

# Malmesbury School

## Year 9 Options Booklet

### 2025 - 26



[malmesbury.wilts.sch.uk](http://malmesbury.wilts.sch.uk)

Malmesbury School Corn Gastons Malmesbury SN16 0DF 01666 829700



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# Introduction to the options process

Malmesbury School is proud to offer a rich, broad and balanced curriculum. Every student is taught a varied and interesting range of subjects throughout Years 7, 8 and 9. As students begin to study for GCSEs and other examinations, the number of subjects taken by each individual reduces to allow sufficient study time for each examination subject. This requires students and parents to make important choices about which subjects to study during Years 10 and 11. This booklet aims to help in the decision-making process.

## The core curriculum

Every student studies the 'core curriculum' – there is no need to opt for these subjects. The subjects below provide a foundation of skills, understanding and knowledge which are considered essential and are therefore compulsory for all students:

- ❑ English: students will take both English Language and English Literature at GCSE
- ❑ Mathematics
- ❑ Science: this balanced science course leads to either Combined Science (equivalent of two GCSEs) or a triple certification of GCSEs, Separate Science (Biology, Chemistry and Physics). The route that students will follow will be determined based on attainment and progress made during Year 10
- ❑ Physical Education: this is a recreational course which does not lead to a formal qualification
- ❑ Personal Development: this subject provides skills to develop students' personal and study skills as well as their understanding of British values and society (previously called iLearn).

## EBacc subjects

In addition to the compulsory subjects above, if students also study a language, and either History or Geography, they will achieve the English Baccalaureate (EBacc). This is not a qualification in itself but it is a nationally recognised performance measure, covering subjects that provide transferrable skills and enable students to access a broad variety of options post 16. Many employers, FE and HE establishments look for this range of subjects in candidates.

## 'Dos and Don'ts' to help you choose the right subjects

- ✓ DO choose subjects which you like
- ✓ DO choose subjects which you are successful in
- ✓ DO choose subjects which you may need for a career or further education
- ✓ DO find out everything that you can about the subject before you choose it. Once you have started a subject we expect you to stick with it!
- ✓ DO talk to the people who know you
- ✓ DO listen to the advice your subject teachers give you
  
- ❖ DON'T choose a subject just because your friend has chosen it
- ❖ DON'T choose a subject just because you like (or dislike) a particular teacher: they may not end up teaching you!

## **Completing the options choice form**

The option choices form is on the next page. There are four option blocks: A, B, C and D. Students will study one subject in each block.

Students will select one option from each block, and number these from 1 to 4, in the order they most want to do each subject.

They must then select a reserve from each block, and number these from 5 to 8, again in the order they most want to do the subject.

Once completed, students will hand the form to their tutors.

If students do not hear from us regarding making changes to their choices by the Easter holidays, they should assume they have been granted their options choices. At the end of the process, tutors will share the final choices that have been inputted with their groups to ensure no errors have been made.

An online copy of this booklet (including the options choice form) can be found on the school website - <https://www.malmesbury.wilts.sch.uk/curriculum/year-9-options/>

MALMESBURY SCHOOL 2026 OPTION CHOICE FORM						
Name:		Tutor Group:				
<b>Completed choice sheets should be returned by Thursday 29th January</b>						
Core Subjects (no need to choose): English Language, English Literature, Mathematics, Science (Combined Science or Separate Sciences), Personal development, Core P.E.						
Block A		Block B		Block C		Block D
Drama		DT - Food Preparation and Nutrition		Art		Art
Computer Science		DT - Product Design		Geography		Creative i-media
German		DT - Textiles		History		French
Geography		French		Music		German
History		Geography		PE (GCSE PE/Vcert Health & Fitness)		Geography
Health and Social Care		History		Religious Studies		History
PE (GCSE PE/Vcert Health & Fitness)		Religious Studies		Spanish		Media Studies
Religious Studies		Spanish		Vocational - Land Based Studies		Religious Studies
Vocational - Lifeskills (invitation only)		Vocational - Hair & Beauty		Vocational - Trowel Skills		Vocational - Building and Construction
Many employers, Further and Higher Education establishments are looking for students with a language and humanities subject (history or geography).						
<b>HOW TO FILL IN THE OPTIONS FORM</b> Students will study <b>one</b> subject in each block. Please select <b>one</b> subject from each block, and number them 1-4 in order of preference. Put the numbers in the boxes to the right of each subject. Then select an additional subject from each block, and number them 5-8 in order of preference, these are your "reserve" options. Do not pick the same subject more than once, even as a reserve. You should only pick Trowel Skills or Building and Construction (not both) - please see options booklet for more details.						
Signed by parent/carer:				Signed by student:		

## Important notes about certain choices

- ❑ Space on the following vocational courses is extremely limited: Hair and Beauty, Trowel Skills, Land Based Studies. Students may be interviewed to check their suitability for any vocational courses they choose.
- ❑ Students can pick a maximum of two vocational subjects. If students have a strong academic profile it is highly recommended that they pick a maximum of one vocational subject
- ❑ Language courses are only suitable for students who have studied the language at Key Stage 3. If students wish to study a language, they have not studied at Key Stage 3, they must speak to subject teachers before completing the options form. If students have a strong academic profile, it is highly recommended that they choose a language

## Choosing the right courses – help and support

We are keen to work with you to ensure you choose appropriate subjects. Students and parents will be given as much advice and guidance as possible before the final decision is made. The support and guidance on offer is outlined below and resources are available via our dedicated 'Year 9 Options' page on our website <https://www.malmesbury.wilts.sch.uk/curriculum/year-9-options/>:

- ❑ A **Year 9 Options Evening PowerPoint presentation**, available on our website after Thursday 8<sup>th</sup> January 2026, provides the opportunity for parents and students review the presentation shared on Options Evening.
- ❑ This **Year 9 Options Booklet** has details of our full curriculum offer including core and optional courses
- ❑ Students will spend time during **Personal Development lessons** learning about subject choices and the options process
- ❑ Students will continue to reflect on the implications of their options in Personal Development lessons and can request further **careers advice** from our in-house school's careers adviser, Sarah Griffin at [sgriffin@malmesbury.wilts.sch.uk](mailto:sgriffin@malmesbury.wilts.sch.uk)
- ❑ Parents are invited to attend their respective virtual **Year 9 Subject Progress Evenings** on either Thursday 15<sup>th</sup> (A side) or Thursday 22<sup>nd</sup> January 2025 (B side) when, in addition to reporting on students' progress, teachers will be happy to discuss option choices
- ❑ Students will hear about the options subjects available to them in Year 9 lessons and teachers will be available to answer questions they have about the courses
- ❑ Parents can contact **subject leaders** if they have any questions – please see "key contacts" page towards the end of this booklet.
- ❑ Mark Shadrick, Deputy Headteacher i/c Options is available if you have any questions at [shadrickm@malmesbury.wilts.sch.uk](mailto:shadrickm@malmesbury.wilts.sch.uk)
- ❑ After the options choice forms have been completed, some Year 9 students may be contacted by staff to discuss the suitability of their choices
- ❑ **Learning Support** teachers will guide students who are supported by their faculty to help them make suitable option choices

In these ways, we hope to ensure that all students build on their strengths and interests and make decisions that will enable them to continue enjoying their learning, gain highly regarded qualifications and access their chosen future pathway, whether that is Further Education, Higher Education, Apprenticeships/ School Leaver programmes or employment.



## How we process options forms

We offer a wide range of option choices for our students, to provide individuals with the most personalised curriculum we can. Practical constraints on the timetable, of group size and of resources, sometimes mean that students are not allocated their preferred option choices. However, the vast majority of students normally do get their preferred choices, and when this is not possible, we support students in making the changes required.

Please submit options forms on time. Forms submitted after the deadline may lead to students not getting the courses they have chosen in instances when courses are oversubscribed.

Students who want to change their option choices after the deadline will have to wait until all the forms have been processed. If the change is possible at that stage, it will be made, but if groups are full, the original choice will have to stand. For this reason, it is very important that students choose their options carefully and thoughtfully.

There are certain circumstances which make it possible that a first choice may not be available.

1. Any subject that has a group too small in one option block may be withdrawn as it may not be viable to run. In this case, the next available option will be given.
2. Where a subject is oversubscribed and the timetabling of a further set is not possible, due to a shortage of rooms or of teachers, or because there are too few students to make up a further set, we will ask for volunteers to change subject. If there are insufficient volunteers, those who will be successful will be determined by the subject leaders and the Senior Leadership Team.

Some subjects only have limited places available due to the need for specialist facilities or teachers. These include Hair and Beauty, Trowel Skills, Building and Construction, and Land Based Studies. Where these courses are oversubscribed, selection may be supported by interviews with the students.

