

HAMMERSMITH

Academy



GCSE

OPTIONS BOOKLET

Academic Year 2025-2026

GCSE OPTIONS



Welcome to Hammersmith Academy Upper School

Entering the Upper School at Hammersmith Academy is a significant milestone in your academic journey. This is a time for both academic excellence and personal growth, where you will be expected to take greater responsibility for your learning and develop a mature approach to your studies and relationships.

Until now, many of the major decisions in your education have been made for you by parents, teachers, and other adults. Now, for the first time, you have the opportunity to shape your own future by choosing the subjects that will best support your ambitions.

Options Policy

At Hammersmith Academy, we are committed to helping students select subjects they enjoy while ensuring these choices provide strong foundations for life beyond GCSEs. Our pathways process is designed to guide students onto the most suitable courses, giving them the best chance to succeed.

While we strive to accommodate students' first-choice subjects, there may be instances where this is not possible—for example, if a course does not attract enough students or if there are unavoidable timetable clashes. In such cases, we will work closely with students to find the best alternative.

KEY STAGE 4 CURRICULUM

OUR AIM IS TO ENSURE THAT EVERY STUDENT FOLLOWS A BROAD, BALANCED AND RIGOROUSLY ACADEMIC CURRICULUM. ALL STUDENTS WILL FOLLOW THE CURRICULUM MODEL SHOWN BELOW.

Timetable Periods																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ENGLISH				MATHS			SCIENCE			RE	PE	Spanish (or Enrichment if Core Pathway)		OPTION Geography or History		OPTION 1		OPTION 2	

Each timetable period lasts for 1 hour and 20 minutes.

Our Core Curriculum:

Every student must take English Language, English Literature, Maths, Combined Science, RE, and PE (Core, not GCSE)

Pathways:

To support students in achieving the best possible GCSE results and preparing for future opportunities, each student is assigned a pathway that guides them towards the most suitable subject choices.

Pathway allocations are based on:

- Average Module 4 Flight Path (with greater weighting for English, Maths, Science): 50%
- Average Module 2 Flight Path (with greater weighting for English, Maths, Science): 25%
- Average Target Flightpath: 25%

	CORE PATHWAY	HIGHER PATHWAY	ADVANCED PATHWAY
	RE English Lang English Lit Maths Combined Science	RE English Lang English Lit Maths Combined Science	RE English Lang English Lit Maths Combined Science
	Enrichment	Spanish	Spanish
	Geography OR History	Geography OR History	Geography OR History
All Pathways Choose 2	Art Drama Music Design Technology Media Studies PE	Art Drama Music Design Technology Media Studies PE	Economics Computer Science Triple Science Art Drama Music Design Technology Media Studies PE

Enrichment

Enrichment sessions provide additional support in English and Maths to help students reach their full potential.

Subject Restrictions

Due to the coursework demands of both subjects, students cannot choose both Art and Design Technology. However, in exceptional circumstances, individual cases may be considered.

Timeline & Key Dates

Choosing your GCSE options is an important decision, and we want to give you plenty of time to consider your choices carefully. Below, you'll find all the key dates for the Options Process. Please note that the final deadline to submit your GCSE options is Friday, 16th May 2025.

DATE	EVENT
Tuesday 25 th February 2025	GCSE Options presentation
Friday 14 th March 2025	GCSE Options Process Parent Coffee Morning (9-11am)
Monday 17 th – Friday 21 st March 2025	Module 4 Assessment Window
Tuesday 22 nd April 2025	Students find out allocated Pathways
Wednesday 30 th April 2025	GCSE Options Assembly
Tuesday 6 th May - Friday 16 th May 2025	Start of 2 Week Option Week Window <ul style="list-style-type: none">In class taster sessionsEconomics and Media taster session in Tutor TimeCareers AssemblyQ&A with Year 11 students
Thursday 8 th May 2025	Year 9 Parents Evening
Friday 16 th May 2025	Options Process Closed

ART AND DESIGN

Exam Board	EDEXCEL
Qualification	GCSE Art and Design
Assessment GCSE:	Coursework: 60% Controlled Assessments: 40%
Possible pathway from this course	Useful for students wanting to pursue: Architecture, fashion, illustration, animation, graphic communication, design, marketing, interior design, game art & animation. Students gaining at least a grade 6 will be able to opt for A-Level Art and Design

Why choose Art and Design?

Studying Art & Design is a great way to engage with the environment around you in a visual way. This course allows you to explore a range of wet, dry, digital and new medias; through the exploration of exciting themes and issues relevant to the world we live in. Through this course you'll develop transferable skills, such as problem solving, communication and critical thinking skills, which will prepare you for further study or the world of work, regardless of the subjects or career you wish to pursue.

Course Content:

The GCSE course covers the skills of exploring, developing, evaluating and refining the creative process. This is done through a range of 2D, 3D and digital processes. You will also need to articulate and annotate your ideas through critical writing alongside your artistic practice. The first year of study will involve the building of a technical skills portfolio which will allow you to engage in the wider art world and learn the skills needed moving into your second and third year of GCSE study.

Component 1: Personal Portfolio

60% - The personal portfolio consists of two theme-based projects, which cover the four Assessment Objectives: develop, refine, record, present. The portfolio will be a combination of sketchbooks and final pieces.

