

KEY STAGE 4

OPTIONS HANDBOOK 2026



Twyford
C of E
High School

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Options Process

This term students in Year 9 are asked to look ahead to Years 10 and 11 and make their option choices for the GCSE courses they will study for the next two years. We hold an Options Information Evenings focussing on:

- The GCSE Options process and options pathways
- The options choices

The choices that students make at this stage must be thought about carefully. In some cases, choices made now about GCSEs will have a direct impact on future choices for A Level and university study and/or future careers. Students should make well informed choices now and the options process in school helps to explain the process and the details of each subject.

This booklet contains lots of information about:

- The options pathways
- The entry requirements for each course
- Details about what will be studied in each of the option choice courses
- How to prepare effectively for Quarter 4 assessments in Year 9

You can find more information on Copia > Curriculum > Year 9 into 10 Options.

FOR STUDENTS STARTING Y10 IN SEPT 2025

Year 9 into 10 Options

During Year 9, students make some option choices about the GCSE courses they will take in Years 10 and 11.

The details are described in the [Year 9 into 10 Options Booklet 2025](#).

You will hear more about the options process in the Options Information Evenings in February.

Click to download the Year 9 Options Handbook

KS4 Options Booklet 2025 (available wk 3rd Feb)

Twyford C of E High School
Year 9 Options Information Evening
6th February 2025

Year 9 into 10 Options Presentation PowerPoint - February 2025

Video guidance from the Head of English, Maths, Science and RE

Mathematics GCSE - AQA

- Entry requirements
- 7 years of preparation, including Year 11
- Specialist level of challenge in Ed. Higher and Foundation tiers
- Two pathways of problem solving
- Three 50-minute papers (1-3)

Students take notes:

- GCSE involves "spiral" in 5 year course
- Core 1 completed this year (also in previous year) will be assessed in the one of 1-3

Why does RE matter?

1. Knowledge does not in itself support ability to develop skills and will be forgotten if not...

Revision

Key Contacts

Contact Details

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Key Dates

Thursday 5th February 2026
6pm

Year 9 Information Evening—
Option Choices

- GCSE Pathways
- The Options Process
- Visits to Option subject departments

Thursday 26th February 2026
4pm—8pm

Year 9 Parents Evening
A link to the electronic options form will
be emailed to students on Friday

Monday 2nd March 2026

Deadline to complete electronic
options form

Week beginning:

Monday 2nd March 2026

Quarter 3 Exam Week
for all subjects

Week beginning:

Monday 22nd April 2026

Year 9 Quarter 3 Report published

Week beginning:

Monday 15th June 2026

Quarter 4 Exam Week
for all subjects

Week beginning:

Monday 29th June 2026

Results for Core Subjects released
Option choices are confirmed.

Key documents, including copies of this information booklet can be found on **Copia** at:

Copia > Curriculum > **Year 9 into 10 Options**

Introduction



Year 9 is an important stage in your school career as you look forward to and start to think about your future. It is the first time that the whole year group will have made decisions about their own individual pathways and it is important to reflect on this seriously. You have already started GCSE level work in a number of subjects. From September the courses which you study and the grades which you get will influence and potentially even dictate your further choices post 16 in the Sixth Form, at college, in training or in the work place. It is therefore essential to get these choices right.

Our curriculum is designed to ensure breadth, balance and a good education for everyone. It is also designed to have a core of subjects, which allow students to achieve highly academically, develop as learners and therefore maximise their chances of future success. Students who take a very reliable academic core of subjects and do well at them will be able to diversify at post 16. However all students are different, start with different aptitudes and are motivated by different interests and the choice must ultimately work for the individual. Fundamental to this is the choice of a pathway which is appropriate to you and your abilities and interests.

Choosing options involves maturity. This process represents an early introduction to adult life as you learn to make choices, and be aware of the responsibility and commitment that this entails. We hope that by each student spending a proper amount of time at this stage, on knowing themselves and their current attainment, understanding the subjects and the work-ethic required for GCSE, the choices made will be good ones.

Our Key Stage 4 curriculum, has a full and challenging range of subjects. Students are strongly encouraged to take a modern foreign language, unless their ability level makes it inappropriate for them to do so. We have been aware for some time that universities have been using a pass at GCSE in Languages now grade 4 or above as a discriminating factor in the award of places. We have very consciously built up our specialist Language College to ensure students gain the best possible teaching in this area. As it happens, our curriculum model promotes the English Baccalaureate and we are glad that our offer positions students well in relation to this. However, my hope is that there is flexibility too for the highly artistic, creative, practical and musical students to extend themselves also.

Please feel free to speak to us about our approach to the options process or any aspect of the curriculum model at Twyford, or to Mr Jones, Miss Johnston, or Mr Smith about individual issues relating to your child.

Best Wishes,

Dame A Hudson
CEO

Mr P Bennett
Associate Headteacher

The GCSE Grading System

GCSE and A Level exams test all of the material studied over 2 or 3 years. Successful students will be able to remember information and express it concisely and accurately under the pressure of time. Students will need to be able to apply the principles or ideas which they have learnt within one context to an unfamiliar context. They will need to be confident of the skills they have learnt in order not to be put off by questions which seem less familiar.

GCSEs are graded using number grades (9, 8, 7, 6,...).

We use these grades as students progress through the school from Years 7-11.

Some brief detail:

- GCSE letter grades A*-G have been replaced by a number scale from 9 to 1
- 9 is the highest grade. 1 is the lowest.
- An approximate conversion in **Year 11** will be:

Grade 9	Grade 8	Grade 7	Grade 6	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1
GCSE grades A* and A			GCSE grades B and C			GCSE grades D, E, F and G		

- As students move up through the school, we would expect their grades to increase. So, for example, a student may achieve a Grade 6- in Year 9, then a Grade 6+ in Year 10, and then a Grade 7 in Year 11.
- It is important to note that National Curriculum **levels** used previously (eg. ...,4A, 5C, 5B, 5A,...) and new GCSE number **grades** (eg. ..., 5+, 6-, 6, 6+, 7-,...) are not an equivalent. The standard of work required for a Level 6A, for example, is not the same as that required for a Grade 6+.
- Note that BTEC courses and Cambridge Nationals courses are graded as Level 2 Distinction*, Distinction, Merit and Pass, or Level 1 Distinction, Merit and Pass. A Level 2 pass is equivalent to a GCSE grade 4.
- The Music Technology course is graded as Distinction, Merit and Pass.

Although the grading system is relatively new, we know enough about how it will compare to older style letter grades to be confident that we can use it to inform our students about their progress through the school.

Progression from Year 9

Students enter Year 7 with results in national Key Stage 2 exams in English and Mathematics which are sat at the end of Year 6. We know the amount of progress that would generally be expected if your child works well from this starting point and as they move up through the school towards GCSE.

Entry tier	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	equivalence
Advanced +	6-	6+	7	8-	8+	A*
Advanced	5+	6	7-	7+	8	A*/A
	5-	5+	6	7-	7+	A
	4	5-	5+	6	7-	A
Higher	3+	4	5-	5+	6	B
	3-	3+	4	5-	5+	B
	2-	2+	3	4-	4+	C
Core	1+	2-	2+	3	4-	C/D
	1	2-	2	3-	3+	D
Nurture	1-	1+	2	2+	3	D/E
	1-	1	1+	2-	2	E/F

Key Stage 4 Curriculum

The Core Key Stage 4 Curriculum

At Twyford, all students follow a core curriculum. This means studying a minimum of 6 GCSEs in the following areas.

- ◆ English Language and English Literature
- ◆ Mathematics
- ◆ Double Award Science (unless they are doing Triple Science)*
- ◆ Religious Education

This broad and balanced core curriculum offer must be the starting point for all students as it provides the best opportunity for transition onto post 16 courses either at Twyford or another college or school.

In **DOUBLE AWARD SCIENCE**, students study aspects of Biology, Chemistry and Physics. Exams are sat at the end of the course and a “combined Science” double grade is awarded (eg. 7/7 or 5/4).

***TRIPLE SCIENCE:** Students have the opportunity to take a 3rd option in Science leading to 3 separate GCSEs at the end of Year 11 in Biology, Chemistry and Physics. This course positions students well for top university Science courses.

The GCSE Options Pathways

We have designed a series of pathways that will provide all students with an appropriate offer in Year 10 and Year 11. Very careful consideration has been given to each individual’s level of achievement in Year 9 to assist you in making choices that will provide the best chance of success at KS4. Heads of the GCSE subjects have also provided minimum entry requirements to make sure that you do not select GCSE subjects that are not appropriate for you based on your Year 9 achievement.

CORE Pathway: Students with a **2-** or above in English, Maths and Science.

HIGHER Pathway: Students with a **3** or above in English, Maths and Science.

ADVANCED Pathway: Students with a **5-** or above in English, Maths and Science.

How to make your decision

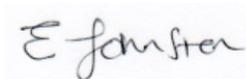
1. Read this booklet carefully
2. Review your current Year 9 achievement to establish the correct pathway.
3. Attend the Year 9 Options Information Evening on **Thursday 5th February 2026** to visit the Options subjects to make sure your choices are the right ones for you.
4. Discuss your thoughts with your parents/carers and your teachers.
5. Attend Year 9 Parents Evening on **Thursday 26th February 2026**.

The next stages in the process then are:

1. Finalise your decisions after the Year 9 Parents Evening and complete the electronic options form
2. Complete electronic options form by **Monday 2nd March 2026**
3. We review your pathways against your achievement in Maths, English & Science after your Quarter 4 (June) exams. We also review your choices against your year 9 grades in other subjects. If necessary we suggest amendments to your choices.
4. We write to confirm your choices in the week beginning **Monday 29th June 2026**

Take your time in making your choices and do discuss this process with your teachers and your parents/carers. Mr Douglas and your Head of Year will happily offer support in whatever way possible.