## Key dates

- **Thursday 8<sup>th</sup> January** – Year 9 Options Evening
- **Thursday 15<sup>th</sup> January** - Year 9 Subject Progress' Evenings for 9SG, 9JC, 9NC, 9LA, 9LW
- **Thursday 22<sup>nd</sup> January** - Year 9 Subject Progress' Evenings for 9SB, 9CT, 9HF, 9CP
- **Thursday 29<sup>th</sup> January** - Final deadline for options

## And finally....

We sincerely hope your child feels fully supported in making their subject choices for Years 10 and 11. If they have any queries please get in touch via school email address: [mailin@malmesbury.wilts.sch.uk](mailto:mailin@malmesbury.wilts.sch.uk), stating the member of staff they would like to respond. There is also a list of key contact email addresses at the end of this booklet.

If you have any feedback on the options process, please do not hesitate in speaking to Mark Shadrick or any other member of the Senior Leadership Team; we always welcome your views and experiences.

This booklet is available on our school website:

<https://www.malmesbury.wilts.sch.uk/curriculum/year-9-options/>:

B. Jouny

**Brett Jouny**  
**Headteacher**





# English & Media

## CORE CURRICULUM – English Language

*“The limits of my language are the limits of my world.” – Ludwig Wittgenstein*

**Examination board:** AQA

**Qualification:** GCSE

### **Course overview:**

This GCSE is designed to assess students' reading, writing and speaking skills at the end of their time at secondary school. They will develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods, as well as to write clearly, coherently and engagingly using a range of vocabulary and sentence structures. The GCSE is assessed on a 100% exam model, with two exams taken at the end of Year 11. There is only one tier of entry (no foundation or higher) so all students sit the same exams.

### **Course content:**

Students will respond to 19th, 20th and 21st century texts covering a range of genres. Texts will include literature and extended literary non-fiction, and there will be an emphasis on the comparison of texts throughout the course.

The course will enable students to develop a range of knowledge and skills, including:

- reading a wide range of texts, fluently and with good understanding
- reading critically, and using knowledge gained from wide reading to inform and improve their own writing
- writing effectively and coherently using “Standard English”
- accurate spelling, punctuation and grammar
- acquiring and applying a wide vocabulary
- understanding and using the linguistic conventions for reading, writing and spoken language.
- listening to and understanding spoken language and using spoken “Standard English” effectively.

### **Assessment of course:**

Reading and writing are assessed in two written papers, outlined below. Speaking is assessed separately, via a presentation with questions. Although the speaking element is mandatory, it will not contribute to the final numbered grade; instead students will receive a separate result (Fail/Pass/Merit/Distinction).

- Paper 1 Creative Reading and Writing - 1 hour 45 minutes - 50%
- Paper 2 Writers' Viewpoints and Perspectives - 1 hour 45 minutes - 50%

**For further information please see Ms Hynes or Miss Welch**



# English & Media

## CORE CURRICULUM – English Literature

*"Today a reader; tomorrow a leader."* – Margaret Fuller

**Examination board:** AQA

**Qualification:** GCSE

### Course overview:

This GCSE assesses how students respond to a range of literary texts. The specific texts they study will be determined by their English teachers.

- A Shakespeare play
- A 19th Century novel
- A modern text
- Poetry – both Twentieth and pre-Twentieth Century



### Course content:

GCSE English Literature is the study of how writers communicate their ideas about the world, and how readers might respond to these ideas. It aims to develop a critical understanding of the ways in which literary texts are a reflection of, and exploration of, the human condition, the study of which develops empathic understanding of human nature. High-quality English literature is writing which displays recognisable literary qualities and, although shaped by particular contexts, transcends them and speaks about the universality of the human condition. GCSE English Literature aims to enable students to appreciate these qualities, developing and presenting informed, critical responses to the ideas in literary texts and the ways writers present these ideas. It aims to enable students to make links between a variety of written texts and between the text and the context within which it was shaped.

### Assessment of course:

The GCSE is assessed by two exams at the end of Year 11. There are no tiers (higher or foundation), so all students sit the same exams.

- Paper 1 - Shakespeare and 19th Century Texts - 1 hour 45 minutes – 40%
- Paper 2 - Modern Texts and Poetry – 2 hours 15 minutes – 60 %

**For further information please see Ms Hynes or Miss Welch**

# Maths & Computing

## CORE CURRICULUM - Mathematics

*"We only think when confronted with a problem." - John Dewey*

**Examination board:** Edexcel

**Qualification:** GCSE

### Course overview:

Mathematics is a subject that you will have to study, but, even so, it is worth thinking about why this is and how it can be useful to you. You have already studied some of the content in previous years. The faculty currently follow the GCSE Mathematics Edexcel specification. Students will sit higher or foundation tier papers depending on their target grade but there is significant content that is in both the foundation and higher exams. The tiering structure overlaps at grades 4 to 5. Foundation tier exams will cover grades 1 to 5 and the higher tier will cover grades 4 to 9.

### Why should I study this course?

Maths helps you to develop better problem-solving skills. It helps you to think analytically and have better reasoning abilities. Analytical thinkers can reason critically about the world around us. Analytical and reasoning skills are important because they help us solve problems and look for solutions which will help you in future in both your personal and professional life. A willingness to persevere with an activity when you feel unsure of your ability is essential. You will be expected to cope with not knowing and to use problem solving and reasoning skills to work out the answers to straightforward and more complex, unfamiliar problems. You need to be prepared to work and think hard, but the buzz you get when things suddenly fall into place is worth waiting for!

### Course content:

Students will further develop their skills in the areas of algebra, number, ratio and proportion, geometry and measure and statistics and probability, revisiting and building on the skills they have learnt in Key Stage 3 with new topics such as trigonometry and vectors being introduced. Any of the topics on the specification can appear on either/all of the papers.

### Assessment of course:

Three x 1.5 hour examinations at the end of Year 11, each worth 80 marks.

Paper 1: Non-Calculator

Paper 2 and paper 3: Calculator



For further information please see Mr Long or Miss Mason.

# Science

## CORE CURRICULUM – Combined Science

*“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we fear less.” – Marie Curie*

**Examination board:** AQA

**Qualification:** Trilogy Combined Science (Specification code: 8464)

### Course overview:

This course is the equivalent to two GCSEs and offers students the opportunity to study Biology, Chemistry and Physics with all examinations taken at the end of Year 11.

### Course content:

Topics studied in Year 10 and 11 are as follows:

Biology	Chemistry	Physics
<ul style="list-style-type: none"><li>• Cell biology</li><li>• Organisation</li><li>• Infection and response</li><li>• Bioenergetics</li><li>• Homeostasis and response</li><li>• Inheritance, variation and evolution</li><li>• Ecology</li></ul>	<ul style="list-style-type: none"><li>• Atomic structure and the periodic table</li><li>• Bonding and structure</li><li>• Quantitative chemistry</li><li>• Chemical changes</li><li>• Energy changes</li><li>• Organic chemistry</li><li>• Chemical analysis</li><li>• Chemistry of the atmosphere</li><li>• Using resources</li></ul>	<ul style="list-style-type: none"><li>• Forces</li><li>• Energy</li><li>• Waves</li><li>• Electricity</li><li>• Magnetism and electromagnetism</li><li>• Particle model of matter</li><li>• Atomic structure</li></ul>

The skills developed during the course include scientific literacy; a knowledge and understanding of science and how science works; application of knowledge and understanding; practical methodology; enquiry and data-handling skills; literacy and numeracy; problem solving.

### Assessment of course:

Students will sit six 75 minute papers (two Biology, two Chemistry and two Physics) at the end of Year 11 and each paper will assess different topics. Each of the papers are equally weighted and worth 16.7% of the overall grade.

There are no longer controlled assessments in any Science GCSEs. Students will instead be assessed on their practical skills in their exams, with at least 15% of the marks coming from questions relating to required practicals.

Students will be graded on a 17-point grading scale from 9-9, 9-8 through to 2-1, 1-1.

**For further information please see Mrs Peers-Dent or Dr Chipperfield.**



# Science

## CORE CURRICULUM – Triple Science (Biology, Chemistry, Physics)

*"I believe there are no questions that science can't answer about a physical universe."*

- Stephen Hawking

**Examination board:** AQA

**Qualification:** GCSE Biology (Specification code: 8461), GCSE Chemistry (Specification code: 8462), GCSE Physics (Specification code: 8463)

### Course overview:

This course offers students the opportunity to study Biology, Chemistry and Physics in more depth than Combined Science with all examinations taken at the end of Year 11.