Component 2: Externally Set Assignment

40% - 10 hours of sustained focused study

Preparation work will show an accumulation of skills developed from Component 1 and end with a 10 hours supervised exam piece. A response to all four assessment objectives is required. Work presented is marked by the centre and moderated by Edexcel.

Structure of Assessment	
40% of the final GCSE grade	Controlled assessment
60% of the final GCSE grade	Portfolio of work

For more information please speak to:

- Ms Samuels, Head of Art (esamuels@hammersmithacademy.org)

COMPUTER SCIENCE

Exam Board	OCR
Qualification	1 GCSE equivalent
Assessment GCSE:	There are two components which will be two external exams, Components 01 and 02, weighted at 50% each.
Possible pathway from this course	Students will gain sufficient knowledge and programming skills to progress onto A Level Computer Science or AAQ BTEC Level 3 Information Technology if they attain a level 6 or above.

Why choose Computer Science?

Technology is used by everyone. The development and evolution of smart phones, tablet computers and other devices have become everyday communication items giving instant access to the internet and various applications. The course has been designed to get students working with real-world programming and provides a good understanding of the fundamental principles of computing. The programming project provides an opportunity for students to apply the knowledge and skills gained through the course to solve a problem.

Course Content:

All students will complete 2 Components in total. Component 1 focuses on Computer Systems and the theoretical side of the subject, Component 2 focuses on Computational thinking, algorithms and Programming aspects.

Course Summary: Paper 1 – Computer Systems

- Architecture of the CPU
- Common CPU components and their functions
- Embedded Systems
- Primary Storage & Secondary Storage
- Units of Data Storage (Binary, Denary conversation, adding binary integers, hexadecimal, Binary shifts, images, sound and compression)
- Networks, Network Hardware, topologies
- The Internet, Connecting wired and wireless networks, Encryption and IP and MAC addressing
- Operating Systems, Utility Software
- Ethical, Legal, Cultural and Environmental impact of technology

Course Summary: Paper 2 – Computational thinking, algorithms and programming

- Algorithms
- Programming Fundamentals
- Producing Robust programs
- Boolean Logic
- Practical Programming in Java and Python
- Programming languages and Integrated Development Environments
- Programming Project – None examined

The course also contains some advanced mathematical concepts including an understanding of the use of number bases, e.g. binary and hexadecimal notation. Students will need to be able to understand the concepts behind binary arithmetic and base number conversions, and to manipulate and link various programming concepts such as data types, string manipulation, program flow control, functions, procedures and error handling.

What other skills will I learn?

There is a strong mathematics component which goes into some topics not always covered in the maths GCSE, for example binary and hexadecimal number systems. Research skills are practiced in sourcing reliable information from a variety of different sources. Your creative side will be explored in the solutions you create for given problems.

What careers could this lead me to?

A vast range of careers would benefit from an enhanced knowledge of computers and employers and education providers expect young people to be skilled with technology to some extent. Careers directly related to the Computer Science include Computer Programmer, Games Designer, Network Technician, Web Designer and Data Analyst. Major international companies are present in the UK and looking for bright new talent:

- Google
- Microsoft
- Apple
- Samsung
- Facebook

Structure of Assessment	
50% (Component 1)	External Exam (Computer systems). Duration: 1 hr 30 minutes
50% (Component 2)	External Exam (Computational thinking, algorithms and programming) Duration: 1hr 30 minutes

For more information please speak to:

- Dr Curtis, Head of Computer Science
- acurtis@hammersmithacademy.org

DRAMA

Exam Board	EDEXCEL
Qualification	GCSE Drama
Assessment GCSE:	<ul style="list-style-type: none">• Performance and portfolio: 40%• Performance Exam: 20%• Written Exam: 40%
Possible pathway from this course	Students with at least a grade 6 will be able to opt for A-Level Drama and Theatre Studies. This qualification will also support English Literature A-Level.

Why choose Drama?

GCSE Drama provides a strong foundation for students interested in acting, directing while also developing valuable transferable skills including teamwork, public speaking, and presentation skills. The course encourages critical thinking and creativity, helping students to analyse, evaluate, and develop original ideas. Drama promotes empathy by immersing students in diverse characters and situations, enabling them to understand different perspectives and cultures. It also offers the opportunity to explore historical contexts and societal issues, broadening students' awareness of the world we live in.

Course Content:

Component 1: Devised Performance (with Accompanied Portfolio):

In this component, students will create and perform an original piece of theatre inspired by a given stimulus. As part of their assessment, they will complete a portfolio documenting their creative decisions and choices, enabling them to reflect on their work and evaluate their development.

Component 2: Scripted Performance (from Published Texts):

Students will work with established scripts, performing scenes from published texts. This component gives students the opportunity to develop their acting skills and learn how to interpret and perform roles from existing works. They will explore character development, staging, and the technical elements that bring a script to life.

Component 3: Written Exam - Live Theatre Evaluation:

In this final component, students will analyse how they would approach portraying the characters in the play DNA by Dennis Kelly, taking on the roles of actor, director, and designer. They will also attend live theatre performances, critically evaluating elements such as lighting, sound, set design, costume, and acting choices. This will provide them with a deeper understanding of the various components that come together to create a successful live theatre performance.