Finally, we would like to offer our best wishes to all Year 9 students. We hope that they make the right choices and enjoy a successful time at KS4.



Mr P Bennett

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Miss E Johnston

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Year 10 Option Pathways 2026

Core

Minimum Requirement at end of Year 9: English 2-, Mathematics 2-, Science 2-

Core	A	B	C
English Language English Literature Maths Science Science RE	ICT	Business BTEC	Study Art Drama Graphics Music Technology

Higher

Minimum Requirement at end of Year 9: English 3, Mathematics 3, Science 3

Core	A	B	C
English Language English Literature Maths Science Science RE	French German Spanish ICT	Business BTEC Geography History	Art Computing Drama Graphics Music (GCSE) Music Technology

Advanced

Minimum Requirement at end of Year 9: English 5-, Mathematics 5-, Science 5-

Core	A	B	C
English Language English Literature Maths Science Science RE	French German Spanish	Geography History	Art Computing Drama Graphics History Music (GCSE) Music Technology Triple Science

Advanced students may also choose from an additional course running as a Period 6 class:

Art
Computing
Graphics
Music (GCSE)
Dual Languages

Minimum Entry Requirements for **GCSE Level Courses**

Your end of Year 9 grades determine your options pathway and the courses you may study. This page shows the **minimum** requirements for the pathways and each subject.

Pathways	English	Mathematics	Science
Core	2-	2-	2-
Higher	3	3	3
Advanced	5-	5-	5-

Block A courses	
French	4-
German	4-
Spanish	4-
ICT	3+

Block B courses	
History	4
Geography	4
Business BTEC	2 in English

Block C courses	
Art	4-
Computing	5-
Drama	4- in Drama 3 in English
Graphics	3+
History	4
Music (GCSE)	4+
Music Technology	4-
Triple Science	6

Additional courses	
Art	4-
Computing	5-
Dual Languages	4-
Graphics	3+
Music (GCSE)	5-

Whilst most students will be able to study their first choice subject if they meet the entry requirements, there may be times when a course is oversubscribed and some students will study an alternative choice. If this happens, priority will be given to students with the highest quarterly assessment results (particularly Q4 of that subject).

Sixth Form Progression

Below are a list of the A Level subjects on offer in the Sixth form at Twyford . They are grouped to show which subjects would need to have been studied at GCSE to be able to access them.

Entrance to the sixth form at Twyford will require 8 passes (including Maths and English Language), which need to be at a grade 5 or better. Individual subject entrance requirements are on the opposite page

A Level courses requiring GCSE Maths and/or English:

- Business Studies
- Economics
- English Literature
- Film Studies
- Geography
- History
- Maths and Further maths
- Politics
- Psychology
- RE
- Science Courses
- Sociology

A Level courses linked to studying other Core or EBAC subjects (Science, Humanities, Languages and RE):

- Biology
- Chemistry
- French
- Geography
- German
- History
- RE
- Physics
- Spanish

A Level courses linked to studying an Expressive Arts subject at GCSE:

- Art
- Graphics
- Music
- Music Technology

Other A Level Expressive Arts courses (not necessarily studied at GCSE):

- Photography

Specific Minimum Entry Requirements

To help you to make sensible GCSE option choices, you should consider how these may influence your future choices. This table shows the current entry requirements for A Level courses at the Twyford Sixth Form. These entry requirements are reviewed annually.

ART	Grade 6 in Art.
BIOLOGY	Grade 77 in Double Science or grade 777 in Triple Science. Grade 6 in Mathematics is also required.
BUSINESS STUDIES	6 in English (Literature or Language) and a 5 in Mathematics.
CHEMISTRY	Grade 77 in Double Science or grade 777 in Triple Science. Grade 6 in Mathematics is also required.
ECONOMICS	77 in Mathematics and English (Literature or Language) the 7 can be in either Mathematics or an English.
ENGLISH LITERATURE	76 in English Language & English Literature (the 7 can be in either language or literature).
FILM STUDIES	6 in English (Literature or Language).
FRENCH	7 in French.
FURTHER MATHS	9 in GCSE Mathematics.
GEOGRAPHY	7 in Geography and 6 in English (Literature or Language).
GERMAN	7 in German.
GRAPHICS	6 in Art or Graphic Design.
HISTORY	7 in History and 6 in English (Literature or Language).
MATHS	7 in Mathematics.
MUSIC	6 in Music, Practical grade 5 and Theory grade 5.
MUSIC TECHNOLOGY	6 in Mathematics or RSL Level 2 Music Technology Merit.
PHOTOGRAPHY	No further specific requirements.
PHYSICS	Grade 77 in Double Science or grade 777 in Triple Science. Grade 6 in Mathematics is also required.
POLITICS	6 in English (Literature or Language) and a grade 6 in History, Geography, or RE.
PSYCHOLOGY	6 in English (Literature or Language) and 6 in Mathematics.
RELIGIOUS STUDIES	7 or A in R.E. and 6 in English (Literature or Language).
SOCIOLOGY	6 in English (Literature or Language) and 6 in another humanity (including RE, where you need a 6).
SPANISH	7 in Spanish.
SOCIOLOGY	6 in English (Literature or Language) and 6 in another humanity (including RE, where you need a 6).
SPANISH	7 in Spanish.

Year 9 English

What do we assess in English?

For reading:

- Understanding a text and inferring meaning
- Analysing language and structure
- Making comparisons between texts
- Making links between texts and their context

For writing:

- Communicating clearly, effectively & imaginatively
- Writing accurately

Assessments

- Q1 examination (October)
- Q2 examination (December)
- Q3 examination (March)
- Q4 examination (June)

Courses

- Set 1-3 Advanced course
 - Set 4-6 Higher course
 - Set 7-9 Core course
- In GCSE English and English Literature there are no tiered papers and **all students sit the same examination.**

What next in the Year 9 course?

At Q3 Pupils will be assessed for literature on the Power & Conflict poetry anthology — a GCSE text.

- ◆ Students need to be very familiar with the presentation of conflict in the poems they have studied
- ◆ The assessment will require them to **write an essay** in response to a question on one of the studied poems
- ◆ Students need to learn vocabulary, quotations and ideas relating to conflict in the poems (using the Knowledge organiser)

Pupils need to practise exploring the effect of words, images and poetic techniques in the poems.

The assessment criteria:

- Using relevant quotations.
- Using learnt literary terminology and vocabulary accurately.
- Identifying and interpreting a range of poetic techniques.

Q4 Pupils will sit assessments for both English Language and English Literature

English Literature

- Students will write an essay on the play 'Macbeth' by William Shakespeare

Assessment criteria:

- Precision of ideas about plot, characters and/ or themes
- use of relevant quotations and moments
- Analysis of language and other dramatic methods

English Language

- Students will complete a piece of descriptive writing in the style of the GCSE English Language paper 1 section B

Assessment criteria:

- Structure of writing
- Precise use of vocabulary and language techniques
- Technical accuracy (SPAG)

How to succeed in English

Reading and Shakespeare

- Read widely and as you read think carefully about the writer's choices.
- Use your knowledge organisers to learn the key moments, words, quotations and ideas in a studied text
- Practice writing analytical paragraphs that are coherent and detailed. Compare these with model paragraphs your teacher has shown you.
- Select and learn rich quotations and embed them into your paragraphs to support your ideas.
- Learn about a range of language methods that writers use and practice explaining the effect they have.
- Explore layers of meaning and develop interpretations.

Writing

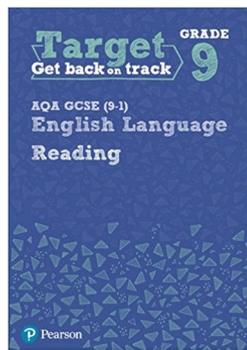
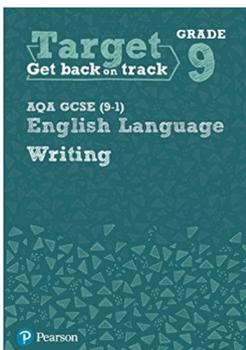
- Plan, paragraph and proofread.
- Use a range of sentence structures, punctuation and vocabulary.
- Learn and practise using a range of persuasive devices.

Revision

Revising for English is about applying the skills you have learnt throughout the year.

It is not enough to have memorised the features needed for successful writing, you need to practise applying these skills.

The books below are useful for revision for English Language exam which students will sit in Q4 and beyond in Year 10 & 11 GCSE.

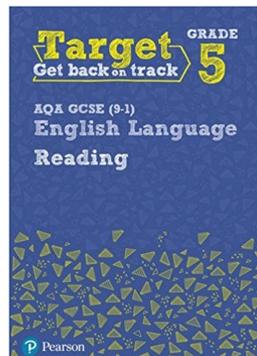
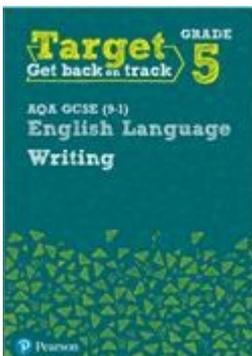


English Web Sites

<http://www.bbc.co.uk/schools/gcsebitesize/english/>

English Literature Web Sites

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/



Pearson Target AQA GCSE
English Language Books

Year 9 Languages

Assessments

Q3 will assess unit 3 (Home, Town and Neighbourhood) and unit 4 (Free Time)

There will be 2 assessments:

- 45-minute reading assessment
- 5 minute speaking exam based on a read aloud and role play.

Q4 will assess units 1-5 (Me, My Family and Friends; School Life Home; Town; Neighbourhood; Free Time; Ambitions for myself and the world)

There will be 4 assessments:

- 30-minute listening assessment
- 30-minute reading assessment
- 30-minute writing assessment with a written task in the target language and a translation from English into the target language
- 5 minute speaking exam read aloud and picture task with conversation

Grammar practice

In Year 9 students continue learning the present, perfect, imperfect, future and conditional tenses. They also need to use opinion phrases and justify their opinions with reasons in their speaking and writing.