### Course content:

Topics studied in Year 10 and 11 are very similar to the combined science course but all topics are taught in more depth:

GCSE Biology	GCSE Chemistry	GCSE Physics
<ul style="list-style-type: none"><li>• Cell biology</li><li>• Organisation</li><li>• Infection and response</li><li>• Bioenergetics</li><li>• Homeostasis and response</li><li>• Inheritance, variation and evolution</li><li>• Ecology</li></ul>	<ul style="list-style-type: none"><li>• Atomic structure and the periodic table</li><li>• Bonding and structure</li><li>• Quantitative chemistry</li><li>• Chemical changes</li><li>• Energy changes</li><li>• Organic chemistry</li><li>• Chemical analysis</li><li>• Chemistry of the atmosphere</li><li>• Using resources</li></ul>	<ul style="list-style-type: none"><li>• Forces</li><li>• Energy</li><li>• Waves</li><li>• Electricity</li><li>• Magnetism and electromagnetism</li><li>• Particle model of matter</li><li>• Atomic structure</li><li>• Space physics</li></ul>

The skills developed during the course include scientific literacy; a knowledge and understanding of science and how science works; application of knowledge and understanding; practical methodology; enquiry and data-handling skills; literacy and numeracy; problem solving.

### Assessment of course:

For each GCSE there are two papers (1 hour 45 minutes each) – half of the topics are tested in each paper. Each of the papers are worth 50% of the overall GCSE grade.

There are no longer controlled assessments in any science GCSEs. Students will instead be assessed on their practical skills in their exams, with at least 15% of the marks coming from questions relating to required practicals.



For further information please see Mrs Peers-Dent or Dr Chipperfield.



# Personal Development

## CORE CURRICULUM – Personal Development

*“The future depends on what you do today.” – Mahatma Gandhi*

This course is not examined but is a legal and compulsory element of all school curricula.

### Course overview:

Personal Development encompasses PSHE and RSHE as well as Citizenship Education and (CEIAG) Careers education, information and guidance. At Malmesbury this unique, interesting and diverse course is considered to be the ‘GCSE of life’ as it enables students to leave school as well-rounded individuals who can cope with all that life will throw at them. The content explored in Personal Development is particularly useful for those pursuing careers in law, public sectors, emergency services and many more.



### Why should I study this course?

- This course develops key skills, such as empathy, evaluation, critical thinking, problem solving and discussion skills.
- This course will develop your knowledge of the world around you.
- You will begin to develop knowledge of real issues that you may face during your lives and develop the skills in order to deal with these issues.

### Course content:

Students will study the following units over the two years (Year 10 and 11):-

- Religion and Spirituality
- Citizenship and British Values
- Health and Sexual Relationships
- Careers
- Financial Wellbeing
- Preparation for mock examinations

### Other information:

- The Personal Development curriculum is taught by tutors to their tutor groups once a fortnight during a floating lesson.
- The Personal Development curriculum is enhanced by extra-curricular opportunities, talks and visits.

### Work experience:

Students have the opportunity to partake in an invaluable work experience placement in Year 10. Lesson time is dedicated to support preparation for this and the reflection on the impact on students’ real-world learning.

**For further information please see Mrs Twose-Jones.**



# Physical Education

## CORE CURRICULUM - PE

*“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand.”*

- Nelson Mandela

***This course is not examined but is a compulsory element of all school curricula.***

**Course overview:** At Malmesbury School we place great value in students leaving school as active, healthy citizens who can continue to enjoy sport and exercise, whether it is at a competitive level or simply recreational. Core PE lessons enable students to maintain a healthy lifestyle and provides an opportunity to relax and ‘switch off’ from the normal timetable of lessons - important for students’ mental health.

### **Why should I study this course?**

Core PE is an excellent opportunity to develop an array of skills and knowledge including:

- applying basic games concepts learnt previously to different sports.
- specific skills such as sending and receiving; racquet skills and aiming shots; striking and fielding; personal survival skills and efficiency in the water.
- an understanding of how specific forms of exercise relate to personal health and how to write a personal training programme.
- leadership and teamwork skills.

### **Course content:**

Topics covered during the course include badminton, basketball, health related exercise, hockey/various games (girls), swimming/volleyball (boys) and a choice of softball, rounders, cricket or tennis.

### **Assessment of course:**

Students will be given opportunities to show a clear understanding of the concepts and display skills in a variety of performance situations. Assessments will be made throughout the unit of work and written assessments made at the end of the unit. There is no external examination.

### **Other information:**

- An extra-curricular programme of various sports is available throughout the year at lunchtimes and after school.
- There is a comprehensive list of school fixtures in a number of curriculum activities.
- We have many opportunities for students to develop their leadership skills by working with younger students in extra-curricular time and at various specific events.



### **Clothing and equipment:**

The full correct PE kit MUST be brought to every PE lesson.

In the case of illness PE kit should still be brought to the lesson as students will be required to take on other roles such as coach or umpire to aid their learning.

**For further information please see Mr Lambert, Miss Hayden - Smith or any other member of the PE faculty.**

# Vocational

## CONSTRUCTION

*"We shape our buildings; thereafter, they shape us."* – Winston Churchill

**Examination board:** Edexcel

**Qualification:** BTEC Level 1 Introductory Certificate

### Course overview:

The course is designed to allow students to gain a basic knowledge and understanding of different trades in the construction industry. Students will undertake modules to introduce them to a range of different trades in the construction sector. The qualification is designed to prepare students for employment in the construction industry, or to continue their studies through a local college offering suitable vocational courses.

### Why should I study this course?

You will learn the basic skills and use of tools across a range of different practical tasks in different career areas in construction.

You will develop teamworking skills vital to the world of work and work independently to develop your own skills and use of tools.

You need to be interested in learning the skills required to use tools correctly to produce work to an acceptable tolerance and standard.

### Course content:

You will need to complete five units to be accredited for the final certificate.

There are two core units:

- Being organised
- Developing a personal progression

There are three practical units:

- Making carpentry joints
- Fixing a water pipe
- Making an electrical circuit



### Assessment of course:

The course is assessed through the completion of set criteria within each assignment.

It is possible to achieve a pass, merit or distinction. This is on-going.

The assignments are internally verified and then sent to an external verifier to ensure standards are met.

### Other information:

**Students can pick either this course, or the Trowel Skills course, but not both. Although the courses are different, the qualification achieved is the same.**

**For further information please see Mr Corless.**

# Vocational

## HAIR AND BEAUTY

*“Creativity is you best makeup skill. Don’t be afraid to experiment” – Pat McGrath*

**Examination board:** Internally assessed

**Qualification:** N/A

### Course overview:

This purpose of this course is to engage students in learning which is relevant to the hair and beauty sector and provide opportunities to develop a range of practical skills and techniques, personal skills, and attributes essential for successful performance in working life. At the end of the two-year course students will leave with a completed personal portfolio and internal certification.

### Why should I study this course?

- Studying this course will allow students to develop skills in professional presentation and communication.
- Students should consider taking this course if they have an interest in the hair and beauty industry, professional development, and practical, hands-on learning.
- Students who take this course should feel comfortable to complete practical work outlined in the course content on their peers and clients and, when needed, act as a ‘model’ for their peers to work on.
- Potential future careers: beauty therapist, hairdresser, nail technician, spa attendant, salon manger, makeup artist, cosmetic scientist, beauty business development manager.

### Course content:

- Presenting a professional image in a salon
- Manicure
- Shampooing and conditioning
- Skin care
- Introduction to the Hair and Beauty sector
- Basic makeup application
- Plaiting and twisting hair
- Nail art
- Theatrical Makeup
- Themed face painting



### Assessment of course:

The course is internally assessed within Malmesbury School. At the end of each unit, students either complete a theoretical or practical assessment. The students are graded against a scale of Pass, Merit and Distinction. For practical assessments, students will be assessed on their set up, application, and final result. All written work, assessments and photographs of students’ work is filed into their own folder to develop and create a portfolio which they can take away with them at the end of the two-year course.

### Other information:

- Course space is limited to 10 students per year group and internal interviews may be held if oversubscribed.

**For further information please see Mrs Minkov.**

# Vocational

## LAND BASED STUDIES

*"Weeds are flowers too, once you get to know them." – A.A. Milne*

**Examination board:** ASDAN

**Qualification:** Gardening Short Course

### Course overview:

This course is ideal either as a first step towards a career in horticulture or simply as a way of learning about growing your own food. It focuses on growing vegetables and there will also be opportunities to market the produce that we grow. Most activities take place at Aunt Adeline's farm near Shipton Moyne where we will go by minibus each week during the morning lesson. During afternoon lessons we will be based at school where practical skills will be enhanced with theory-based lessons.

### Why should I study this course?

During this course you will:

- Experience life on a working farm learning how to use and maintain a range of tools and equipment and work safely on practical tasks
- Develop the ability to work confidently independently and as part of a team
- Develop real-life problem-solving skills
- Have the chance to plan projects and evaluate their effectiveness



### Course content:

Over the two-year course you will complete tasks and activities from a selection of the eight modules listed below:

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| • Planting in the garden        | • Using your produce in the kitchen |
| • Growing food on the allotment | • Construction in the garden        |
| • Working under cover           | • Art in the garden                 |
| • Wildlife in the garden        | • Careers in gardening              |

### Assessment of course:

You will have your own copy of the Short Course booklet that contains the challenge content and documents that you need to record your progress. You will build a portfolio of evidence for each unit that can include photos, posters or presentations.