Structure of Assessment	
Devised Performance and Portfolio (40%)	Devised Performance (with accompanied Portfolio)
Scripted Performance (20%)	Performance of two extracts from a published play written before the 2000s.
Written Examination (40%)	Section A: Set Text Study: DNA Section B: Live Theatre Review

For more information please speak to:

- Ms Williams, Lead Teacher of Drama
- luwilliams@hammersmithacademy.org

DESIGN TECHNOLOGY

Exam Board	AQA
Qualification	GCSE Design Technology
Assessment GCSE:	<ul style="list-style-type: none">• Written Examination: 50%• Non-Examined Assessment: 50%
Possible pathway from this course	Students gaining at least a grade 6 will be able to opt for A-Level Product Design.

Why choose Design Technology?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will learn about wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

Design and technology pupils learn about electronics, computing, engineering, CAD, CAM, robotics, traditional and new materials and lots more. They will also develop business critical skills in problem-solving, innovation and team-work. The course is designed to develop core STEM skills and creativity, ultimately leading learners into either a design or engineering pathway for further education and beyond.

Course Content:

Throughout the course, pupils will get the opportunity to take risks and work creatively using ICT and the workshop, when designing and making. They will learn to apply technical and practical expertise to solve real –life design problems.

The course is a combination of written theory and practical application. Students will be required to apply their knowledge, to complete a final Non-Examined Assessment (coursework) task. This involves a single design and make project, in response to a design context, set by AQA Exam board in June of Year 10.

The design and make project will start with an in-depth investigation, leading to the development of a physical prototype. This is all compiled and evidenced in a concise digital design folder, valuable for applications beyond school. The remaining proportion of student's GCSE grade will be examined in a 2-hour written paper which consists of multiple choice, short answer and extended response questions.

Structure of Assessment	
50% of GCSE grade 100 marks	Written Paper (2 hours) <ul style="list-style-type: none">• Section A: Core Technical Principles• Section B: Specialist Technical Principles• Section C: Designing and Making Principles
50% of GCSE grade 100 marks	Non-Exam Assessment (coursework) Design & Make Project (approximately 35 hours in Year 10 & Year 11)

For more information please speak to:

- Ms Ferrell, Head of Design Technology
- LFerrell@hammersmithacademy.org

ECONOMICS

Exam Board	OCR
Qualification	GCSE Economics
Assessment GCSE:	Examination: 100% (2 written examinations)
Possible pathway from this course	Students gaining at least a grade 6 will be able to opt for A-Level Economics or Business Studies. Students who achieve a grade 5 will be able to opt for a BTEC Level 3 in Business.

Why choose Economics?

Economics is the study of how individuals, businesses and governments make decisions. It explains how businesses operate, why some have more money than others, how countries become wealthy and how resources are allocated. As well as being a fascinating subject which can explain the world around you, pupils who study economics at school and university on average earn more than almost any other subject, showing how valued it is by employers.

Course Content:

The subject consists of two distinct units which cover different aspects of Economics.

Paper 1: How markets work

This unit will give students an introduction to Economics, equip them with the basic tools of the economist and help them understand their place in and contribution to the economy as consumers, workers and citizens. They will also examine markets from the perspective of the firm. Students will be able to investigate a range of contemporary issues, analysing the evidence from different perspectives so as to make reasoned judgements and informed decisions.

Paper 2: How the economy works

In the study of this unit, students will further develop their understanding of economic concepts and theories in the wider world, including the role that Governments, Regulators and Global Corporations play. Students will apply these theories to a range of economic issues locally, nationally and globally.

Structure of Assessment	
50% of the final GCSE grade	How markets work
50% of the final GCSE grade	How the economy works
Both units are assessed via a written examination.	

For more information please speak to:

- Mr Toong, Head of Economics
- wtoong@hammersmithacademy.org

ENGLISH LANGUAGE AND ENGLISH LITERATURE

Exam Board	EDEXCEL
Qualification	GCSE English Language and English Literature
Assessment GCSE:	<ul style="list-style-type: none"> • Language - Examination 100% • Literature - Examination 100%
Possible pathway from this course	Students achieving at least a grade 6 in both Language and Literature will be able to opt for A-Level English Language and Literature.

Course Content:

This course prepares students for two GCSEs in Language and Literature. It follows the requirements of the National Curriculum for Key Stage 4. The objectives of the course are:

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

Structure of Assessment: Language	
100% of the final GCSE grade	<ul style="list-style-type: none"> • Fiction and imaginative writing (40%): examination • Non-fiction and transactional writing (60%): examination

Structure of Assessment: Literature	
100% of the final GCSE grade	<ul style="list-style-type: none"> • Shakespeare and post-1914 literature (50%): examination • 19th Century novel and poetry since 1789 (50%): examination

For more information please speak to:

- Ms D'Silva Collins, Head of English
- NDSilvaCollins@hammersmithacademy.org

GEOGRAPHY

Exam Board	AQA
Qualification	GCSE Geography
Assessment GCSE:	100% Examination (three papers)
Possible pathway from this course	A-Level Geography, History, Sociology, Psychology Future careers can include, Environmental Consultant, Urban Planner, Meteorologist, GIS Specialist, Conservation Officer, Civil Engineer, Journalist, Diplomat, Teacher, Transport Planner, Geologist, Ecologist

Geography is the key to understanding our world. It explores the locations of places, the forces that shape landscapes, and the intricate connections between people and their environment. From bustling cities to remote rainforests, Geography helps us uncover how societies, economies, and ecosystems are connected on local, national, and global scales.