Students should use their Knowledge Organisers and their “success toolkits” to test themselves on key grammar. There are resources on Copia, such as links to BBC GCSE Bitesize, which has self-marking online activities. We also recommend the GCSE Edexcel revision & practice books. These are available for French, German and Spanish and can be purchased on Amazon for £10-£12.

Revision

Students should practise writing paragraphs on units 1 – 5 in the present, past, future and conditional tenses. For each tense students should add opinions and justify them.

To help build confidence for the speaking assessments, students should practise speaking their revision paragraphs out loud either by themselves or to a family member or friend.

Vocabulary is also key to success so students should RAG their vocabulary lists and also practise spelling key words using Quizlet.

Online support

The MFL department subscribes to two websites to support students’ learning outside of the classroom.

Quizlet

All students have access to www.quizlet.com which can be accessed a computer or smartphone. On Quizlet students have weekly tasks assigned to them by their class teacher as well as access to many other vocabulary lists linked to the Edexcel exam board specification. There is an in-class vocab test on the weekly assignments at the end of each week.

Kerboodle

Students can access the online course book as well as a wide range of listening, reading, writing and grammar exercises that they can complete at home to supplement their in-class learning. All students have been issued with their login details but please contact your child’s language teacher directly if they have any problems logging in.

Year 9 Maths

Courses

Set 1-2

Advanced course

Set 3-6

Higher course

Set 7-8

Core course

Assessments – Dates

Q1 assessment (October)

Q2 exam week (December)

Q3 assessment (March)

Q4 exam week (June)

Assessments – Preparation

Students will be provided with revision lists tailored to each exam. These have links to Sparx videos where topics can be revisited if they have been forgotten. We will also carry out one or two revision lessons before each quarterly assessment.

What is on each exam?

A mixture of topics from different parts of the course studied to date (including some Y7/Y8 content). Around half of the paper will be recall questions where students are required to repeat skills learnt and the other half will be problem solving questions that require breaking down into steps before solving. Both types of questions require students to be able to recall all skills and facts taught throughout the course.

Students have all been issued with a specific curriculum map detailing what will be covered throughout the year in September and it is stuck in the front inside cover of exercise books. This can be found on COPIA.

Homework tasks/prep – Vital

End of Unit Review tasks are given throughout the year. These tasks are an excellent opportunity for students to assess their understanding of the unit as a whole. They should complete these to the best of their ability, and address any areas of weakness after they have been marked. These tasks can also be revisited when revising for quarterly assessments.

Prep tasks are set on Sparx to consolidate learning and to revise previous topics. These tasks will be issued and checked every lesson.

All students must bring a **Scientific Calculator** to every lesson (available at student services).

The best way for students to improve is to practice. There are many revision resources signposted and available on Copia.

Sparx

Login details are the same username and password as used when logging onto the school system.

When logged in, to complete independent learning/revision, click on the “Independent Learning” tab on the left-hand side of the screen.



Year 9 Science

	Topics covered	Assessment
Term 1	B1: Key Concepts in Biology C1: Atomic structure P1: Energy	Q1 and Q2 assessments. Covers term 1 work only Assessed homework tasks: Standardised assessments 1-2
Term 2	B2: Cells and Control C2: Separating Techniques P2: Waves	Q3 test in March. Covers topics B1, C1, P1, and the first four lessons of B2, C2, P2 Assessed homework tasks: Standardised assessments 3-4
Term 3	B3: Exchange and Transport in Animals C3: Fuels and Atmosphere P3: Forces	Q4 exam – week in June Covers all content from Year 9. Final grade is 100% based on exam result Assessed homework tasks: Standardised assessments 5-6

How to revise

It is essential that students use their revision trackers for each topic as the starting point for their revision. These lay out in detail the course content from this year that will be assessed this summer.

In addition to the revision trackers, students and parents/carers should use/do the following to revise:

- Ensure they have all the relevant knowledge organisers—these are handed out in lesson but can also be found on Copia
- Use www.senecalearning.com
- Review standardised assessment and quarterly assessment feedback (self and teacher)
- Check notes are written up and specification points are checked off on the revision trackers (these are given in class but are also accessible on Copia)
- Construct revision cards which link ideas
- Memory tests
- Complete past paper questions – papers and mark schemes available on Copia
- Carry out active revision with your child.
- Ask your child about the science they have learnt during the day. For example, ask them questions from their exercise books, revision books, or revision cards they have made
- Ask teachers for help and further explanation

All resources are on Copia

How will the Science results this summer be used?

- To establish the GCSE sets starting in year 10
- To establish which pupils will be offered to complete the Separate Science Triple Award (along with Maths and English results)
- To establish which GCSE pathway a student should follow

Glossary

AQA	Academic Qualifications Alliance exam board www.aqa.org.uk
BTEC	Vocational qualifications (provided by the Business and Technician Education Council) assessed through more coursework and less examined units compared to GCSE courses
Cambridge Nationals	Vocational qualifications (provided by OCR) assessed through more coursework and less examined units compared to GCSE courses
EDEXCEL	Educational Excellence exam board (a Pearson company) - www.edexcel.com
FSMQ	Free Standing Maths Qualification - between GCSE and A Level standard
GCSE	General Certificate of Secondary Education
KS4	Key Stage 4 (Years 9, 10 and 11)
KS5	Key Stage 5 (the Sixth Form—Years 12 and 13)
OCR	Oxford Cambridge & RSA Exam Board www.ocr.org.uk
Tier	Level of entry for some GCSEs (typically Foundation and Higher tiers)
WJEC Technical award	Vocational qualifications (provided by WJEC) assessed through more coursework and less examined units compared to GCSE courses

Key Stage 4

CORE SUBJECTS

COURSE GUIDES

English Language

1. WHO IS IT SUITABLE FOR?

All pupils take English Language at Key Stage 4. The examination board is AQA.

2. WHAT WILL I LEARN?

English Language GCSE assesses **reading** and **writing** skills.

3. HOW WILL I BE ASSESSED?

There are **two** examination papers, each worth 50 % and externally assessed at the end of the course (year 11). They each last 1 hour 45 minutes and both examination papers will cover reading and writing skills.

- Paper 1 has questions to assess your reading of a 20th/21st century unseen extract. Other questions ask you to write creatively and has a picture stimulus.
- Paper 2 has questions to assess your reading of non-fiction texts, one 19th century and one 20th/21st century. Other questions ask if you can write with a point of view.

There are NO TIERS and all students will sit the same papers.

4. WHAT ARE THE CONTROLLED COURSEWORK & HOMEWORK EXPECTATIONS?

There is NO COURSEWORK of any kind.

Homework will be set to extend and consolidate the skills that are developed in the classroom.

5. WHAT SKILLS DO I NEED TO BE SUCCESSFUL IN THIS SUBJECT AT GCSE AND BEYOND?

In English Language, the following skills are important:

- Reading skills are to interpret information and ideas from different texts; to analyse how writers use language using relevant subject terminology; to compare two or more texts; to evaluate texts critically and support this with evidence.
- Writing skills are to communicate clearly, effectively and imaginatively for different purposes and audiences; to organise information and ideas; to use a range of vocabulary and sentence structures; to use accurate spelling and punctuation (which is worth 20% of the marks overall.)

6. SPEAKING AND LISTENING.

One task, a presentation, is assessed and is awarded separately.

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2 i/c English: Ms Dixey cdixey@twyford.ealing.sch.uk

GCSE Exam Board:
AQA

English Literature

1. WHO IS IT SUITABLE FOR?

All pupils take English Literature at Key Stage 4. The examination board is AQA.

2. WHAT WILL I LEARN?

English Literature GCSE assesses how you can **write effectively** about your **reading and understanding** of literature. This means having the skill to explain, argue, analyse and evaluate—to discuss and maintain a point of view:

3. HOW WILL I BE ASSESSED?

There are two examination papers, externally assessed at the end of the course (Yr. 11), the first worth 40% is 1 hour 45 minutes and the second worth 60% is 2 hours 15 minutes.

They are closed book examinations (meaning = NO TEXTS ALLOWED).

- Paper 1 has questions on a Shakespeare text, first on extract and then on a whole play. Then it has questions on a 19th century fiction text, first on extract and then on a whole novel.
- Paper 2 has questions on post-1914 Prose or Drama. Then there are questions on poetry: the first set of questions are on prepared poetry with one poem printed to be compared with one other poem of your choice remembered from an Anthology. The second set of questions are on two unseen poems.

4. WHAT WILL BE THE CONTROLLED COURSEWORK & HOMEWORK EXPECTATIONS?

There is NO COURSEWORK of any kind.

Homework will be set to extend and consolidate the skills that are developed in the classroom. Pupils will be set tasks using questions from GCSE papers.

5. WHAT SKILLS DO I NEED TO BE SUCCESSFUL IN THIS SUBJECT AT GCSE AND BEYOND?

In English Literature, the following skills are important:

- To understand and respond to texts, maintaining a critical style and using evidence.
- To analyse the techniques used by a writer, using relevant subject terminology.
- To understand the contexts in which texts were written.
- To use a range of vocabulary and sentence structures, with accurate spelling and punctuation.

Students who enjoy reading, analysing and comparing texts excel. English Literature GCSE also enables pupils to develop their analytical and essay writing skills. It provides an excellent foundation for all essay based subjects at A level.

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2 i/c English: Ms Dixey cdixey@twyford.ealing.sch.uk

GCSE Exam Board:
AQA

Mathematics

1. WHO IS IT SUITABLE FOR?

Mathematics is a Core subject, studied by all students.