### Other information:

- The course is limited to a maximum of around 12 students due to the size of the minibus
- Students can choose a maximum of two vocational subjects. If students have a strong academic profile, it is highly recommended that they choose a maximum of one vocational subject

**For further information please see Mr Heasman.**

# Vocational

## TROWEL SKILLS

***"It is not the beauty of the building you should look at: it's the construction of the foundation that will stand the test of time."* – David Allen Coe**

**Examination board:** Edexcel

**Qualification:** BTEC Level 1 Introductory Certificate

### **Course overview:**

The course is designed to allow students to gain a basic knowledge and understanding of trowel skills, the construction industry and safe working practices.

### **Why should I study this course?**

You will develop team working skills vital to the world of work and learn to work independently to develop your own skills and ability to use tools.

If you enjoy accuracy and a job well done this course will teach you the skills to produce work to a set tolerance.

This qualification is designed to prepare you for employment in the construction industry or to continue your studies in further education leading to a level 2 qualification.

You may want to apply for an apprenticeship and this subject would help to make the application a success.

**Course content:** The course is made up of five units that must be completed:

**Year 10** will include the two core units plus the one practical unit, we will also work towards the construction of different types of brick walls

### Two core units:

1. Being organised
2. Developing a personal progression plan

**Year 11** will be mainly concerned with the completion of two units including the construction of an assessed wall to a tolerance of +/- 3mm.

### Three Practical units:

1. Building a simple wall
2. Manufacturing an engineered product using hand tools
3. Costing a small repair job

### **Assessment of course:**

The course is assessed through the completion of set criteria within each assignment. This is on-going.

It is possible to achieve a pass, merit or distinction.

The assignments are internally verified and then sent to an external verifier to ensure standards are met.

### **Other information:**

- The course is limited to a maximum of 12 students, due to space available in the practical work area.
- **Students can pick either this course, or the Trowel Skills course, but not both. Although the courses are different, the qualification achieved is the same. Studying both courses would result in only one qualification.**

**For further information please see Mr Corless.**





# Creative Arts

## FINE ART

*"Making art, good art, is always a struggle. It can make you happy when you pull it off. There's no better feeling. It's beautiful. But it's always about hard work and inspiration and sweat."* - Damien Hirst

**Examination board:** AQA

**Qualification:** GCSE

**Course overview:** Students produce practical and critical/contextual work in one or more areas of study, for example: drawing, painting, mixed-media, sculpture, textiles, graphics, ceramics, installation, printmaking, moving image (video, film, animation) and photography.

The course is assessed against the four assessment objectives. AO1 requires students to research and understand artists' work, AO2 to explore and develop ideas, AO3 to show technical skills in recording and then AO4 brings all this work together when students respond to artworks in order to produce a personal final outcome.

### Why should I study this course?

There are many courses and careers where studying Art will support you. Universities and employers highly value the skills of creativity, problem solving, independent thinking, risk taking, self-motivation, communication, collaboration and adaptability which our Art students develop in abundance. You will enjoy developing your technical skills in lessons which, combined with meaningful artist research, will be developed into creative and personal work.



If you are looking to pursue a career in Art there are vast opportunities for creative careers across a wealth of areas including animation, architecture, creative media, design, the fine arts, film, web design, photography and zoological illustration as well as new opportunities in emerging technologies with gaming, digital media, 4D and XD.

### Course content:

**Portfolio:** This is the coursework which makes up 60% of the final grade. The practical coursework is made throughout year 10 with a foundation project, followed by the Identity Project, and then the mock exam project which students complete through the autumn term in Year 11.

**Externally set assignment:** The practical exam makes up 40% of the final grade. Students are given a formal exam paper and then develop preparation through the spring term in Year 11 to make a ten-hour timed final piece around Easter time.

### Assessment of course:

Coursework is assessed throughout each project and regular feedback given. At the end of each project there is a formal assessment and students receive detailed feedback on their level of attainment and areas to make progress.

### Other information:

- In the autumn term of Year 10 we spend a day in London visiting Tate Modern and Tate Britain. In Year 11 there is an opportunity to do a course of life-drawing.
- Homework is an essential part of the GCSE course. Students need to make progress with their coursework independently each week and they must ensure that homework is of a high quality to ensure good progress towards their target grades. There is extra support available at lunchtime or Tuesday after school to help you.

**For further information please see Mrs Gibbons, Miss Bartlett or Miss Doney.**



# Creative Arts

## DRAMA

*"Great theatre is about challenging how we think and encouraging us to fantasise about a world we aspire to." - Willem Dafoe*

**Examination board:** AQA

**Qualification:** GCSE

**Course overview:**

GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. For the practical units students choose to work as performers or designers; design students may choose lighting, sound, set, costume or puppets.

**Why should I study this course?**

- Because you enjoy performing in front of an audience and making and watching live theatre
- Because you enjoy collaborating with others, thinking analytically and evaluating effectively, to achieve a common goal
- Because you have a creative way of looking at the world and want to communicate with others
- Because you want to equip yourself with a wide range of transferable skills such as: confidence, teamwork and collaboration, time management and organisational skills, self-awareness, self-discipline, an open mind and the ability to move beyond boundaries and experiment with different ideas, communication skills and the ability to accept criticism and learn from it, all of which are desirable in **ANY** workplace or career.

**Where could this take me?**

This course could lead to the following career paths:

- Theatre design and management
- Acting and Actor management
- Commercial and public sector management
- Media
- Education
- Social/welfare
- Marketing/sales/advertising
- Business/finance
- Law



**Course content:**

In Year 10 students will study a range of texts and theatre practitioners through practical workshops. They will also have the opportunity to experience, analyse and evaluate live professional theatre. Using this knowledge students will devise drama in groups, taking part as performers and/or designers. Analysis and evaluation is essential in both years as students must learn to be self-reflective in order to improve their work.

In Year 11 students will have to use the knowledge acquired alongside their creativity to devise a performance supported by a 2500 word devising log, bring two extracts from a play to life and study for an examination at the end of the year.

**Assessment of course:**

- Component 1: Understanding Drama - 40% of the GCSE. 1 hour and 45 minutes written examination
- Component 2: Devising Drama - 40% of the GCSE. Internally marked, externally moderated.
- Component 3: Texts in practice - 20% of the GCSE examined by a visiting examiner.

**Other information:** It is essential that you have an interest in performing and going to the theatre. Homework will often take the form of rehearsals after school when you are working towards performances. It is imperative that you are willing and able to attend these.

**For further information please see Miss Edwards or Mrs Calland.**

# Creative Arts

## MUSIC

*"When words fail, music speaks."* - Hans Christian Andersen

**Examination board:** AQA      **Qualification:** GCSE

**Course overview:** Music at GCSE level gives students opportunities to enhance and develop their skills in performing, composing, listening and analysing

### Why should I study this course?

- Music enables students to use their abilities (instrumental/vocal) to gain considerable credit. You achieve a balanced curriculum - practical AND academic in one!
- You learn a great deal about music in terms of styles, genres, terms and skills.
- Music allows you to be creative within a structured framework.
- There tends to be smaller class sizes with like-minded people.



### Course content: Year 10

#### Autumn term:

Area of Study 1 – listening lessons on The Western Classical tradition and analysis of Beethoven's 1<sup>st</sup> symphony 4th movement. First solo performance recording

#### Spring term:

Area of Study 2 – listening lessons on Popular music (including Broadway shows, 1960s/70s rock, film and computer gaming music from 1990s to present day, pop music from 1990s to present day)

Popular music set study pieces:

Analysis of Queen's 'Bohemian Rhapsody', 'Love of my life' and 'Seven seas of Rhye'

#### Summer term:

Area of Study 3 – listening lessons on traditional music (including Blues from 1920-1950s, African and Caribbean fusion, contemporary Latin music, folk music). Complete first composition.

### Year 11

Autumn term: Ensemble performance recording. Final solo performance recording.

Area of Study 4 – listening lessons on the Western Classical tradition since 1910 (involving the music of Copland, Kodaly and Bartok, some British composers and minimalist music)

Spring Term: Completion of compositional programme note

Revision of key set work topics and past papers after final Mock listening and Understanding exam.

### Assessment of course:

The only exam is Unit 1 – Listening and Understanding examination (40% of GCSE). 90 minutes - two sections:

Section 1 - listening to unfamiliar music based on four areas of study (68 marks)

Section 2 - answering questions on set study pieces – Beethoven's 1<sup>st</sup> symphony 4th movement and Queen's 'Bohemian Rhapsody', 'Love of my life' and 'Seven seas of Rhye' (28 marks)

Unit 2: Performing Music (30% of GCSE). Students are required to submit two pieces of coursework:

One solo performance – this should be on an instrument of their choice or a vocal performance of a song. (36 marks).