This subject is more than just maps and places—it's about investigating real-world issues, from climate change to urban development, giving you the skills to analyse data, conduct research, and think critically about the world around you. As part of the English Baccalaureate, Geography is a highly valued subject at GCSE, strengthening your ability to write balanced arguments, express informed opinions, and draw well-reasoned conclusions.

Course Content:

The AQA Geography course offers a fascinating range of topics, many of which you've already explored in Years 7, 8 and 9 at Hammersmith Academy. Get ready to deepen your knowledge and tackle exciting new challenges!

Unit	What will I learn?
Paper 1: Living with the physical environment	This unit explores the dynamic nature of our planet and how humans interact with it. Topics include: Section A: The challenge of natural hazards – earthquakes, volcanoes, tropical storms, climate change and extreme weather events in the UK. Section B: The living world – ecosystems, tropical rainforests, deserts or cold environments. Section C: Physical landscapes in the UK – rivers and coasts.
Paper 2: Challenges in the human environment	This unit focuses on how human activity shapes the world and the challenges it creates. Topics include: Section A: Urban issues and challenges – urban change in Brazil and the UK. Section B: The changing economic world – economic development and employment changes in the UK and Nigeria. Section C: The challenge of resource management – managing water, energy and food supplies.
Paper 3: Geographical applications	This unit assesses students' ability to apply their geographical knowledge through critical thinking and fieldwork. It includes: Section A: Issue evaluation – use critical-thinking and problem-solving skills to evaluate a particular geographical issue using secondary sources. Section B: Fieldwork – undertake two geographical enquiries which includes collecting primary data on two field trips. (Includes 2 fieldwork trips).

Structure of Assessment	
35% of the final GCSE grade	Paper 1 – written exam at the end of Year 11
35% of the final GCSE grade	Paper 2 – written exam at the end of Year 11
30% of the final GCSE grade	Paper 3 – written exam at the end of Year 11

For more information please speak to:

- Mr Stergou, Head of KS4 Geography sstergou@hammersmithacademy.org

HISTORY

Exam Board	AQA
Qualification	GCSE History
Assessment GCSE:	Examination: 100%
Possible pathway from this course	GCSE History is highly respected and opens up many pathways from Apprenticeship to A-Levels such as History, Politics, Geography, Psychology, Sociology, English and many others.

History at GCSE offers a fascinating insight into the development and shaping of the modern world. The course gives the opportunity to study sweeping progressions of time on the one hand and deep-dives into particular time periods to analyse cause and consequence and change and continuity on the other. Students combine learning a great amount of information with complex skills of analysis, both of the evidence itself and sources and interpretations. However, these are skills that are not just useful for GCSE but also will give you the tools to approach decisions in life with critical reasoning skills, and show future schools, universities, and employers your ability to form and justify arguments.

- In Conflict and Tension we see how economic disaster, selfish leaders, and uneasy alliances led to World War Two in much the same way as they lead to problems in Ukraine, Taiwan, and East Africa today
- In Germany – Democracy to Dictatorship we can see how indoctrination and propaganda can manipulate our worst fears, normalise persecution, and turn people against each other as we see in Britain, the US, and Europe today
- In Elizabethan England we trace the roots of the Britain we know today – an emerging empire, a growing Parliament, and compromises on political and religious divisions
- In Health and the People we study the factors that have driven change over time and question whether progress is really down to individuals, or if it is instead brought about by governments, communication, or even science and technology

What will I learn?	
Paper 1: <ul style="list-style-type: none">• 2 hours• 84 marks (including SPAG)• 50% overall mark• Section A: Germany 1890-1945 Democracy and dictatorship• Section B: Conflict and Tension 1918-1939	Paper 2: <ul style="list-style-type: none">• 2 hours• 84 marks (including SPAG)• 50% overall mark• Section A: Thematic Study: Britain Health and the people• Section B: British depth Study: Elizabethan England

Structure of Assessment	
50% of the final GCSE grade	Paper 1 – written exam at the end of Year 11
50% of the final GCSE grade	Paper 2 – written exam at the end of Year 11

For more information please speak to:

- Mr Rose, Head of History, crose@hammersmithacademy.org

CORE MATHEMATICS

Exam Board	EDEXCEL
Qualification	GCSE Mathematics
Assessment GCSE:	Examination: 100%
Possible pathway from this course	Students achieving a GCSE Grade 7 or above will be able to opt for A-Level Mathematics; those achieving Grade 8 or above will be able to opt for A-Level Further Mathematics

Course Content:

The broad areas of GCSE study are:

Number: Including the ability to use a range of methods of computation and to use a calculator.

Algebra: The expression of relationships, their algebraic manipulation and the use of algebra to solve problems.

