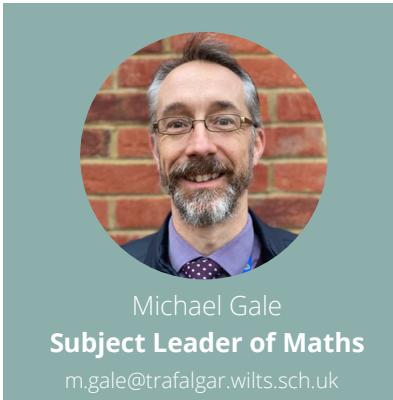
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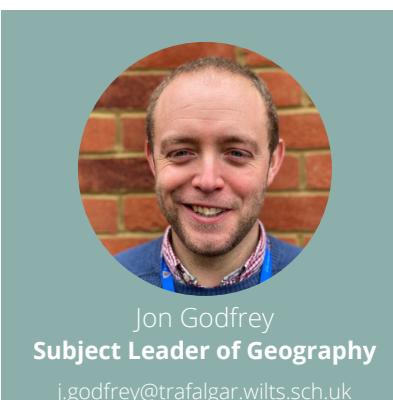
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