2. WHAT WILL I LEARN?

Mathematics GCSE is a 3 year course and builds on the topics studied in Year 9.

Topics come from the areas of number, algebra, shape and space, data handling & probability and ratio & proportion. You will learn how to be more mathematical in the way you work, and how to solve a wider range of real life problems, which Maths can be applied to.

Mathematics is essential at all levels - from learning how to tackle everyday situations in the shops all the way up to using it as an essential part of the sciences, finance and engineering.

3. HOW WILL I BE ASSESSED?

All **GCSE Mathematics** exams will be sat at the end of Year 11. There is no coursework for GCSE Mathematics. There are 3 examinations, all 1½ hours in length. Paper 1 is a non-calculator paper, Paper 2 and 3 are calculator papers..

There are two tiers of entry: **Foundation and Higher**. Foundation covers grades 1-5, and Higher covers grades 4-9. Your tier of entry will be decided before each exam based on your performance in internal school assessments throughout the year.

4. WHAT ARE THE CONTROLLED COURSEWORK & HOMEWORK EXPECTATIONS?

There is no coursework requirement for any of the Maths qualifications at this level.

Lesson prep tasks will be set after each lesson, and you will receive regular End of Unit reviews in lessons, as well as assessed homework tasks in Year 11. You may also be asked to complete practice exercises in your book, and online homework from Sparx. To be successful at Maths requires regular practice, and your lesson prep is an *essential* part of this.

5. WHAT SKILLS DO I NEED TO BE SUCCESSFUL IN THIS SUBJECT AT GCSE AND BEYOND?

A good Mathematician is able to think logically. They can use the techniques they know accurately, they know which techniques to use when they are given a problem to solve.

They can also communicate clearly - using the correct mathematical words and symbols, as well as interpreting and checking the answers they find.

Head of Department: Mr Harris
2 i/c Mathematics: Mrs Arthur

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varthur@twyford.ealing.sch.uk

GCSE Exam Board:
AQA

Religious Education

1. WHO IS IT SUITABLE FOR?

RE is a core subject, studied by all students. All students sit GCSE RE at the end of Year 10.

2. WHAT WILL I LEARN?

- Students will learn the beliefs, teachings and practices of Christianity and Islam.
- Students will develop their knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying.
- Students will develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- Students will be provided with opportunities to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.

3. HOW WILL I BE ASSESSED?

During the course of Year 10, there are three quarterly assessments, based upon the GCSE assessment criteria. These internal assessments are designed to prepare each student for their external examinations in May 2026.

4. WHAT ARE THE CONTROLLED COURSEWORK & HOMEWORK EXPECTATIONS?

There is no controlled coursework.

Homework/Prep Tasks

Homework and Prep tasks are an important part of the course. They allow students to build upon their knowledge and understanding of the topics covered in the lesson as well as providing opportunities for own research. Students are encouraged to watch news broadcasts and study daily papers to widen their awareness. Being aware of current affairs is vital for RE as it links in to all of the topics studied.

5. WHAT SKILLS DO I NEED TO BE SUCCESSFUL IN THIS SUBJECT AT GCSE AND BEYOND?

Students should be able to make their own reasoned decisions of religious and moral issues, empathise with people whose views are different to their own and communicate their own religious and moral views.

Head of Department:	Ms Holloway	lholloway@twyford.ealing.sch.uk
2 i/c RE (Head of KS4 RE):	Miss I Palmer	ipalmer@twyford.ealing.sch.uk

**GCSE Exam Board:
AQA**

Science

1. WHO IS IT SUITABLE FOR?

The majority of students will study combined GCSE 9-1 Science (Double Award), starting in Year 9 and examined at the end of Year 11. Exams in Biology, Chemistry and Physics lead to a double award GCSE in Combined Science with two GCSEs. At the beginning of Year 10, a group of very able science students will move onto the separate science pathway (Triple Award). They will study GCSE 9-1 Science, as well as some additional content. They will then complete three separate GCSEs in biology, chemistry and physics.

2. WHAT WILL I LEARN?

In Year 9 – All students study three modules of biology: Key concepts in biology, cells and control and exchange and transport in animals; three modules of chemistry: Atomic structure, separating techniques and the atmosphere; and three modules in physics: Energy, waves and forces.

In Year 10 – All students study three modules of biology: Genetics; Natural selection and evolution; Coordination and control; Plant structure; three modules of chemistry: Bonding and calculating masses; Acids and electrolysis; Metals and Rates of Reaction and three modules in physics: Forces, electricity and magnetism.

In Year 11 – All students study two modules of biology: Health and disease; Ecosystems, as well as revision and synoptic application of biology; one module of chemistry: Physical chemistry as well as revision and synoptic application of chemistry; and one module in physics: Radioactivity as well as revision and synoptic application of physics.

Triple Science (separate GCSE's in biology, chemistry and physics GCSE) will cover the same modules but each module will include additional content in Years 10 and 11. Chemistry and Physics will include small separate modules. All three sciences have the same amount of content covered.

3. HOW WILL I BE ASSESSED?

There will be quarterly assessments in Year 9, 10 and 11.

During the summer term of Year 11, students will complete their final exams.

Double Award (combined) Science students will sit two 60 mark, 70 minute papers in each specialism (biology, chemistry and physics). Students receive two GCSE grades in Science overall.

Triple Award (separate) Science students will sit two 100 mark, 105 minute papers in each specialism (biology, chemistry and physics). Students receive three GCSE grades overall.

4. WHAT ARE THE CONTROLLED COURSEWORK & HOMEWORK EXPECTATIONS?

In Year 9 students will complete 1-2 past paper style homework tasks per module.

Past paper style questions will be set as homework fortnightly throughout Year 10 and 11.

Prep tasks will be set on www.pearsonactivelearn.com

There is no coursework aspect of GCSE 9-1 Science.

5. WHAT SKILLS DO I NEED TO BE SUCCESSFUL IN THIS SUBJECT AT GCSE AND BEYOND?

Science requires students to be organised, as there is a high volume of content to remember. Students must be able to investigate questions using planning skills, and draw conclusions from data using their analytical skills.

Head of Science:	Mr Jones	ljones@twyford.ealing.sch.uk
2 i/c Science	Miss Hamilton	ahamilton@twyford.ealing.sch.uk

GCSE Exam Board:
Edexcel

Entry Requirement:
For Triple Science you will need at least a Grade 6 in Year 9 Science

Key Stage 4

OPTIONS

COURSE GUIDES

Art

1. WHO IS IT SUITABLE FOR?

Art is suitable to study for anyone who really enjoys being creative and using their imagination. Pupils who choose to study art need to have strong art skills; particularly in drawing, and should be achieving at least a grade 4-. Art is a time consuming subject and requires constant coursework– it is therefore suitable for pupils who are hardworking and well organised.

2. WHAT WILL I LEARN?

There are 3 projects for GCSE art over two years. The first project is called Environment the second project is an independent project and the third is externally set by the board. Within these projects you will learn to paint, draw, print, and sculpt. You will also learn how to Record, Develop, Experiment and Present your art work.

3. HOW WILL I BE ASSESSED?

Your work will be assessed continually using the GCSE assessment criteria. 60% of your final mark will be based upon your coursework and the other 40% will be based upon your exam project. You will receive one to one individual tutorials within the lesson to help guide you in creating a body of work that shows your journey through the projects.

4. WHAT ARE THE CONTROLLED COURSEWORK & HOMEWORK EXPECTATIONS?

Every Homework, prep and class task is coursework, there are no ‘controlled’ sessions in which to do coursework. Art Homework is set once a week.

5. WHAT SKILLS DO I NEED TO BE SUCCESSFUL IN THIS SUBJECT AT GCSE AND BEYOND?

In order to be successful in art you need to be willing to practice and refine your skills you must be prepared to take risks with both your ideas and outcomes. The ability to draw is an essential skill in being successful in art but it is something that we expect you to practise and dramatically improve through the course of the GCSE. The ability to keep on top of your work and be well organised is also a helpful skill in order to do well.

**Head of Art, Graphics
and Photography:**

Ms Conway

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**GCSE Exam Board:
AQA**

**Entry Requirement:
At least Grade 4- in
Year 9 Art**

Business Enterprise BTEC Tech Award

1. WHO IS IT SUITABLE FOR?

BTECs are vocational courses and have been developed to provide learners with a stimulating and engaging introduction to the business world. It is no easier than the GCSE courses studied here; there are large amounts of literacy and numeracy based assessments

This course is ideally suited for anyone interested in studying Business and related subjects such as ICT, as well as those who wish to go on to do a work-based route/ apprenticeship or level 3 BTEC qualifications at college after Year 11.

2. WHAT WILL I LEARN?

The course is made up of two coursework components and one externally assessed component that are taught over years 10 and 11:

Component 1: Exploring Enterprises – Coursework (30% of final grade)

Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises. Year 10.

Component 2: Planning for and Presenting a Micro-Enterprise Idea – Coursework (30% of final)

Learners will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements. Year 11.

Component 3: Promotion and Finance for Enterprise – Exam (40% of final grade)

Learners will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. Learners will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success. Years 10 and 11.

3. HOW WILL I BE ASSESSED?

The theory regarding the two coursework components is delivered over years 10 and 11 and each is assessed via a PSA (Pearson Set Assignment) which changes each year. These are assessed by the teachers internally, but moderated externally by the exam board. One of these takes place in the spring term of Year 10, the other in Year 11. The exam component is a 2 hour written exam taken in Year 11.

4. WHAT ARE THE CONTROLLED COURSEWORK & HOMEWORK EXPECTATIONS?

There is no controlled coursework, but there are rigorous rules surrounding the research and completion phases of the PSA coursework components.