One ensemble performance – this should feature two or more players or singers. (36 marks)

Unit 3 – Composing Music (30% of GCSE). Two composition tasks, one is a free choice piece (36 marks), one is a response to a brief issued by the exam board. (36 marks). The total running time of BOTH compositions must be a minimum of 3 minutes. One is completed in Year 10, the other in Year 11, so students will always be working on developing their compositional skills and techniques throughout the course. Students must write a programme note of around 150 words for each composition.

**For further information please see Mr Bradshaw , Mrs Russell or Miss Williams.**

# Design and Technology

## FOOD PREPARATION AND NUTRITION

*“Cooking and baking is both physical and mental therapy.” – Mary Berry*

**Examination board:** Eduqas

**Qualification:** GCSE Food Preparation and Nutrition

This new and contemporary course is designed to prepare you for living away from home in the future by providing a high level of knowledge, understanding and skills to cook healthy, nutritious meals. You will never be short of friends or flatmates if you can cook and you will control your health and life expectancy!

### Course overview:

The syllabus includes:

- Cooking and food preparation
- Cooking techniques
- Nutrition
- Food provenance and choice



### Why should I study this course?

We will provide you with the opportunity to explore a range of ingredients and processes from different culinary traditions, to inspire you with new ideas and help you modify existing recipes, just as Jamie Oliver does. Studying this subject encourages the development of intellectual and practical skills, self-reliance, the art of co-operation, and the ability to make rational decisions about the use of time, energy, money and organisational skills.

In Food Preparation and Nutrition, you will be encouraged to learn in a variety of ways; investigation; observation; constructive problem solving; appraisal and the use of materials and equipment and hands on cooking. The course requires participation in weekly practical activities (cooking); if you opt for it you will need to be well motivated, organised and enjoy working with and eating food.

If you wish to continue studying Food and Nutrition at Key Stage 5, we offer a Level 3 course that can lead to many university opportunities such as Dietetics, Nutrition, Product Development and agricultural qualifications that examine food from farm to fork. Whatever your ambition, a background in food will be invaluable either as a life skill or in one of the many service industries.

### Course content:

Main Food Commodities

Principles of Nutrition

Diet and Good Health

The Science of Food-

Where food comes from

Cooking and food preparation (Food spoilage -cooking and storage)

### Assessment of course:

Assessment will be:      Written Paper 50%                      Non-exam assessment 50%

The non-exam assessment will be made up of two pieces and completed in the autumn term of Year 11

- Food Investigation Assessment - worth 15%
- A Food Preparation Assessment - worth 35% (part of this will be a formal **practical** test)

**For further information please see Mrs Dodd and Ms Parsons.**

# Design and Technology

## PRODUCT DESIGN

***“An essential aspect of creativity is not being afraid to fail.” - Edwin H. Land, Founder of Polaroid***

**Examination board:** AQA

**Qualification:** GCSE

### **Course overview:**

Product Design involves students using the design process to design, make and test products. Students will deepen their understanding of how and why products are made, and the bigger issues that designing and making has on society.

### **Why should I study this course?**

Product Design equips students with a broad set of core skills and deeper specialist skills that colleges, universities and employers want. These include:

*Creativity, teamwork, critical evaluation, self-management, short-term and long-term planning, consideration of moral, social and ethical issues, sustainable thinking...*

Product Design students have said they love the subject because they like...

*“Making stuff,” “designing,” “being creative,” “problem solving,” “using the tools and machines”, “spending time in the workshops” ...*

Product Design students need to be able to:

*Have a go, be resilient, work in a team, research, tackle problems, work independently*



The future could lead to:

*Architecture, Engineering, Entrepreneur, Product Design, Tradesperson, Furniture Maker, Designer/Maker, Material Science*

### **Course content:**

Year 10 - Students work on mini projects which will broaden their core knowledge. They include:

- Iterative design: studying ergonomics, modelling, and development of prototypes
- Design influences: looking at the work of the world's great designers
- Ethical design: learning to design for tomorrow
- Metals and Polymers: making a screwdriver
- Timbers: making bespoke wooden storage
- Mechanisms: using mechanisms to make a working product

Year 11 – Students complete one major project; designing and manufacturing a prototype for a client.

### **Assessment of course:**

NEA (Non-Examined Assessment - 50% of GCSE):

Students create a portfolio of work and an original prototype.

Exam (50% of the GCSE):

The exam tests students' knowledge and understanding of the subject as well as their design communication

**For further information please see Mr Sangster**



# Design and Technology

## TEXTILES

*"Design is intelligence made visible."* - Stephen Bayley

**Examination board:** Edexcel

**Qualification:** GCSE

**Course overview:**

Textiles technology will appeal to students who enjoy making textile products and who want to develop their creativity. You will complete a range of NEA projects based on real life situations which will involve research, design, making and evaluating for a real client. The course also consists of a 50% theory-based exam.

**Why should I study this course?**

- Textiles gives you a range of life skills which will be beneficial in the future.
- You will need to have an interest in design and be creative.
- You will develop your independence, enquiry skills and making skills.
- If you would like to work in the fashion, textiles or any creative industries. Potential career paths include fashion and textiles design, fashion and textiles marketing, product design, product manufacture, visual merchandising, retail buyer, stylist or shop owner.

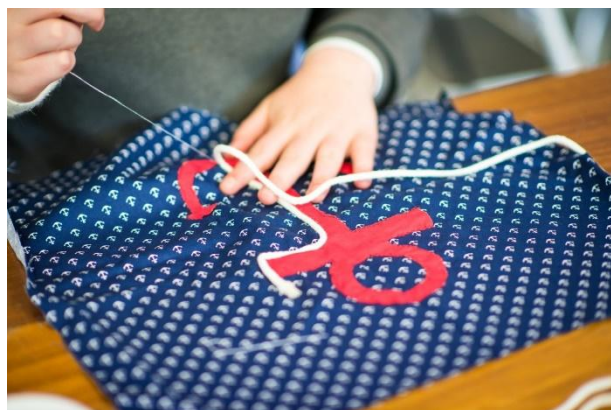
**Course content:**

Throughout the course students will learn how to follow the iterative design process and work independently to develop, make and evaluate their own creations. Students will gain core knowledge and understanding in a number of materials to improve the breadth of their work. They will also deepen their understanding of textiles technology. Textiles at GCSE will suitably prepare students who wish to study Fashion and Textiles at A level.

Students will be taught to:

- be creative and innovative designers to design products to meet the needs of the client or customer.
- research and analyse products to be aware of the latest developments and how products are manufactured. Consider environmental, moral, cultural, economic and social issues
- reflect critically on their designs and modify and improve their products.
- plan and organise projects.
- use tools, equipment and processes to make quality products including the use of CAD/CAM equipment.

In Year 10, students undertake activities to teach them the core element to improve their understanding of Design and Technology. They will develop their designing and making skills alongside studying the textiles theory required for the exam. The major coursework element of the GCSE runs from the end of Year 10 until Easter in Year 11 and students are enabled to design and make products which focus on their own specific interests.



**Assessment of course:**

50% Written exam paper worth 100 marks (1 hour 45 minutes)  
50% Coursework - portfolio and made product  
There is one tier of assessment for this course.

**For further information please see Mrs Murrant.**

# Design and Technology

## HEALTH AND SOCIAL CARE

*“Every time you smile at someone, it is an action of love, a gift to that person, a beautiful thing.”*

– Mother Teresa

**Examination board:** OCR Cambridge National

**Qualification:** Level 1/2 Cambridge National Certificate in Health and Social Care

### Course overview:

The Cambridge National Level 2 in Health and Social Care offers an alternative to the GCSE for Key stage 4 students. It is a nationally recognised work-related qualification, designed to provide a choice of routes into further education at college, university or employment.

### Why should I study this course?

- ♥ You are interested in human beings and their behaviour
- ♥ You are thinking about working in a Health Care / Care profession
- ♥ You enjoy practical work, group work and project work
- ♥ You want to develop good research skills

### Careers in Health and Social Care include:

- ♥ Nursing/ hospital work
- ♥ Working with people with disabilities
- ♥ Nursery nursing/ child care/ child minding
- ♥ Social work
- ♥ Teaching
- ♥ Any other job working with people

### Course content:

This course introduces students to the complexities and rewards of working within Health and Social Care environments. Students will develop a good understanding of the role of Health and Social Care practitioners, and the specific needs of service users.

This will be delivered through **three** units:

2 units RO32 and RO33 are compulsory units.

RO32: Principles of care in health and social care settings. **This unit is assessed through an exam.**

RO33: Supporting individuals through life events. **This is a coursework unit (NEA).**

RO35: Health promotion campaigns. **This is a coursework unit. (NEA)**

### Assessment of course:

The course consists of 60% coursework and 40% exam.

### Other information:

We will seek to involve external expertise to provide students with an insight into working in health and social care environments, and, help students make informed choices for further education. Visits to local health and social care settings are encouraged for students to develop their understanding to be applied to their coursework units.