Shape, Space and Measures: Exploration of shape and space through drawing, theoretical and practical work, e.g. area, volume, angles etc.

Handling Data: Use of statistical methods, the representation of data and problems involving probability.

Using and Applying Maths (Functional Skills)

Through practical problem solving and mathematical investigations.

Ratio and Proportion

Using relationships between length, area, volume and other quantities such as currency to solve problems in a real-life context.

Structure of Assessment	
100% of the final GCSE grade	<p>3 Papers at the end of Year 11 (all papers will be 1 hour 30mins)</p> <ul style="list-style-type: none">• 1 Non-calculator Exam• 2 Calculator Exams• Final decisions regarding tier of entry will be made following mock exams which take place in Year 11

For more information please speak to:

- Ms Suganthakumaran, Head of Mathematics
- ssuganthakumaran@hammersmithacademy.org

FURTHER MATHEMATICS

Exam Board	AQA
Qualification	Certificate Level 2 Further Mathematics
Assessment GCSE:	Examination: 100%
Possible pathway from this course	Highly recommended for those planning to study Further Maths A Level, but also beneficial for those who plan to study A Level Maths

Why choose Maths?

This qualification stretches high achieving students by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3. It offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to the GCSE Mathematics.

Course Content:

The content assumes prior knowledge of the Key Stage 4 Programme of Study and covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills.

It also introduces calculus and matrices and develops further skills in trigonometry, functions and graphs.

Who is the course for?

Students who are in top set will study Further Maths GCSE along side Maths GCSE in Year 10-11. This will be done during their timetabled maths lessons, as well as a weekly after school session.

For more information please speak to:

- Ms Suganthakumaran, Head of Mathematics
- ssuganthakumaran@hammersmithacademy.org

MEDIA STUDIES

Exam Board	Eduqas
Qualification	GCSE Media Studies
Assessment GCSE:	Exam 70% (two exams: 40% for Component 1 and 30% for Component 2) and controlled NEA assessment (coursework 30%)
Possible pathway from this course	Students achieving at least a grade 5 in this subject will be able to choose to take an A Level in Media Studies or A Level Film Studies

Why choose Media Studies

Media Studies allows you to develop a critical understanding of the world we live in. We consume Media every day of our lives and this course allows us to deconstruct the messages and evaluate the ideas that are presented to us and perpetuated by society.

Media Studies focuses on 4 key frameworks: Media Language, Representation, Industries and Audiences. We study a range of texts: advertisements, radio, television, music videos, film marketing, video games, newspapers, magazines and online media. We look at who creates the media, what messages they're sending and why.

You will have the opportunity to create your own media texts. We ensure that you use a range of industry standard software in your practical assignments including SLR digital cameras and Adobe software programmes such as Photoshop. In previous years students have made their own online and print magazines, DVD covers and film posters.

We plan trips so that learners can expand their learning beyond the classroom. Previous trips have included visits to LAMDA to learn about motion capture technology and visits to the cinema in Leicester Square.

Is it for me?

The course is largely essay-based, so is academically rigorous and similar to English Literature in its written approach. You will need to analyse the 'language' of the texts and apply your knowledge of the contexts in your written work. You will also need to understand key information about media businesses and how they target audiences, which relies heavily on knowledge recall and application.

You need to be enthusiastic about consuming different types of media texts and about creating your own media products. Students will also need to be detail-orientated, as well as organised. You will need to keep up with key dates and deadlines to ensure your media coursework is completed on time and to the highest standard.

If you enjoy consuming the media (watching TV/Film, using social media, playing videogames, listening to music and the radio, have awareness of advertising campaigns, reading magazines/the news) and are able to clearly communicate your ideas, then Media Studies is the subject for you!

Structure of Assessment	
Component 1: Exploring The Media (40%) Written exam 1 hour 30 minutes	Set texts: Advertising campaigns (Quality Street, NHS 111, Bond Film posters, Newspapers (The Sun, The Guardian), Magazines (Vogue, GQ), Radio programmes (Dessert Island discs), Videogames (Fortnite), Film Industry (Bond franchise).
Component 2: Understanding Media Forms and Products (30%) Written examination 1 hour 30 minutes	Set texts: TV Crime Dramas (Trigger Point, The Sweeney) and Music Industry (Taylor Swift, Stormzy).
Component 3: Creating Media Products (30%) Non-exam assessment Choice of 4 Briefs	Learners are assessed on an individual media production for an intended audience in response to a choice of briefs set by Eduqas (either TV Production, Magazines, Film Marketing or Music Videos), applying knowledge and understanding of media language and representation.

For more information please speak to:

- Ms Sims, Director of Film & Media ksims@hammersmithacademy.org

MUSIC

Exam Board	Eduqas
Qualification	GCSE Music
Assessment GCSE:	<ul style="list-style-type: none">• Listening Examination: 40%• Performance: 30%• Composition: 30%
Possible pathway from this course	Students achieving a grade 6 or above and working at or above grade 5 in their instrument will be able to opt for Music A-Level.

Why choose Music?

