



Your Passport to the Future

Choosing your GCSE Subjects For September 2026





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Our Mission

“Our mission at Trinity is to create a world-class school. As such, we expect that all members of our community seek to become the best version of themselves, developing Head, Heart and Soul. Our students will ultimately be successfully and happily employed in a career with prospects, as well as being citizens with a burning passion to serve their communities.”

We are so proud of the achievements of our students and believe that they have a very strong foundation of learning from which to make their GCSE choices. GCSEs are clearly important for the mission of the school and for the life-chances of your child. We want our students to make ambitious choices and to achieve +1 outcomes – this means getting a grade higher than if they were attending an ‘average’ school – and to ultimately have access to the sixth form courses of their choice, the most prestigious universities and highest quality apprenticeships as a result.

As we continue to care for your child, we will fully support them as they make their decisions and start public examination courses.

Mr E Bailey
Headteacher
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About our curriculum

In Years 10 and 11, all students will continue to study towards the English language, English Literature and Mathematics GCSEs. Students will also work towards either the Combined Science (worth two GCSEs) or Triple Science GCSEs. All students start Year 10 preparing for triple science and some will move to combined science closer to the sitting of public exams. A further four GCSE subjects are selected from the two GCSE blocks shown below:

Block One – Choose **one** from...

Geography

History

Block Two – Choose **three** from...

Art & Design (Fine Art)

Drama

History

Physical Education

Computer Science

Food Preparation and Nutrition

Music

Religious Education

Dance

French

Music Technology

Spanish

Engineering Design

Geography

General Guidance for Choosing GCSEs

Helping your child choose the right GCSE options can feel overwhelming and it is not always obvious what options your child should take. Here is our helpful guide we use to direct students to make the right decisions:

- Don't rush and choose your options early. We have deliberately given students several weeks to consider and discuss the possibilities.
- Don't choose your subjects based on a career your child thinks they want to do. Our GCSE offer is ambitious and we only offer high-quality GCSEs and equivalents that are recognised by all employers. There is no combination of subjects that will make you less employable.
- Don't choose subjects you think a university is looking for. All universities recognise the GCSEs and equivalents we offer. There is no combination of subjects that are more attractive to a university than others.

- Choose the subjects that interest your child. Interest and engagement in a subject is a key prerequisite for success.
- Know what taking a subject entails. Find out what topics the subject covers and how it is assessed.

James Carstairs

Head of Year 9

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Key Dates

Thursday w/c Monday 26 January
GCSE Options Form sent by email

Wednesday 4 March
Y9 Parents Evening

Monday 9 March
Deadline for submitting GCSE choices

May/June
Confirmation of GCSE subject sent out by email

Kieran Smith
Deputy Headteacher
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English Language

Exam Board

AQA

Assessment

Paper 1: Fiction – Reading and Writing – 50%

Paper 2: Non-Fiction – Reading and Writing – 50%

Paper 3: Spoken Language Qualification (stand alone non-examined assessment)

Head of Department

Tim Godfrey-Twiss
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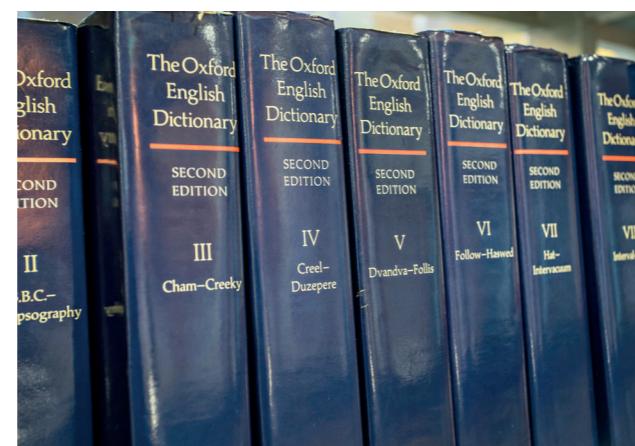
Lilja Moore
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The English Language GCSE course is designed to ensure that students are able to read and understand a range of complex texts – including fiction and non-fiction. These are skills that are vital for them, both at A-Level and beyond.

The course goes further than this, however – encouraging students to think deeply and critically about their reading, so that they can analyse and evaluate the extent to which what they have read is reliable and/or effective.

As a result, students are able to develop their own skills as writers and as speakers. This is something that will not only improve their success at A-Level, but will be vital for a productive and fulfilling life.