**For further information please see Ms Parsons or Mrs Dodd.**



# English and Media

# MEDIA STUDIES

***"I look at the world and I see absurdity all around me. People do strange things constantly, to the point that, for the most part, we manage not to see it." — David Lynch***

**Examination board: EDUQAS**

**Qualification: GCSE**

### Course overview:

The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and the messages they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale.

## Why should I study this course?

- Because the media is studying you!
- You should have an enquiring mind, be prepared to study a range of different media forms and enjoy a mix of practical and written work. Your main project could be to make a short film or print media.
- It is a fun course and it will give you both analytical and practical skills which you can carry with you to any future career, not the least into the media.

**Course content:**

## Component 1: Exploring the Media

## Section A: Exploring Media Language and Representation

You will study two of the following print media forms: magazines, marketing (film posters), newspapers, and print advertisements.

- one question looking at how media language is used to create meanings
- one two-part question looking at contexts and representations e.g. race, gender, class

## Section B: Exploring Media Industries and Audiences

You will study the following media forms: film, newspapers, radio, video games.

- two stepped questions on industries and audiences

## Component 2: Understanding Media Forms & Products

## Section A: Television

- one question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination You will watch the extract during the exam.
- one question on media industries, audiences or media contexts.

## Section B: Music (music videos and online media)

- one question on either media language or representation
- one question on media industries, audiences or media contexts.

### Component 3: Creating Media Products

Make a media product e.g. a music video or print product.

**Assessment of course:**

Component 1, worth 40%, is assessed by a written exam of 1 hour 30 minutes. Component 2, worth 30%, is also assessed through a written exam of 1 hour 30 minutes. Component 3, worth the remaining 30%, is coursework based and is assessed internally by your teachers.

**For further information please see Mr Pressman or Miss Welch.**



# Humanities

## GEOGRAPHY

*"Geography is the key to all our futures."* – Michael Palin

**Examination board:** AQA

**Qualification:** GCSE

### Course overview:

This course is for everyone who cares about their world and is interested in finding out about its landscape, places and people. The subject equips you to understand the dynamic, environmental, economic and social changes happening around the world; how it will impact on you, and how your decisions can influence the future of the planet.

### Why should I study this course?

- Geography helps to make sense of the world around you.
- Geographical issues are becoming more topical in the news with more people aware of them.
- Geography is highly valued by employers for its combination of knowledge, integration of ideas, and its role in training students in the key skills of numeracy, literacy and ICT.
- Geography lends itself to a variety of careers such as: planning, architecture, civil engineering, environmental protection, conservation, travel and tourism, meteorology, market research, statistics, journalism, outdoor education, geology, oceanography and agencies, police, army, landscape architecture, business within global companies, civil service, farming, distribution, navigation and health service management.

### Course content:

The course is separated into three sections: physical geography, human geography and fieldwork and evaluation. The topics from each section are taught across Year 10 and 11.

- Physical landscapes of the UK: including rivers and coasts  
Living with the physical environment including:  
tectonic hazards, weather hazards, climate change, ecosystems, rainforests and hot deserts.
- Challenges in the human environment including:  
urban issues and challenges, the changing economic world and the challenge of resource management.
- Field work: two field trips to investigate physical geography and urban geography with a topical decision-making exercise. The fieldwork is used to answer questions in paper 3 (there is no coursework).



### Assessment of course:

There are three exams in Geography which are sat in the summer of Year 11. Questions vary from multiple choice, short answer and longer levelled responses.

Paper 1: Physical Geography is 1 hour and 30 minutes (35%)

Paper 2: Human Geography is 1 hour and 30 minutes (35%)

Paper 3: Fieldwork and evaluation is 1 hour and 30 minutes (30%)

**For further information please see Miss Brownlie, Mr Brown, Mrs Blackburn, Mr Freer or Mrs Green.**

# Humanities

## HISTORY

*"Those who fail to learn from history are doomed to repeat it." - George Santayana*

**Examination board:** Edexcel

**Qualification:** GCSE

### Course overview:

GCSE History helps you to make sense of the world and how humans behave; how societies can change and improve and also how terrible events can happen in any century.

### Why should I study this course?

- Because History is an amazing subject that teaches you about human nature, usually the worst side of it!
- It will help you to form an opinion and how to justify it.
- You will need to be happy to write as there is no escaping the fact that this is fairly writing-heavy subject.
- History can lead to anything that you want it to; the skills of independent thought, of reading between the lines in any type of information and putting together arguments will stand you in good stead for anything.



### Course content:

Year 10: Two topics are studied.

- Weimar and Nazi Germany: 1918-39. This topic looks at the political turmoil experienced in Germany after its defeat in World War I. You will find out about the collapse of the well-intentioned Weimar Republic and the rise of Hitler. We also explore the Nazis' impact on German society, for example their policies on women, children and minorities. This is worth 30% of your GCSE.
- Crime and Punishment: 1000 to the modern day. This topic looks at how our attitudes towards crime and punishment have evolved over the last 1000 years, from gruesome and public executions to ending the death penalty in the 20<sup>th</sup> century. Lots of different case studies of crime are looked at, including witchcraft and conscientious objectors. This is worth 30% of your GCSE.

Year 11: A further two topics are covered.

- The Superpowers and the Cold War: 1945-91. In this topic we look at the clash of the two titans that were the USA and USSR, on a collision course because of their opposing ideologies; Capitalism versus Communism. Key events such as the Cuban Missile Crisis and the Nuclear Arms Race are studied. This is worth 20% of your GCSE.
- Anglo-Norman England: This topic looks at the Norman Conquest of Anglo-Saxon England which began with the Battle of Hastings. We then look at William the Conqueror's difficult job of controlling a people that hated him and a much lesser known sequence of rebellions and punishments that followed. This is worth 20 % of your GCSE.

### Assessment of course:

There are three history exams which are taken in the summer of Year 11. The two Year 11 topics are assessed in the same exam. There is no coursework element to GCSE History

### Other information:

All we ask is that you love your history and are prepared to work hard and have an opinion, as everything that we look at in GCSE history should make you think and should make you have a view.

**For further information please see Mrs Creaton, Mrs Morris, Mr Squires, Ms Deans, Ms Price or Mrs Hall.**

# Humanities

## RELIGIOUS STUDIES

*"Put your heart, mind, soul into even your smallest acts. This is the secret of success."*

Swami Sivananda, Hindu scholar

**Examination board:** AQA

**Qualification:** GCSE

### Course overview:

- The course is focused on current issues that really matter in our modern, multi-cultural society.
- The course provides you with a better understanding of the world around us and our place within it.
- The course will open your eyes to new beliefs, practices and traditions, both from a religious and non-religious perspective.

### Why should I study this course?

- Religious Studies is well respected in careers where you work with people from different traditions such as law, medicine, social work, journalism, work in the media and teaching/lecturing.
- Religious Studies works well with subjects such as History, English, Geography and Health and Social Care, as the subject matter and skills required overlap.
- The course develops key skills, such as empathy, evaluation, analytical, debate and discussion skills.
- The department has fantastic resources, a Hindu trip during Year 10, outside speakers and revision guides to support you with your studies.

### Course content:

GCSE Religious Studies has two components:

#### Component One (Religion):

Studying the beliefs, teachings and practices of two religions:

- Hinduism
- Christianity

#### Component Two (Thematic Themes):

Examining what Hindus, Christians, Humanists believe and your own opinion about the following thematic themes:

- Relationships and families
- Religion and life
- Religion, peace and conflict
- Religion, human rights and social justice



### Assessment of course:

- There is no coursework.
- Pupils will sit two examinations (1 hour 45 minutes long) at the end of Year 11.

**For further information please see Mrs Twose-Jones, Miss Dove, Mr Crowley or Mrs Whaley.**



# Maths and Computing

## COMPUTER SCIENCE

*"Everybody should learn to program a computer, because it teaches you how to think."*

Steve Jobs, Co-Founder of Apple

**Examination board:** OCR

**Qualification:** GCSE

**Course overview:**

GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.



**Why should I study this course?**

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across Science and Engineering is growing rapidly. Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically aware individuals. This is even more so in the gaming, mobile and web related industries.

**Course content:**

1. Algorithms - An algorithm is a step-by-step set of instructions to solve a problem. This section of the course is only examined in Paper 1 and covers: representing algorithms, efficiency of algorithms, searching algorithms and sorting algorithms.
2. Programming - programming using python, but you will also be required to understand the theory of programming for your paper 1 exam.
3. Data representation - data representation covers how data is stored using binary on computer systems. It is a topic that could be examined on either paper 1 or paper 2.
4. Computer systems - covers hardware (including the CPU) and software (including operating systems). It also includes some Boolean Logic. It is a topic that could be examined on either paper 1 or paper 2.
5. Computer networks - a network is two or more devices connected to communicate or share resources. The topic is only on paper 2 and covers: types of network, network security, network protocols and the TCP/IP model.
6. Cyber security - cyber security consists of the processes, practices and technologies designed to protect networks, computers, programs and data from attack, damage or unauthorised access. It is only examined on paper 2.
7. Relational databases and structured query language - understand the following database concepts: table, record, field, primary key, foreign key. Be able to design SQL statements to interrogate a database.
8. Ethical, legal and environmental impacts of digital technology on wider society. For this section you need to explain the current ethical, legal and environmental impacts and risks of digital technology on society. This is examined in Paper 2.