Music provides students the opportunity to perform and compose, developing creative and collaborative skills. Many universities value music highly, even when applying for non-music courses like medicine or law, because of the transferable skills it exhibits. Students will perform solo and together, compose independently and sit a listening examination on a range of different musical styles.

Students who play an instrument are proven to have higher levels of cognitive capacity, specifically in their language acquisition and numerical problem-solving skills. Music increases confidence, self-esteem and showcases a student's creativity and self-expression.

Course Content:

Students will study a variety of styles through the 4 areas of study outlined below:

Musical Forms and Devices - study the music of the Baroque, Classical and Romantic eras.

Music for Ensemble - study texture and sonority through jazz and blues, musical theatre and chamber music.

Film Music - study how music for film is created, developed and performed.

Popular Music - study the musical idioms associated with a variety of pop music.

Coursework Elements:

2 Compositions - one a free choice, the other in the style of one of the areas of study.

Solo Performance - students are expected to work on these independently.

Group performance - rehearsal time given in lessons and students are expected to work on pieces independently.

Career Options:

Music Journalist, Sound Technician, Stage Rigger, Promoter, Event Manager, Audio Engineer, Music Therapist, Sound Designer, Orchestrator, Conductor, Songwriter, Jingle Writer, Music Producer, Composer, Session Musician, Performer, Manager, Tour Manager, Tour Co-ordinator, Music Director, Music Publisher, Music Journalist, Booking Agent, Music Marketing, Disk Jockey, Music Teacher, Music Co-ordinator, Instrument Maker.

To be successful in GCSE Music: Students will need enthusiasm for making and performing music. They need to be open minded to different musical styles and interested in learning more about music. The ability to read music notation will be useful although **not** essential and students **MUST** be able to play an instrument and/or sing. Students are strongly recommended to have instrumental/vocal lessons as the ability to perform is an essential requirement of the course (financial assistance may be available if needed). Students should also take part in extra-curricular opportunities provided by the music department to improve their musicality, such as choirs, band etc.

For more information please speak to:

- Ms Cantwell, Head of Music pcantwell@hammersmithacademy.org

PHYSICAL EDUCATION

Exam Board	EDEXCEL
Qualification	GCSE Physical Education
Assessment GCSE:	<ul style="list-style-type: none">• 60% theory exam (2x exam papers)• 30% practical assessment (3x sports)• 10% coursework
Possible pathway from this course	Students achieving a grade 5 or above in this course and across all three sciences will be able to opt for BTEC Sport.

Why choose GCSE PE?

If you love sport and physical activity and are interested in how the body works, then this course is for you! GCSE PE is a great way to develop your theoretical knowledge and understanding of human anatomy and physiology. You will be able to investigate fascinating topics such as health, wellbeing, diseases, drugs in sport, movement analysis, psychology in sport, sport development – and you'll be able to apply your learning to different scenarios in both elite and community sport.

Structure of Course	
Component 1 theory exam (30%)	Topics include: anatomy and physiology, movement analysis, physical training, data analysis
Component 2 theory exam (30%)	Topics include: health, fitness, wellbeing, sport psychology, socio-cultural influences in sport, data analysis.
Practical Sport (30%)	<p>You will have the opportunity to try lots of different sports over the 3 years. You will take part in fitness testing and you will end up being assessed in one team sport, one individual sport and one more team or individual sport (option to choose). We expect all GCSE PE students to be committed to their sport outside of school and encourage all students to do their best to be a part of a club of some kind. If you do a sport outside of school to a high standard, you can be assessed in that sport too!</p> <ul style="list-style-type: none">• Team sports include: football, basketball, cricket, handball, netball, rowing, rugby, volleyball.• Individual sports include: badminton, dance, table tennis, tennis, boxing, athletics, swimming, cycling, golf, gymnastics, equestrian, kayaking, rock climbing, trampolining.
Coursework (10%)	You get to design and carry out your own 6 week training programme that will help you to improve your performance in a sport of your choice. You will learn how to evaluate your own sporting performance and you will develop key skills to plan and carry out your own fitness programme and you will also analyse your own data.
Career Options	Professional sports person, sports coach, personal trainer, dietitian, nutritionist, PE teacher, sport scientist, data analyst, physiotherapist, sport psychologist, outdoor activities instructor, sports agent, lifeguard, leisure centre manager, health trainer, events manager, therapist, sports commentator, sports journalist, sports development officer...so many avenues to explore!

Continues on next page

To be successful in GCSE PE:	You will need to be willing to do your best, work hard and enjoy a range of sports and physical activities. A commitment to developing your own fitness is important as well as playing sport in your spare time.
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For more information please speak to:

- Mr Wood jwood@hammersmithacademy.org

CORE PHYSICAL EDUCATION

CORE

Course Content

Physical Education forms a compulsory part of the core curriculum. The KS4 core PE programme serves to reinforce the benefits of living a healthy lifestyle and to empower every student with the knowledge and ability to live a healthy and active lifestyle.

Students get autonomy over their curriculum in KS4 core PE and have choices of pathways and activities. The pathways to choose are Competitive ME, Social ME and healthy ME. For each pathway, at the start of each half term, teachers and students will discuss what sporting activity they would like to cover. Over the year, the activities covered meets the needs of the national curriculum and therefore the activities needs to be broad and balanced over the year (i.e. We can't just play the same sport all year).