Homework will be set regularly as you will be required to work on your coursework outside lesson time, both independently and with others, in order to complete the work to the highest possible standard. On the examined component, you will sit quarterly assessments, and homework may be in the form of exam style questions from past papers. Lesson prep will be set each lesson.

5. WHAT SKILLS DO I NEED TO BE SUCCESSFUL IN THIS SUBJECT AT KS4 AND BEYOND?

You must be able to solve problems creatively and have strong organisational and time management skills. Presenting in front of an audience is also a big part of the business industry but so is working for long hours behind the scenes. Therefore, you need to be aware of your own strengths and what things you need to work on, as well as having some idea of what you want to do after you have finished the course. You need to be proactive, ask for help when unsure, and be prepared to carry out research into real-life businesses and owners.

Exam Board:
Edexcel / Pearson

Entry Requirement:
At least Grade 2 in Year 9 English

Head of Department: Mr Curley

scurley@twyford.ealing.sch.uk

Computing

1. WHO IS IT SUITABLE FOR?

The GCSE in Computer Science presents an exciting opportunity for students at Twyford . The course is designed to address the skills shortage in the Computing industry and provides excellent opportunities for progression to A Level , University and IT careers. Students should choose Computer Science if they are passionate about how computers work and would like to develop coding skills. You should have an eye for extra detail, enjoy problem solving and have the resilience to follow things through to the end.

2. WHAT WILL I LEARN?

There are two assessment components in the GCSE Computer Science course: Paper 1, and Paper 2.

Paper 1: Computational Thinking and Problem Solving

Students will learn and apply computational thinking to solve practical problems. Content of study covers fundamentals of algorithms, programming, fundamentals of data representation and computer systems.

Paper 2: Written Assessment

Paper 2 will give students exposure to some of the theoretical aspects of Computer Science including fundamentals of computer networks, fundamentals of cyber security and ethical, legal and environmental Impact of digital technology on wider society.

3. HOW WILL I BE ASSESSED?

Paper 1: Computational thinking and programming skills

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

Written exam: 2 hours, 90 marks, 50% of GCSE

A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

Paper 2: Computing concepts

Written exam: 1 hour 45 minutes, 90 marks, 50% of GCSE

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

4. WHAT SKILLS DO I NEED TO BE SUCCESSFUL IN THIS SUBJECT AT GCSE AND BEYOND?

To be successful in Computing you need to have strong analytical and problem solving skills. You need to be a confident independent enquirer, self-manager and have the tenacity to spend considerable time practicing programming in Python to develop your skillset.

Head of Department: Mrs Chowdhary dchowdhary@twyford.ealing.sch.uk

GCSE Exam Board:
AQA

Entry Requirement:
At least Grade 5- in Year
9 Computing

Drama

1. WHO IS IT SUITABLE FOR?

The course is suitable for students who are passionate about drama, performance and theatre. You should enjoy working and collaborating with other students to create engaging and well-rehearsed devised and scripted performance work. As 60% of the course is practical, you should enjoy creating, rehearsing and performing. Due to the Component 3 written exam, you must also have good analytical and evaluative skills in order to interpret a play text and a piece of live theatre.

2. WHAT WILL I LEARN?

As around 60% of the marks are generated from your devised and scripted practical performance work, you will develop your performance skills throughout the two years. You will also learn about production elements of performance such as lighting, staging and set, alongside learning the roles and responsibilities of a performer. Through the study of play texts, you will learn how the historical, political and cultural context influences a play. For the final written exam, you will answer a series of questions which explore a play from an actor, director and/or performance support perspective. You will watch a range of live theatre performances and learn how to evaluate and analyse the production elements and directors interpretation.

3. HOW WILL I BE ASSESSED?

Students will be assessed using the following three components. They will complete 40% of the course in Year 10 and 60% in Year 11:

Year 10

Term 1: Using stimulus to create devised work (QA1)

Term 2: Exploration of texts and written mock exam (QA2)

Term 3: Component 1: Devising performance Weighting: 40% of overall GCSE (60 marks)

Assessment overview: Students will work in groups to create a devised 15-25 minute performance per group based on a stimulus / theme of their choice. Students will submit a supporting document of notes detailing the process of creating the devised performance which is submitted in a written format (1500-2000 words).

Year 11

Component 2: Performance from Text

Weighting: 20% of the overall GCSE (48 marks)

Assessment overview: Students will work in groups and perform two extract from a play to an external examiner (each extract between 12-15 minutes). They are assessed on their vocal and physical skills, characterisation and artistic intention's within each extract,

Component 3: 'Theatre makers in practice' written exam (1 hour 30 minutes)

Weighting: 40% of the overall GCSE (60 marks)

Assessment overview: Students will sit a 1 hour 30 minute written exam.

For Section A (45 marks) students will have studied a set play text (1984 by George Orwell) through practical exploration in drama lessons prior to the exam. Students will then be required to answer a series of unseen questions on how they would direct, perform and create design elements within a particular scene. Section B (15 marks) will be two questions based on a piece of live theatre that students have seen. They will be able to take in 500 words of supporting notes for Section B.

4. WHAT ARE THE CONTROLLED COURSEWORK & HOMEWORK EXPECTATIONS?

Students would be expected to complete written notes after all practical sessions for component 1, which are then brought together as a typed-up portfolio under controlled conditions. For component 2, students would be expected to research the play texts they are performing and learn lines. There is an expectation students rehearse for both component 1 and 2 outside of lessons. For component 3, students have homework tasks, including mock exam questions, to prepare them for the written exam. Students must attend at least two live theatre productions with School to prepare them for section B.

Subject Lead: Miss Adams

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GCSE Exam Board:
Edexcel

Entry Requirement:
At least a grade 4 in
Drama & English.

French

1. WHO IS IT SUITABLE FOR?

- Students who have enjoyed the study of French Language and Culture.
- Students who want to learn a skill highly valued by employers, which will give them the edge in the job market.
- Students who want to develop their communication skills and be able to use these when travelling to French speaking countries.
- Students who enjoy the challenge of learning grammar and applying the rules to their own work.
- Students who love travelling and discovering new places.
- Students who wish to experience a real sense of achievement.
- Students who want to see their University applications stand out.

2. WHAT WILL I LEARN?

We will be studying the Edexcel specification.

There are five broad themes to the new GCSE course, under which come various sub topics:

Identity and culture

Local area, holiday and travel

School

Future aspirations, study and work

International and global dimension

Grammar will be taught as a central part to all these topics, and students will be preparing all four skills (listening, reading, speaking, writing) simultaneously.

3. HOW WILL I BE ASSESSED?

The new GCSE French specification is a linear course, with no controlled assessment or coursework. There will be four final exams: listening, reading, speaking, writing, each weighted at 25%. All papers will be set and marked by Edexcel, and graded 1-9 overall.

LISTENING:

45 minutes Foundation, 60 minutes Higher tier.

Section A – questions in English, to be answered in English or non-verbally.

Section B – dictation (transcription of words in the Language using knowledge of grammar & phonics)

READING:

45 minutes Foundation, 1 hour Higher tier.

Section A – questions in English, to be answered in English or non-verbally.

Section B – translation of a short passage from the target language into English.

SPEAKING:

Tests conducted and recorded by the teacher during a specified 5 week period April-May.

The test will consist of 3 parts:

Part 1 – read aloud (12 marks)

Part 2 – role play (10 marks)

Part 3 – picture based task (28 marks)

**GCSE Exam Board:
Edexcel**

**Entry Requirement:
At least Grade 4- in Year
9 French**

French (continued)

WRITING:

1hr 15 Foundation, 1hr 20 Higher tier

Foundation:

Question 1 – Photo description (student produces four sentences to describe a photo) - (8 marks)

Question 2 – Structured writing task (student responds to three compulsory bullet points, producing approx. 40 words in total) – there will be a choice from two questions – (14 marks)

Question 3 – Structured writing task (student responds to four compulsory bullet points, producing approx. 90 words in total) – there will be a choice from two questions – 18 marks

Question 4 – Translation from English (5 sentences) into target language – (10 marks)

Higher:

Question 1 – Structured writing task (student responds to four compulsory bullet points, producing approx. 90 words in total) – there will be a choice from two questions – 18 marks

Question 2 – Open-ended writing task (student responds to four compulsory bullet points, producing approx. 130 words in total) – there will be a choice from two questions – (22 marks)

Question 3 – Translation from English (short passage) into target language – (10 marks)

To help prepare students for the difficulty of these exams, students will practise these four skills at the quarterly assessment points throughout each academic year. Internal assessments (like the current ones at Year 9) will reflect the GCSE specification.

4. WHAT ARE THE HOMEWORK EXPECTATIONS?

Homework is set every lesson in line with school policy and is marked regularly, at least once a fortnight. This may take the shape of oral questions, written paragraphs, translation, listening or reading tasks. In addition to this, vocabulary assignments on Quizlet are set in the last lesson of every week. The pupils then have a written vocabulary test in the final lesson of the following week.

Students are expected to complete any unfinished work in their own time and also catch up on missed work, including prep tasks. Pupils also have to attend vocab support sessions after school on Mondays if they do not pass their weekly vocabulary tests, in order to keep them on track with their learning.

5. WHAT SKILLS DO I NEED TO BE SUCCESSFUL IN THIS SUBJECT AT GCSE AND BEYOND

A positive attitude, resilience, curiosity, an open mind and an interest in French culture and language.

Head of Languages: Mr McKevitt kmckevitt@twyford.ealing.sch.uk

Head of French: Ms Cesar hcesar@twyford.ealing.sch.uk

GCSE Exam Board:
Edexcel

Entry Requirement:
At least Grade 4- in Year
9 French

Geography

1. WHO IS IT SUITABLE FOR?

Do you have an enquiring mind? Do you want to know how our planet works and how people interact with it? Are you interested in the survival of our planet in the future? Do you enjoy Geography and have an interest in both the physical and human world? If the answer to these questions is yes, then Geography is a great GCSE choice for you. Geography gives you the tools you need to understand our rapidly changing world and is suitable for anyone who is interested in current events and how we should sustainably manage our planet in the future. Is Geography useful in the real world? Jobs in the Green economy are growing at approximately 4 times faster than the rest of the UK and Geography GCSE provides an important foundation for a career in this industry.