**Assessment of course:**

The course consists of two units:

- **Paper 1 - Computer Systems** - This will be assessed in a 1 hour 30 written examination in the summer of Year 11. It is worth 50% of the final grade.
- **Paper 2 - Computational thinking, algorithms and programming** - This will be assessed in a 1 hour 30 minutes written examination in the summer of Year 11. It is worth 50% of the final grade.

**Other information:** to be successful in this challenging subject students will need to have excellent analytical and problem-solving skills, with a resilience to overcome obstacles and a genuine interest in computer science. If the course is oversubscribed students with these skills will be given priority.

**For further information please see Mr Shaw.**



# Maths and Computing

## CREATIVE iMEDIA

*“Technology like art is a soaring exercise of the human imagination.” – Daniel Bell*

**Examination board:** OCR

**Qualification:** Cambridge Nationals Certificate in Creative iMedia

**Course overview:** This course equips students with the wide range of IT knowledge and skills needed to work in the creative digital media sector.

### Why should I study this course?

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. Creative iMedia will appeal to students who enjoy the creative aspect of using IT and will provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing engaging tasks.

### Course content

#### Year 10:

##### **R093: Creative iMedia in the media industry**

In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

Topics include:

- o The media industry
- o Factors influencing product design
- o Pre-production planning
- o Distribution considerations



##### **R094: Visual identity and digital graphics**

This is assessed by completing a set assignment (coursework). In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

- o Develop visual identity
- o Plan digital graphics for products
- o Create visual identity and digital graphics

#### Year 11:

##### **R099: Digital games**

This is assessed by completing a set assignment (coursework). In this unit you will learn how to plan, create and review digital games. You will make a game using ‘Construct 3’ software, which allows game creation *without* in-depth technical programming knowledge. Topics include:

- o Plan digital games
- o Create digital games
- o Review digital games

### Assessment of course:

There are two centre-assessed and externally moderated units, one of which is completed in Year 10 (R094); the examination is undertaken in Year 11, plus the final moderated unit (R099 digital games).

**For further information please see Mr Shaw.**

# Modern Foreign Languages

## FRENCH

*"One language sets you in a corridor for life. Two languages open every door along the way."*

- Frank Smith

**Qualification:** GCSE

### Course overview:

- The French course offered in Years 10 and 11 builds on the work already done in Year 9, which provided experience in the types of task and skills required at GCSE.
- During the course we will look at a variety of sources, including literature, media and youth culture, where we will develop the skills of reading and listening comprehension, and translation.
- The French Exchange is open to year 10 students, enabling you to put the language you are learning into practice.

### Why should I study this course?

- French as a foreign language is the second most frequently taught language in the world after English. The International Organization of Francophone has 56 member states and governments. Of these, 28 countries have French as an official language. French is the only language other than English spoken on five continents, making it a truly global language.
- You need to enjoy learning French and about the culture. Whilst you may not be confident, you should be committed to learning new vocabulary.
- You need to be able to commit to access resources online and from other recommended sources to support your learning outside the classroom.
- Some universities, such as the Russell Group, express a preference for applicants to have a language GCSE when applying.
- French would open up the global market as it is the official language of a number of international organisations, such as the United Nations, UNESCO, NATO, Organization for Economic Cooperation and Development (OECD), the International Olympic Committee, the European Union and the International Red Cross.

### Course content:

- The grade awarded comes from terminal exams in listening, speaking, reading and writing, which are all completed in the summer of Year 11 and are worth 25% each.
- Content will come from the following areas:
  - Theme 1: People and Lifestyle
  - Theme 2: Popular Culture
  - Theme 3: Communication and the world around



### Assessment of course:

Students take foundation or higher papers for all tiers.

The grade awarded comes from terminal exams in listening (F 35 mins /H 45 mins), speaking (F7-9, H10-12 minutes), reading (F 45 mins /H 1 hr) and writing (F 1 hour10 /H 1hr 15 mins), which are all completed in the summer of Year 11 and are worth 25% each.

### Other information:

Students starting a language at Year 10 will only be possible if there is a group of beginners. Otherwise students must have studied the language from Years 7-9 to access the course.

**For further information please see Mrs Macdonald or Mrs Samuels.**

# Modern Foreign Languages

## GERMAN

*"One language sets you in a corridor for life. Two languages open every door along the way."*  
- Frank Smith

**Examination board:** AQA

**Qualification:** GCSE

**Course overview:**

- During the course we will look at a variety of sources, including literature, media and youth culture, where we will develop the skills of reading and listening comprehension, and translation.
- The German course offered in Years 10 and 11 builds on the work already done in Year 9, ensuring students become more confident in grammar and covering vocabulary from a wide range of topics.
- The German exchange is open to students in year 10 studying German and enables you to put the language you are learning into practice.



**Why should I study this course?**

*"Germany is the fourth-largest economy in the world. If you're a global trading nation, languages are important and we're bottom of the European league in terms of language proficiency. You need to be able to speak the language of your suppliers and customers."*

- Learning a language comes with all kinds of benefits. It has been shown to make you smarter, make your brain more resilient, and open up job opportunities in science, machine development and engineering. German is the most highly demanded and the No. 1 business language in Europe. The UK currently has many vacancies for speakers of German in all fields, including science, engineering, Formula 1, business as well as technology.
- You need to enjoy learning German and about the culture. Whilst you may not be confident yet, you should be committed to learning new vocabulary and grammar.
- You will need to access resources online and from other recommended sources to support your learning outside the classroom.
- Some universities, such as the Russell Group, express a preference for applicants to have a language GCSE when applying.
- Learning a language enables you to gain confidence in other subjects too. Being able to speak German will open up a world of opportunity to you and make you extremely sellable in this increasingly competitive world.

**Course content:**

- The grade awarded comes from terminal exams in listening, speaking, reading and writing, which are all completed in the summer of Year 11 and are worth 25% each.
- Content will come from the following areas:
  - Theme 1: People and Lifestyle
  - Theme 2: Popular Culture
  - Theme 3: Communication and the world around us

**Assessment of course:** Students will be entered for either the foundation or higher tier for all papers.

The grade awarded comes from terminal exams in listening (F 35 mins /H 45 mins), speaking (F 7-9, H 10-12 mins) minutes), reading (F 45 mins /H 1 hr) and writing (F 1 hour10 /H 1hr 15 mins), which are all completed in the summer of Year 11 and are worth 25% each.

**Other information:** Students starting a language at Year 10 will only be possible if there is a group of beginners. Otherwise, students must have studied the language from Years 7-9 to access the course.

**For further information please see Mrs Cole, Mr Jouny or Mrs Kirkby.**

# Modern Foreign Languages

## SPANISH

*"One language sets you in a corridor for life. Two languages open every door along the way."*

- Frank Smith

**Examination board:** AQA

**Qualification:** GCSE

**Course overview:**

- During the course we will look at a variety of sources, including literature, media and youth culture, where we will develop the skills of reading and listening comprehension, and translation.
- The Spanish course offered in Years 10 and 11 builds on the work already done in Year 9, ensuring students become more confident in grammar and covering vocabulary from a wide range of topics.
- The Spanish exchange is open to students in year 10 studying Spanish, giving you an opportunity to put the language you are learning into practice.



### Why should I study this course?

Being able to speak Spanish can open up a whole new world whether that means travelling in South America, making the most of holidays in Spain or using your language skills to get a better job. Spain is one of the UK's major trading partners and Spanish companies like Mango and Zara have taken root on our high streets. That means there has never been a better time to learn Spanish.

- You need to be able to commit to access resources online and from other recommended sources to support your learning outside the classroom.
- Some universities, such as the Russell Group, express a preference for applicants to have a language GCSE when applying.
- Learning a language enables you to gain confidence in other subjects too. Being able to speak Spanish will open up a world of opportunity to you and make you extremely sellable in this increasingly competitive world.

### Course content:

- The grade awarded comes from terminal exams in listening, speaking, reading and writing, which are all completed in the summer of Year 11 and are worth 25% each.
- Content will come from the following areas:
  - Theme 1: People and Lifestyle
  - Theme 2: Popular Culture
  - Theme 3: Communication and the world around us

### Assessment of course:

Students take foundation or higher papers for all tiers.