Competitive ME:

- Our competitive lessons are for students who are constantly striving to improve both individual and team performance. This block is designed for you if you are passionate about sport and you're willing to work hard and develop all aspects of your sporting ability.
- Competition is at the heart of this programme, so if you love competing against others, then this block is for you! i.e. elite sports mentality.
- There will be an element of analysing performance during this strand in order to improve your own and peers performance.

Social ME:

- This option block is for you if you want to play sport for fun, you enjoy leading activities and can work with your friends in a range of sporting activities.
- If you enjoy playing sports but not quite as competitively as others – this is the block for you! You enjoy playing sports and exercising with friends and working in teams.
- Competition is also built in by how well you work/play as a team. You will get points based on your role within your team and your teamwork/leadership skills.
- You will still focus on developing skills and performances yet there will also be emphasis on teamwork, leadership and communication.

Healthy ME:

- This option block will help you to understand your body better and it will give you some simple action plans to help you become healthier/stay active.
- There will be less (potentially no) focus on competition and less focus on how good you are at a sport with more focus on staying active and still enjoying physical activity.
- Team games, if used, will have less focus on how good you are at that sport with more emphasis on taking part and being active.
- Whatever your fitness goals, experience or level of ability, there will be something for everyone in our wide range of activities designed to help you to become healthier, fitter and stronger!

To make students aware of the sporting and leisure opportunities available in the local area we hold many lessons off-site at Kings House School Sports Ground, Fulham Reach Rowing Club and BMX opportunities at Wormwood Scrubs BMX track which all provide outstanding facilities for our students to enjoy.

For more information please speak to:

- Mr Wood, Head of PE (jwood@hammersmithacademy.org)

RELIGIOUS STUDIES

Exam Board	AQA
Qualification	GCSE Religious Studies
Assessment GCSE:	Examination: 100%
Possible pathway from this course	A-Level Philosophy, Politics, Religious Studies & Theology

In RE students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Paper one focus on the core beliefs and teachings of two religions; Islam and Christianity. Students will gain an understanding of the underpinning concepts of both religions and how they impact followers on a day-to-day basis. Students will need to learn quotes from the Qur'an and the bible to support the arguments they make.

Paper two focus on ethical issues that are pertinent to modern society. Students explore the variety of religious views on these topics and use this to reach their own independent conclusions.

Course Content

Link to the course specification:

<https://filestore.aqa.org.uk/resources/rs/specifications/AQA-8062-SP-2016.PDF>

Unit	Assessment	What will I learn?
Component 1: The study of religions: beliefs, teachings and practices	<ul style="list-style-type: none"> Written exam: 1 hour 45 minutes 50% of GCSE 	Beliefs, teachings and practices of two key world religions: <ul style="list-style-type: none"> Christianity Islam
Component 2: Thematic Studies	<ul style="list-style-type: none"> Written exam: 1 hour 45 minutes 50% of GCSE 	Four religious, philosophical and ethical studies themes: <ul style="list-style-type: none"> Theme A: Relationships and families Theme B: Religion and life Theme D: Religion, Peace and conflict Theme F: Religion, human rights and social justice

For more information please speak to:

- Mr Proudman, Lead Teacher of Religious Studies/Ethics
- tproudman@hammersmithacademy.org

SCIENCE

Exam Board	AQA
Qualification (Core)	Combined Science (Double Award)
Assessment	Combined Science: Six terminal examinations of 1hr 15mins minutes each
Qualification (Triple Sciences)	3 Single Sciences: GCSE Biology, GCSE Chemistry, and GCSE Physics.
Assessment	3 Single Sciences: Six terminal examinations of 1hr 45mins each
Possible pathway from this course	<p>A Levels in science (Biology, Chemistry or Physics) require 2 6s in GCSE Combined Science or a 6 in GCSE Biology, Chemistry or Physics, as relevant.</p> <p>These A Levels also require grades 6 in English and 7 in Mathematics.</p> <p>Curriculum changes mean that the Combined Science course is more challenging than the previous 'Double Science' course. This means that the Combined Science route will act as an appropriate route into science A Levels and higher education.</p>

Course Content:

Students following the Combined Science route will study biology, chemistry, and physics throughout Years 9-11. They will carry out a range of practical activities during the course. This route leads to six examinations taken at the end of Year 11.

Students following the Single Sciences route will study all three sciences in parallel across Years 9, 10, and 11, with a range of practical activities for each GCSE to be carried out during the course. This route will lead to six examinations taken at the end of Year 11.