'Geography explains the past, illuminates the present and prepares us for the future.

What could be more important than that?' Michael Palin

2. WHAT WILL I LEARN?

The course will cover three units during the two years:

Unit 1 – *The Physical Environment including Weather, Hazards and Climate Change*

Unit 2 – *The Human Environment including Global Development and Resource Management*

Unit 3 – *Geographical investigations: fieldwork and UK challenges*

As part of the GCSE Geography course you must take part in two pieces of fieldwork in contrasting places. At Twyford these trips are likely to include a trip to a river and study day in an urban area at the end of Year 10.

3. HOW WILL I BE ASSESSED?

All units will be tested through 1 hour 30 minute exams at the end of Year 11. Units 1 and 2 are worth 37.5% each and Unit 3 is worth 25% of the overall GCSE.

PAPER 1: PHYSICAL ENVIRONMENT

Written exam: 1 hour 45 minutes. 37.5% of the overall grade

6 questions worth 90 marks including five 8-mark essays plus 4 marks for SPAG

PAPER 2: HUMAN ENVIRONMENT

Written exam: 1 hour 30 minutes. 37.5% of the overall grade

3 questions worth 90 marks including three 8-mark essays plus 4 marks for SPAG

PAPER 3: GEOGRAPHICAL INVESTIGATIONS AND UK CHALLENGES

Written exam: 1 hour 30 minutes 25% of the overall grade

3 questions worth 60 marks including two 8-mark and one 12-mark essay plus 4 marks for SPAG

4. WHAT SKILLS DO I NEED TO BE SUCCESSFUL IN THIS SUBJECT AT GCSE AND BEYOND?

Geography combines a wide variety of skills including:

- Good written communication skills in English and Maths
- Data presentation and analysis skills, including the use of ICT and graphs
- Research and investigation through fieldwork skills
- Understanding maps at a range of scales
- Decision making and problem solving based on unseen information
- To have an interest in the world around you and current affairs
- To enjoy reading and writing about the world in which you live

**GCSE Exam Board:
Edexcel (A)**

**Entry Requirement:
At least Grade 4 in Year
9 Geography**

German

1. WHO IS IT SUITABLE FOR?

- Students who have enjoyed the study of German Language and Culture.
- Students who want to learn a skill highly valued by employers, which will give them the edge in the job market.
- Students who want to develop their communication skills and be able to use these when travelling to German speaking countries.
- Students who enjoy the challenge of learning grammar and applying the rules to their own work.
- Students who love travelling and discovering new places.
- Students who wish to experience a real sense of achievement.
- Students who want to see their University applications stand out.

2. WHAT WILL I LEARN?

There are five broad themes to the new GCSE course, under which come various sub topics:

Identity and culture

Local area, holiday and travel

School

Future aspirations, study and work

International and global dimension

Grammar will be taught as a central part to all these topics, and students will be preparing all four skills (listening, reading, speaking, writing) simultaneously.

3. HOW WILL I BE ASSESSED?

The new GCSE German specification is a linear course, with no controlled assessment or coursework. There will be four final exams: listening, reading, speaking, writing, each weighted at 25%. All papers will be set and marked by Edexcel, and graded 1-9 overall.

LISTENING:

45 minutes Foundation, 60 minutes Higher tier.

Section A – questions in English, to be answered in English or non-verbally.

Section B – dictation (transcription of words in the Language using knowledge of grammar & phonics)

READING:

45 minutes Foundation, 1 hour Higher tier.

Section A – questions in English, to be answered in English or non-verbally.

Section B – translation of a short passage from the target language into English.

**GCSE Exam Board:
Edexcel**

**Entry Requirement:
At least Grade 4- in Year
9 German**

German (continued)

SPEAKING:

Tests conducted and recorded by the teacher during a specified 5 week period April-May.

The test will consist of 3 parts:

Part 1 – read aloud (12 marks)

Part 2 – role play (10 marks)

Part 3 – picture based task (28 marks)

WRITING:

1hr 15 Foundation, 1hr 20 Higher tier

Foundation:

Question 1 – Photo description (student produces four sentences to describe a photo) - (8 marks)

Question 2 – Structured writing task (student responds to three compulsory bullet points, producing approx. 40 words in total) – there will be a choice from two questions – (14 marks)

Question 3 – Structured writing task (student responds to four compulsory bullet points, producing approx. 90 words in total) – there will be a choice from two questions – 18 marks

Question 4 – Translation from English (5 sentences) into target language – (10 marks)

Higher:

Question 1 – Structured writing task (student responds to four compulsory bullet points, producing approx. 90 words in total) – there will be a choice from two questions – 18 marks

Question 2 – Open-ended writing task (student responds to four compulsory bullet points, producing approx. 130 words in total) – there will be a choice from two questions – (22 marks)

Question 3 – Translation from English (short passage) into target language – (10 marks)

To help prepare students for the difficulty of these exams, students will practise these four skills at the quarterly assessment points throughout each academic year. Internal assessments (like the current ones at Year 9) will reflect the GCSE specification.

4. WHAT ARE THE HOMEWORK EXPECTATIONS?

Homework is set every lesson in line with school policy and is marked regularly, at least once a fortnight. This may take the shape of oral questions, written paragraphs, translation, listening or reading tasks. In addition to this, vocabulary assignments on Quizlet are set in the last lesson of every week. The pupils then have a written vocabulary test in the final lesson of the following week.

Students are expected to complete any unfinished work in their own time and also catch up on missed work, including prep tasks. Pupils also have to attend vocab support sessions after school on Mondays if they do not pass their weekly vocabulary tests, in order to keep them on track with their learning.

5. WHAT SKILLS DO I NEED TO BE SUCCESSFUL IN THIS SUBJECT AT GCSE AND BEYOND

A positive attitude, resilience, curiosity, an open mind and an interest in German culture and language.

Head of Languages: Mr McKeivitt kmckeivitt@twyford.ealing.sch.uk

Head of German: Mr Hunt jhunt@twyford.ealing.sch.uk

GCSE Exam Board:
Edexcel

Entry Requirement:
At least Grade 4- in Year
9 German

Graphics

1. WHO IS IT SUITABLE FOR?

- Those who enjoy studying a creative subject or intend to study Graphic communications or Art at 'A' level.
- Anyone with a general interest in design and its fundamental place in society.
- People with enquiring minds and who enjoy a challenge.
- Those who seek an opportunity to develop their creative and visual communication skills.

2. WHAT WILL I LEARN?

This exciting course develops students' practical experiences in graphic communication using a variety of media, as well as studying the work of artists and designers. Projects incorporate research skills, the design process, experimentation with text and image making processes using traditional and digital media. Specialisms included on the course are illustration, design for publishing, typography, packaging, advertising, animation and digital media.

3. HOW WILL I BE ASSESSED?

Coursework forms 60% of the final grade which is completed in lessons and set as homework over the 2 years. The remaining 40% is in the form of a practical externally set exam with an accompanying folders of preparatory studies, which is developed over a 10 week period.

4. WHAT ARE THE CONTROLLED COURSEWORK & HOMEWORK EXPECTATIONS?

Homework tasks are set to consolidate the learning in the lessons, and to offer opportunities for independent study. Students are expected to complete one hour of coursework in their own time each week regardless of homework set in order to keep the quality of coursework consistently high. There is a regular coursework club held weekly to help students on a one to one basis.

5. WHAT SKILLS DO I NEED TO BE SUCCESSFUL IN THIS SUBJECT AT GCSE AND BEYOND?

Students need to be creative thinkers. They need to use their imagination to tackle coursework tasks in a personal way to achieve higher grades. Drawing skills are not essential but helpful.

If you're not confident with your drawing skills, photography skills can be utilised to strengthen visual research in projects. Independent study skills and organisation outside of the classroom is important for students to be successful in this course.

Head of Art, Graphics

and Photography:

Miss Conway

cconway@twyord.ealing.sch.uk

**GCSE Exam Board:
AQA**

**Entry Requirement:
At least Grade 3+ in Year
9 Graphics**

History

1. WHO IS IT SUITABLE FOR?

Students who enjoy reading, writing and researching history. You will need to have impressed your teacher through the amount of effort you have put into your studies during the Year 9 course.

2. WHAT WILL I LEARN?

The GCSE History content comprises the following elements:

- one period study
- one thematic study
- one wider world depth study
- one British depth study including the historic environment.

The units the students will be studying are as follows:

Paper 1: Understanding the modern world

Section A: 1D America, 1920-1973: Opportunity and inequality

Section B: Conflict and tension between East and West, 1945–1972

Paper 2: Shaping the nation

Section AC: Britain: migration, empires and the people: c790 to present

Section B: Elizabethan England, c1568–1603

3. HOW WILL I BE ASSESSED?

This qualification is linear. Linear means that students will sit all their exams at the end of the course. GCSE History students must sit two exams:

Paper 1: Understanding the modern world

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
50% of GCSE

Questions

- Section A – six compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
Plus 4 marks for spelling, punctuation and grammar

Paper 2: Shaping the nation

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
50% of GCSE

Questions

- Section A – four compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
Plus 4 marks for spelling, punctuation and grammar

4. WHAT ARE THE HOMEWORK EXPECTATIONS?

GCSE History students are regularly set homework, and will have prep to complete after each lesson. The frequency and length are in line with whole-school expectations.