The grade awarded comes from terminal exams in listening (F 35 mins /H 45 mins), speaking (F7 -9, H 10-12 mins) minutes), reading (F 45 mins /H 1 hr) and writing (F 1 hour10 /H 1hr 15 mins), which are all completed in the summer of Year 11 and are worth 25% each.

### Other information:

Students starting a language at Year 10 will only be possible if there is a group of beginners. Otherwise students must have studied the language from Years 7-9 to access the course.

**For further information please see Mrs Hernandez or Ms Tooley.**

# Physical Education

In Year 10 and 11 all students receive one and a half hours of statutory core practical PE. In addition to core lessons the PE faculty will be offering GCSE Physical Education and VCert Health and Fitness to Year 10 students next year. Both courses will appear as 'sport' in the options form. If students select Physical Education as an option the PE faculty will then direct individuals to the course which is most suited to their strengths.

## VCERT HEALTH AND FITNESS

*"Physical fitness is not only one of the most important keys to a healthy body, it is the basis of creative intellectual activity."* - John F Kennedy

**Examination board:** NCFE

**Qualification:** Level 1/2 Technical Award in Health and Fitness

### Course overview:

The Level 2 award for this course is worth one GCSE. Health and Fitness V Cert provides core knowledge to pupils who are passionate about fitness and performance – from the structure and function of body systems and the effects of health and fitness activities on the body, through to the principles of training and how to structure a health and fitness programme. It comprises of 8 content areas which are all assessed in one theoretical exam (40%) and one coursework project (60%).

### Why should I study this course?

- You are interested in sport and PE and are committed to taking part in PE.
- You love sport but do not necessarily perform at a high level.
- You prefer to work on coursework and not focus so much on exams.
- It develops general work and life skills such as organisation, meeting deadlines and working independently.
- It can lead to a career in the sport and leisure industry and is useful for other work contexts.
- It is a good foundation for further education, including 'A' Level P.E. Some of the work produced by our students has been of a standard already comparable with 'A' Level. It is also a useful foundation if you want to study Level 3 qualifications in BTEC or Cambridge Nationals, at college.

### Course content:

Content area 1: Structure and function of body systems

Content area 2: Effects of health and fitness activities on the body

Content area 3: Health and fitness and the components of fitness

Content area 4: Principles of training

Content area 5: Testing and developing components of fitness

Content area 6: Impact of lifestyle on health and fitness

Content area 7: Applying health and fitness analysis and setting goals

Content area 8: Structure of a health and fitness programme and how to prepare safely



For further information please see Miss Hayden - Smith.



# Physical Education

## GCSE PE

*"A vigorous five-mile walk will do more good for an unhappy but otherwise healthy adult than all the medicine and psychology in the world."* - Paul Dudley White

**Examination board:** AQA

**Qualification:** GCSE

### Course overview:

Students who follow the GCSE course need to be proficient at their three chosen sports and able to cope with the demands of sitting two theory exam papers.

### Why should I study this course?

- You are interested in sport and PE and are committed to taking part in PE on a regular basis.
- You have ability and confidence in performing in at least three sports.
- You prefer to be assessed via exams rather than coursework.
- You will study new and contemporary topics which help develop a well – rounded skill set.
- It can lead to a career in the sport and leisure industry and is useful for other work contexts.
- It is a good foundation for further education, including 'A' Level P.E.



### Course content:

This course is for students who demonstrate strong practical skills across a range of team and individual activities and for those who show commitment to academic study and revision. Theoretical content is assessed solely through written exams, therefore the ability to apply theoretical knowledge in relation to sports performance is vital.

The course is divided into two sections:

#### Theory

- *Paper 1: The human body and movement in physical activity and sport*
  - Students will develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport.
- *Paper 2: Socio-cultural influences and well-being in physical activity and sport*
  - Students will develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society.

#### Practical Performance in Physical Activity and Sport

- *Practical performance 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
- *Analysis and evaluation of performance to bring about improvement in one activity.*

### Assessment of course:

The theory aspect of the course is worth 60% of the overall grade. There are two exam papers, and each is one hour and fifteen minutes long.

The practical element of the course is worth 40% of the overall grade. It is assessed internally by teachers and moderated externally by AQA.

**For further information please see Mr Marsh-Ballard or Mr Lambert.**

## Key contacts

Faculty	Subject	Curriculum Leader	Contact email address
Creative Arts	Art	Mrs Gibbons	<a href="mailto:sgibbons@malmesbury.wilts.sch.uk">sgibbons@malmesbury.wilts.sch.uk</a>
	Dance	Miss Edwards	<a href="mailto:bedwards@malmesbury.wilts.sch.uk">bedwards@malmesbury.wilts.sch.uk</a>
	Drama		
	Music	Mr Bradshaw	<a href="mailto:cbradshaw@malmesbury.wilts.sch.uk">cbradshaw@malmesbury.wilts.sch.uk</a>
Design Technology	DT – Food	Mr Sangster	<a href="mailto:bsangster@malmesbury.wilts.sch.uk">bsangster@malmesbury.wilts.sch.uk</a>
	DT – Product Design		
	DT – Textiles		
	Health & Social Care		
English and Media	Media Studies	Mrs Hynes	<a href="mailto:shynes@malmesbury.wilts.sch.uk">shynes@malmesbury.wilts.sch.uk</a>
Humanities	Geography	Miss Brownlie	<a href="mailto:rbrownlie@malmesbury.wilts.sch.uk">rbrownlie@malmesbury.wilts.sch.uk</a>
	History	Miss Creaton	<a href="mailto:acreaton@malmesbury.wilts.sch.uk">acreaton@malmesbury.wilts.sch.uk</a>
	Religious Studies	Mrs Twose-Jones	<a href="mailto:mjones@malmesbury.wilts.sch.uk">mjones@malmesbury.wilts.sch.uk</a>
Maths and Computing	Computer Science	Mr T Shaw	<a href="mailto:tshaw@malmesbury.wilts.sch.uk">tshaw@malmesbury.wilts.sch.uk</a>
	Creative iMedia		
International Business and Languages	Financial Capability	Mrs Cole	<a href="mailto:rcole@malmesbury.wilts.sch.uk">rcole@malmesbury.wilts.sch.uk</a>
	French		
	German		
	Spanish		
Physical Education	Sport	Mr Lambert	<a href="mailto:jlambert@malmesbury.wilts.sch.uk">jlambert@malmesbury.wilts.sch.uk</a>
Vocational	Construction	Mr Sangster	<a href="mailto:bsangster@malmesbury.wilts.sch.uk">bsangster@malmesbury.wilts.sch.uk</a>
	Hair and Beauty		
	Horse Care		
	Land Based Studies		
	Trowel Skills		
Learning Support	Lifeskills	Mrs Abel-Goldbin	<a href="mailto:jabel@malmesbury.wilts.sch.uk">jabel@malmesbury.wilts.sch.uk</a>
Academic Leader		Mr Loveday	<a href="mailto:mloveday@malmesbury.wilts.sch.uk">mloveday@malmesbury.wilts.sch.uk</a>
Head of Year 9		Mrs Stafford	<a href="mailto:lstafford@malmesbury.wilts.sch.uk">lstafford@malmesbury.wilts.sch.uk</a>
Deputy Headteacher		Mr Shadrack	<a href="mailto:shadrackm@malmesbury.wilts.sch.uk">shadrackm@malmesbury.wilts.sch.uk</a>

MALMESBURY SCHOOL 2026 OPTION CHOICE FORM						
Name:		Tutor Group:				
<b>Completed choice sheets should be returned by Thursday 29th January</b>						
Core Subjects (no need to choose): English Language, English Literature, Mathematics, Science (Combined Science or Separate Sciences), Personal development, Core P.E.						
Block A		Block B		Block C		Block D
Drama		DT - Food Preparation and Nutrition		Art		Art
Computer Science		DT - Product Design		Geography		Creative i-media
German		DT - Textiles		History		French
Geography		French		Music		German
History		Geography		PE (GCSE PE/Vcert Health & Fitness)		Geography
Health and Social Care		History		Religious Studies		History
PE (GCSE PE/Vcert Health & Fitness)		Religious Studies		Spanish		Media Studies
Religious Studies		Spanish		Vocational - Land Based Studies		Religious Studies
Vocational - Lifeskills (invitation only)		Vocational - Hair & Beauty		Vocational - Trowel Skills		Vocational - Building and Construction
Many employers, Further and Higher Education establishments are looking for students with a language and humanities subject (history or geography).						
<b>HOW TO FILL IN THE OPTIONS FORM</b> Students will study <b>one</b> subject in each block. Please select <b>one</b> subject from each block, and number them 1-4 in order of preference. Put the numbers in the boxes to the right of each subject. Then select an additional subject from each block, and number them 5-8 in order of preference, these are your "reserve" options. Do not pick the same subject more than once, even as a reserve. You should only pick Trowel Skills or Building and Construction (not both) - please see options booklet for more details.						
Signed by parent/carer:				Signed by student:		