Biology	Chemistry	Physics
Cell Biology	Atomic Structure and the Periodic Table	Energy
Organisation	Structure, Bonding, and the Properties of Matter	Electricity
Infection and Response	Chemical Changes	Particle Model of Matter
Bioenergetics	Energy Changes	Atomic Structure
Homeostasis and Response	The Rate and Extent of Chemical Change	Forces
Inheritance, Variation, and Evolution	Organic Chemistry	Waves
Ecology	Chemical Analysis	Magnetism and Electromagnetism
	Chemistry of the Atmosphere	Space Physics (Triple Sciences Only)
	Using Resources	

For more information please speak to:

- Mr Savvidis, Head of Science
- ssavvidis@hammersmithacademy.org

SCIENCE (SINGLE)

Exam Board	AQA
Qualification (Core)	GCSE
Assessment	100% Assessment: Two papers per subject (Biology, Chemistry, Physics)
Possible pathway from this course	<p>Students achieving a grade 5 or above in this course and across all three sciences will be able to opt for BTEC Sport.</p> <p>Grade 6 needed in the relevant science, maths, and English to progress to an A Level. Grade 5s in all three sciences, maths, and English needed to progress to BTEC Applied Science.</p>

Why choose Single Science?

- More in-depth knowledge in all three sciences.
- Ideal for students interested in pursuing science-related careers or further studies (medicine, engineering, research, etc.).
- More content, and as separate GCSEs, it provides higher qualification weight.

Examination

With Single Science, you earn three separate GCSE qualifications—one for Biology, one for Chemistry, and one for Physics. Instead of being assessed on a combined grade, you will be awarded individual grades in each science.

Each of the three sciences (Biology, Chemistry, and Physics) is assessed separately with two written exams per subject, making a total of 6 exams in total for Triple Science. Each exam is typically:

- 1 hour 45 minutes in length.
- 100 marks per paper.
- Each subject (Biology, Chemistry, Physics) has two separate papers: one focused on topics covered in the first half of the course, and the second covering the latter half.

If you enjoy challenges, Single Science offers the opportunity to stretch your academic abilities. It's a challenging option that will push you to think critically and solve complex problems. However, the rewards are worth the effort:

- **Sense of Accomplishment:** Mastering the three core sciences will give you a great sense of achievement.
- **Pride in Knowledge:** You'll be proud of the depth of knowledge you gain, whether in understanding how life works, how substances react, or how the universe operates.

To be entered for Single Science, students must have a flight path of 5 or 6 in both Science and Maths in Module 4 of Year 9 and be on the Advanced pathway.

Since Single Science is an additional option: students can choose it on top of their 11 GCSE subjects. Selecting this option means committing to a weekly after-school 3A lesson throughout both Year 10 and 11.

Students should only consider Single Science if they are passionate about the subject, highly dedicated, and prepared to invest extra time to achieve this additional qualification.

For more information please speak to:

- Mr Savvidis, Head of Science
- ssavvidis@hammersmithacademy.org

SPANISH

Exam Board	AQA
Qualification	GCSE Spanish
Assessment GCSE:	Four equally weighted (25%) final exams as a 3-year linear course. Listening, Reading, Writing and Speaking examinations
Possible pathway from this course	Students gaining at least a grade 7 in Spanish will be able to opt for A Level Spanish.

Why choose Spanish?

Spanish is a compulsory subject here at Hammersmith Academy.

If you enjoy communicating with other people, learning about different countries and cultures and want to be able to use these skills in your life, studies or working environment, studying a GCSE in Spanish is an excellent subject for you!

Our classes are in tiers and our students work together, supporting and motivating each other at all times.

Students will learn many skills that are transferable, useful for other subjects, and necessary for a range of future careers, such as the ability to analyse, to reflect or being confident about speaking in public.

Students will develop language skills in a variety of contexts building on from their KS3 study and prepares students for further study, eg GCSE to AS; AS to A Level etc.

Our languages students will add an international dimension to their choice of GCSE subjects, a characteristic that many colleges, universities and future employers will look for.

Structure of Assessment	
100% of the final GCSE grade	Listening, Reading, Writing and Speaking examinations (25% each)

Spanish GCSE is now 100% examination based as there are no controlled assessment components to this GCSE.

- Listening, Speaking, Reading and Writing exams will be set and marked by the exam board (Speaking tests will be conducted by the teacher)
- In Spanish, students will do two mock papers in all modules (M1-M6)
- Exams in all four skills will be tiered; students must sit exams in all four skills at the same tier
- Translation (English into target language in the Writing exam and target language into English in the Reading exam) - will be in sentences or short passages, depending on the tier
- Some target language questions in the Listening and Reading exams
- Literature as part of a range of stimulus texts in the Reading exam
- The Speaking test will consist of 3 parts

Course Content

Three themes (Identity and Culture, Local and International issues, Studies and Future careers) cover the following GCSE topics:

- | | |
|-----------------------------------|---------------------------|
| 1. Family and relationships | 7. Social issues |
| 2. Technology | 8. Holidays |
| 3. Free time | 9. School and education |
| 4. Festivals and Hispanic culture | 10. Future plans and work |
| 5. House and town | |
| 6. Global issues | |

Native Speakers and Community Languages (Non-Core)

If you are a native speaker in any of the following languages, you need to fill in the form you will receive on your email at the end of September (Year 10 only) and send it to Ms Torre to start discussing the requirements to enter you for this extra GCSE once in Year 10:

- Arabic,
- French,
- German,
- Greek,
- Italian,
- Japanese,
- Polish,
- Portuguese,
- Russian,

Parents and carers, please note that we do not process any GCSE entries in Year 8 or Year 9.

For more information please speak to:

- Ms De La Torre, Head of MFL
- sdelatorre@hammersmithacademy.org

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