5. WHAT SKILLS DO I NEED TO BE SUCCESSFUL IN THIS SUBJECT AT GCSE AND BEYOND?

Students need -

- To have an interest in the past
- Good skills of written communication
- The ability to study different views and reach your own conclusion
- To enjoy reading and writing about history.

Head of Department: Miss Lewis blewis@twyford.ealing.sch.uk

GCSE Exam Board:
AQA

Entry Requirement:
At least Grade 4 in Year
9 History

ICT: WJEC Level 1/2 Vocational Award in ICT

1. WHO IS IT SUITABLE FOR?

WJEC Level 1/2 Vocational Awards (Technical Awards) provide learners with opportunities to study vocational subjects alongside GCSEs and other general and vocational qualifications as part of a broad programme of study. They are primarily designed for learners aged 14-16 and offer an experience that focuses on applied learning, i.e., acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

2. WHAT WILL I LEARN?

The Vocational Award in ICT has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. This is a unitised qualification consisting of two mandatory units :

Unit 1 (40% of GCSE Grade)

allows learners to explore the wide range of uses of hardware, application and specialist software in society. Learners will investigate how information technology is used in a range of contexts, including business and organisations, education and home use of information technology.

Unit 2 (60% of GCSE Grade)

introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings

3. HOW WILL I BE ASSESSED?

Unit 1: ICT in Society On-screen examination: 1 hour 20 minutes 40% of qualification This is an externally assessed unit. Understanding will be directly assessed through an exam. Questions requiring objective responses, short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions

Unit 2: ICT in Context Controlled assessment: 40 hours 60% of qualification. The practical assignment (Controlled Coursework) is set by WJEC, taken under controlled conditions, marked by the teacher and moderated by WJEC.

4. WHAT ARE THE CONTROLLED COURSEWORK & HOMEWORK EXPECTATIONS?

Controlled Coursework will be completed in lessons. Students will be set a Controlled Assessment Brief by the exam board which they will work on once they have learnt the necessary skills to complete each section.

5. WHAT SKILLS DO I NEED TO BE SUCCESSFUL IN THIS SUBJECT AT GCSE AND BEYOND?

Most of the skills required to be successful in the course are taught in Key Stage 3 and students will develop these to a more professional level in this course. The skills that are particularly important are Database, Spreadsheet, Desktop publishing and image editing. Students will also have to demonstrate a good level of organisation to ensure that they can manage their files and folders effectively.

GCSE Exam Board:
WJEC

Entry Requirement:
At least Grade 3+- in
Year 9 Computing/ ICT

Head of Computing: Mrs Chowdhary dchowdhary@twyford.ealing.sch.uk

Music (GCSE)

1. WHO IS IT SUITABLE FOR?

- GCSE music is suitable for any student who
- Loves performing on an instrument or singing **and**
- Enjoys composing either for acoustic instruments or using music technology **and**
- Is interested in learning more about Pop, Traditional, Jazz and Classical music.

2. WHAT WILL I LEARN?

You will learn how to:

- Perform as a soloist and in a small group
- Compose in different styles, using acoustic instruments or music technology
- Listen to and describe music from a wide range of styles and traditions.
- Develop understanding of stave notation and music theory.

3. HOW WILL I BE ASSESSED?

Performing (30%): One **solo** and one **ensemble** performance in exam conditions (Q2 and Q3 in Year 11)

Composing (30%): Two compositions (Q2 and Q3 in Year 11)

Listening (40%): Written paper comprising listening questions and extended writing (Summer term year 11)

4. WHAT ARE THE CONTROLLED COURSEWORK & HOMEWORK EXPECTATIONS?

Preparation Tasks and Homework will be set regularly comprising:

- Practising your musical instrument or voice
- Drafting and refining compositions (up to 5 hours for each piece)
- Learning theory and keywords used to describe music using Focus on Sound website.

5. WHAT SKILLS DO I NEED TO BE SUCCESSFUL IN THIS SUBJECT AT GCSE AND BEYOND?

- Confident as a performer on an instrument or as a singer
- Creative and prepared to take risks with composition ideas
- Have a willingness to extend your understanding of music theory and notation
- Listening skills: be prepared to appreciate music from different times and places
- Be able to use Cubase and/or Sibelius music software

Head of Department: Mr Yates jyates@twyford.ealing.sch.uk

GCSE Exam Board:
AQA

Entry Requirement:
Grade 4+ in Year 9 Music

You should also have
Grade 3 or higher in
Practical Music.

Experience in Music Theory is an advantage but not a prerequisite

Music Technology

1. COURSE OUTLINE

The course is a Level 2 course specialising in Music Technology.
It is a GCSE equivalent course (Distinction* in this course is equal to an 8 or 9 at GCSE).
As the course is focussed on Music Technology, you will not be required to play an instrument.
The course is coursework based, therefore there is no formal written examination.

2. WHO IS IT SUITABLE FOR?

Music Technology is suitable for any student who:

- Loves music, someone who lives and breathes music **and**
- Enjoys making music using music technology **and**
- Is interested in learning more about music production.

3. WHAT WILL I LEARN?

You will learn how to :

- Compose in different styles using music technology.
- Listen to and describe music from a wide range of styles.
- Develop a deep understanding of music production software.

4. HOW WILL I BE ASSESSED?

Component 1: Exploring Music Products and Styles
(Autumn & Spring Term Year 10)

Component 2: Music Skills Development
(Summer Term Year 10)

Component 3: Responding to a Music Brief
(Autumn & Spring Term Year 11)

5. WHAT ARE THE CONTROLLED COURSEWORK & HOMEWORK EXPECTATIONS?

Preparation Tasks and Homework will be set regularly comprising:

- Drafting and refining compositions
- Completing logbooks for compositions
- MS Teams Quizzes

6. WHAT SKILLS DO I NEED TO BE SUCCESSFUL IN THIS SUBJECT AT GCSE AND BEYOND?

- Creative and prepared to take risks with composition ideas
- A love of music that drives your potential to create music
- Listening skills: be prepared to appreciate music from different styles
- Be able to use Cubase to a high standard

Head of Department: Mr Ahira rahira@twyford.ealing.sch.uk

Exam Board:
Pearson Edexcel

Entry Requirement:

Grade 4- in Year 9 Music

Spanish

1. WHO IS IT SUITABLE FOR?

- Students who have enjoyed the study of Spanish Language and Culture.
- Students who want to learn a skill highly valued by employers, which will give them the edge in the job market.
- Students who want to develop their communication skills and be able to use these when travelling to Spanish speaking countries.
- Students who enjoy the challenge of learning grammar and applying the rules to their own work.
- Students who love travelling and discovering new places.
- Students who wish to experience a real sense of achievement.
- Students who want to see their University applications stand out.

2. WHAT WILL I LEARN?

There are five broad themes to the new GCSE course, under which come various sub topics:

Identity and culture

Local area, holiday and travel

School

Future aspirations, study and work

International and global dimension

Grammar will be taught as a central part to all these topics, and students will be preparing all four skills (listening, reading, speaking, writing) simultaneously.

3. HOW WILL I BE ASSESSED?

The new GCSE Spanish specification is a linear course, with no controlled assessment or coursework. There will be four final exams: listening, reading, speaking, writing, each weighted at 25%. All papers will be set and marked by Edexcel, and graded 1-9 overall.

LISTENING:

45 minutes Foundation, 60 minutes Higher tier.

Section A – questions in English, to be answered in English or non-verbally.

Section B – dictation (transcription of words in the Language using knowledge of grammar & phonics)

READING:

45 minutes Foundation, 1 hour Higher tier.

Section A – questions in English, to be answered in English or non-verbally.

Section B – translation of a short passage from the target language into English.

**GCSE Exam Board:
Edexcel**

**Entry Requirement:
At least Grade 4- in Year
9 Spanish**

Spanish (continued)

SPEAKING:

Tests conducted and recorded by the teacher during a specified 5 week period April-May.

The test will consist of 3 parts:

Part 1 – read aloud (12 marks)

Part 2 – role play (10 marks)

Part 3 – picture based task (28 marks)

WRITING:

1hr 15 Foundation, 1hr 20 Higher tier

Foundation:

Question 1 – Photo description (student produces four sentences to describe a photo) - (8 marks)

Question 2 – Structured writing task (student responds to three compulsory bullet points, producing approx. 40 words in total) – there will be a choice from two questions – (14 marks)

Question 3 – Structured writing task (student responds to four compulsory bullet points, producing approx. 90 words in total) – there will be a choice from two questions – 18 marks

Question 4 – Translation from English (5 sentences) into target language – (10 marks)

Higher:

Question 1 – Structured writing task (student responds to four compulsory bullet points, producing approx. 90 words in total) – there will be a choice from two questions – 18 marks

Question 2 – Open-ended writing task (student responds to four compulsory bullet points, producing approx. 130 words in total) – there will be a choice from two questions – (22 marks)

Question 3 – Translation from English (short passage) into target language – (10 marks)

To help prepare students for the difficulty of these exams, students will practise these four skills at the quarterly assessment points throughout each academic year. Internal assessments (like the current ones at Year 9) will reflect the GCSE specification.

4. WHAT ARE THE HOMEWORK EXPECTATIONS?

Homework is set every lesson in line with school policy and is marked regularly, at least once a fortnight. This may take the shape of oral questions, written paragraphs, translation, listening or reading tasks. In addition to this, vocabulary assignments on Quizlet are set in the last lesson of every week. The pupils then have a written vocabulary test in the final lesson of the following week.

Students are expected to complete any unfinished work in their own time and also catch up on missed work, including prep tasks. Pupils also have to attend vocab support sessions after school on Mondays if they do not pass their weekly vocabulary tests, in order to keep them on track with their learning.

5. WHAT SKILLS DO I NEED TO BE SUCCESSFUL IN THIS SUBJECT AT GCSE AND BEYOND

A positive attitude, resilience, curiosity, an open mind and an interest in Spanish culture and language.

Head of Languages: Mr McKevitt kmckevitt@twyford.ealing.sch.uk

GCSE Exam Board:
Edexcel

Entry Requirement:
At least Grade 4- in Year
9 Spanish

Study

1. WHO IS IT SUITABLE FOR?

Study is suitable for students for whom additional time is helpful and allows additional time within the timetable for independent study. It may also be particularly suitable for students with additional needs and those entitled to 1:1 support, which may then form a proportion of their Independent study time.

2. WHAT WILL I LEARN?

During the supervised study sessions, students will learn to improve their self-discipline and organisation skills, becoming better at planning and time management. Students will learn to make full use of constructive additional time and to understand the benefits of working closely with teachers in a focused way to ensure continued progress.

Students are expected to make good use of this additional time to support their study of their GCSE courses. Staff supervising the study session will give guidance and support to ensure time is used well.

3. HOW WILL I BE ASSESSED?

Study is assessed on a week-by-week target led basis identifying actions and how to achieve them.

4. WHAT ARE THE HOMEWORK EXPECTATIONS?

Students are not assessed

5. WHAT SKILLS DO I NEED TO BE SUCCESSFUL IN THIS SUBJECT AT GCSE AND BEYOND?

Students need to be prepared to be independent learners, organised and self-disciplined. A positive attitude and a willingness to confront areas for development are essential

Careers Information Advice & Guidance

Careers Information, Advice and Guidance at Twyford:

Twyford C of E High School is committed to preparing students for future success in education, employment and training. Our comprehensive Careers programme uses the Gatsby Benchmarks to develop and improve our Careers provision and enable a range of education and training providers to regularly engage with all students across Year 7-13. Within our Careers programme, all students receive unbiased information about potential next steps and high quality careers guidance.

We aim to provide high quality, meaningful opportunities for students to encounter the world of work and engage positively with their future life choices. Our outlook and vision for Careers supports our whole school ethos (John 10:10) of nurturing students unique gifts and talents and ensuring students enjoy 'life in all its fullness'.

We have identified the key Careers development learning outcomes for students in each year group. Students will reflect on their progress with these outcomes after each Quarterly Assessment using their self-reflection record booklets are essential.

Year	Learning Outcome
7	To begin to think about the types of Careers that I might be interested in based on the subjects I enjoy and the things I am good at
8	To make decision about the subjects I will choose for my electives that would be best suited to the Careers that I am interested in pursuing in the future
9	To research future pathways and fully engage in acquiring the additional skills and experience I need to prepare me for my future pathways
10	To be able to write a CV which demonstrates my employability skills and use this to secure a meaningful and valuable Work Experience placement
11	To research and understand the different options available to me at Post 16 and have a clear Plan A and B in place for my Post 16 pathway
12	To be able to refine and update my CV and use this to secure a Work Experience placement in the field I am interested in pursuing at Post 18
13	To research and understand the different options available to me at Post 18 and have a clear Plan A and B in place for my post 18 pathway

Selecting GCSE options is an important decision for Year 9 students. Ensuring that students select appropriate and suitable GCSE options can lead to successful progress and progression on a pathway that is most suitable for each individual student. When making their choices students should consider; what subjects they enjoy, what subjects they are good at and which options will be most suited to their Post 16 (A-Levels, BTECs, Apprenticeships) and Post 18 (Degree, Apprenticeship, Employment) plans. Students will have had the opportunity to engage in different GCSE subjects in their Year 9 elective choices. They will have also explored different pathways and progression routes throughout the pastoral programme and in options evenings.

If you would like to talk about your GCSE options and discuss future pathways in more detail, then please speak to any of the following:

- HOY
- Tutor
- Miss Adams (Careers Leader)
- Mr John (Careers & Progression Co-Ordinator)

Careers Information Advice & Guidance

Useful Websites:

- <https://kudos.cascaid.co.uk/#/>
This website offers a personalised self-exploration and planning programme for career pathways and is tailored to students year group. Students can log in using their school email address and password: Twyford1
- www.careerpilot.org.uk
This website contains an overview of different options and pathways at GCSE, Post 16 and Post 18
- www.connexions-tw.co.uk
This website provides impartial careers IAG for students between ages 13-19
- www.beyond16.co.uk
This website provides Post 16 and Post 18 options specifically for students in West London
- www.ucasprogress.com
This site provides information on A Levels, vocational courses (Level 2 & 3) and entry requirements
- www.ucas.com
This website lists all degrees currently available in the UK. It also includes entry requirements, course content, direct links to university sites and a step by step process for submitting an application.
- www.gov.uk/apprenticeships-guide
This website lists government backed apprenticeship vacancies and further information for Post 16 or Post 18 apprenticeship routes

The careers team are committed to supporting students with their GCSE options by providing careers information, advice and guidance on the different career pathways available. Miss Adams and Mr John will be hosting one to one sessions at lunchtime for further careers guidance and support. Students must email careersIAG@twyford.ealing.sch.uk in the first instance. Places will be allocated on a first come first serve basis.

Please visit https://twyfordacademies.sharepoint.com/sites/twy_widerlearning for more information, including the student link to **Xello**.

“Xello, the flagship product from CASCAID, is the only careers education program that fully engages every student in building the skills, knowledge, and plans for future success — regardless of background, ability, or pathway.” - <https://xello.world/en-gb/>

Year 13 Students Destinations

Institution	Courses
Arts University Bournemouth	Film Production
Aston University	International Relations
BIMM Institute	Music Performance, Music Performance: Guitar
Birbeck University	Accounting and Finance
Birmingham City University	Art and Fashion, Building Surveying
Bournemouth University	Film
Bristol, University of the West of England	History, English
Brunel University London	Psychology (Sport, Health & Exercise), Electrical Engineering
Canterbury Christ Church University	Film Production
Cardiff University	History, Diagnostic Radiography and Imaging
City, University of London	Mathematics with Finance and Economics, Sociology with Psychology, Business management, Economics, Computer Science MSci
Durham University	Science, Natural Science, Environmental Geoscience
Imperial College London	Medicine, BioMed, Maths and Computing, Chemistry
King's College London, University of London	Biomedical Engineering, English Literature, Computer Science, Mathematics, Nursing—Healthcare, Pharmacy
Kingston University	Graphic Design, Criminology (Honours), Pharmaceutical Sciences, Art, Biomedical Science
Lancaster University	Economics, Psychology
London Media Academy	BAHons Musical Theatre
Loughborough University	Economics
Milwaukee School of Engineering (US)	Computing Science
Morley College London	Art and Design

Year 13 Students Destinations

Institution	Courses
Newcastle University	Media Communication and Culture, Linguistics
Oxford Brookes University	Japanese Language, BioMed
Queens University Belfast	Science Environmental Management
Queen Mary University of London	Economics and Politics, Computer Science, Psychology, English, Actuarial Science, Pharmacology, Physics & Economics, Accountancy
Royal Academy of Music	Music Performance: Jazz Sax, Music Performance: French Horn
Royal Holloway, University of London	History, Neuroscience, English, English & Creative Writing, Physical & Philosophy
Royal Northern College of Music (RNCM)	Music Performance: Violin
SOAS University of London	Law
St Mary's University College	Primary Education
Swansea University	History and English
The University of Edinburgh	Environmental & Ecological Science with Management
UCL (University College London)	Pharmacy, Psychology, Chemistry, BA Geography & BSc Urban Planning
University of Adelaide (Australia)	Marine Biology
University of Bath	Sports Management, Economics, Electrical Engineering with Space Technology, Psychology, Business Management
University of Birmingham	Sociology, English (Film), Biomedical Sciences
University of Brighton	Psychology
University of Bristol	History, English, Theatre & Performance, Biochemistry, BA Film & Television Studies
University of Cambridge	History, Engineering, Geography, Medieval and Modern Foreign Languages
University of East Anglia	English Literature and Film Studies
University of Exeter	Law and Business, Medical Sciences, International Relations

Year 13 Students Destinations

Institution	Courses
University of Greenwich	Chemical Engineering
University of Kent	Business, Economics & Management, Sports Science, Law
University of Leeds	History and Philosophy, Pharmacology, German and Philosophy, Geography
University of Leicester	Business
University of Liverpool	Business, Psychology, International Business with a Year in Industry, MOSci Ocean Sciences
University of Manchester	Criminology, Drama and English, Geography, Computer Science, International Business Economics and Finance, Nursing
University of Nottingham	Biological Sciences, Industrial Economics, History and American Studies, Business Management, PPE, Architecture, History & German, Accounting Finance and Management, Medicine, Electronic & Computer Engineering, Geography, Law
University of Oxford	History and Modern Languages, Philosophy and Theology, Medicine, PPE (Philosophy, Politics, Economics), Spanish and Linguistics, Medicine
University of Portsmouth	Forensic Psychology
University of Reading	Nutrition
University of Salford	Photography
University of Sheffield	Chemistry, General Engineering, Business Management, Engineering, Sociology
University of Southampton	Music
University of Surrey	Computer Science, Economics and Finance, Law
University of Sussex	Life Sciences, Physics and Astronomy, History and International Relations, International Development, Criminology and Law, Economics, International Business, Politics, Zoology, Medical Neuro Science
University of the Arts London	Photojournalism and Documentary Photography, Interior and Spatial Design
University of Warwick	Film and Television, Economics, Biomedical Science, Economics, Philosophy Politics and Law, Mathematics, Film Studies, Law and Sociology, Discrete Mathematics/Computer Science
University of West London	Accounting and Finance
University of York	English Literature, Economics, History

Notes

Notes



Twyford
C of E
High School

CEO
Dame Alice Hudson

Associate Headteacher
Mr Phil Bennett

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