English Literature

Exam Board

AQA

Assessment

Paper 1: Shakespeare and the 19th Century Novel – 40%

Paper 2: Modern Texts and Poetry – 60%

Head of Department

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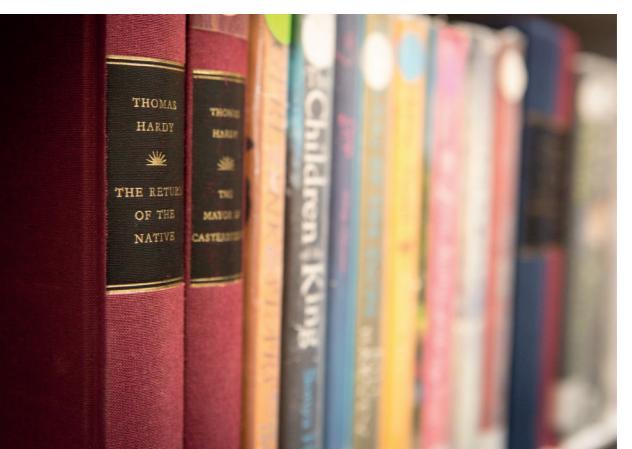


The English Literature GCSE course is designed to ensure that students have studied a range of texts, including poetry, prose, and drama.

In doing so, students will think about themes like love and death, war and conflict, good and evil, power, gender, and justice. They'll think about how and why people's attitudes to these and other themes may have changed over time, and how this is shown in their writing.

As a result, they'll not only develop their analytical skills, but they'll also develop the ability to empathise with others, which is such an important life-skill.

In addition, they'll develop their ability to articulate their thoughts and opinions logically and persuasively both through written essays and debates in class.





Mathematics

Exam Board

Edexcel

Assessment

Paper 1: Non-calculator – 33.3%

Paper 2: Calculator – 33.3%

Paper 3: Calculator – 33.3%

Head of Department

Cat Potter

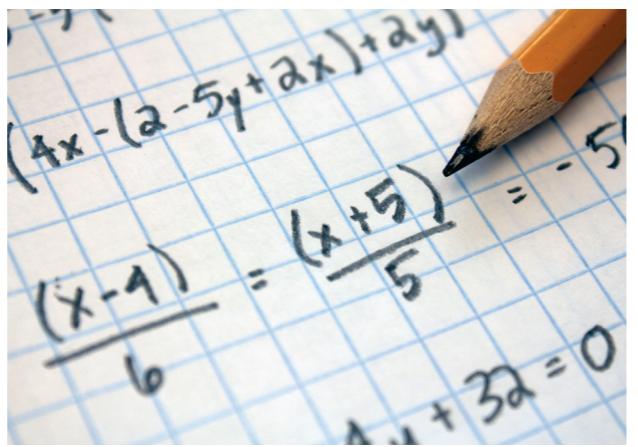
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The GCSE Mathematics course encourages students to deepen their understanding of arithmetical processes for which it is easy to see immediate relevance in our daily lives – ratio and proportion, compound interest, ease with percentages and the like. However, this is only the beginning of the journey we embark upon. Mathematics at its best, as Einstein once said, is the poetry of logical ideas. The course encourages students to sharpen their skills in mathematical reasoning and more general abstract understanding of mathematical concepts in the main areas of algebra, geometry, statistics and probability and number. It is a challenging but extremely rewarding course, which equips students very well for future learning opportunities and career choices.



Biology

Exam Board

AQA

Assessment

Biology Paper 1: 50%

Biology Paper 2: 50%

Head of Department

Ben Millett

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GCSE Biology is a study of living things. The topics studied include:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

As with Combined Science, the course introduces major science theories and explanations, helping students to make sense of the world around them.





Chemistry

Exam Board

AQA

Assessment

Chemistry Paper 1: 50%

Chemistry Paper 2: 50%

Head of Department

Ben Millett

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GCSE Chemistry is a study of matter. The topics studied include:

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

As with Combined Science, the course introduces major science theories and explanations, helping students to make sense of the world around them.



Physics

Exam Board

AQA

Assessment

Physics Paper 1: 50%

Physics Paper 2: 50%

Head of Department

Ben Millett

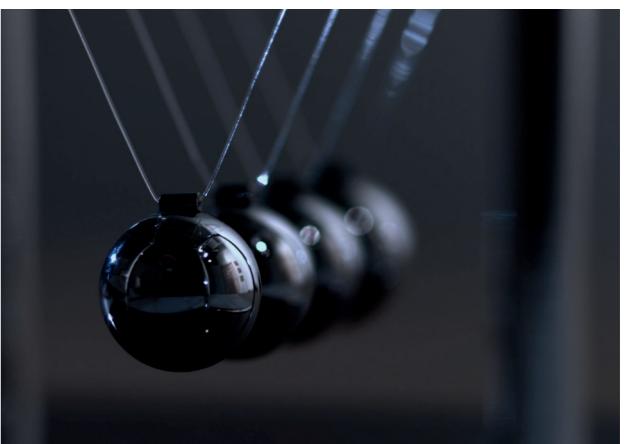
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GCSE Physics is a study of how matter interacts in the universe. The topics studied are:

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space physics

As with Combined Science, the course introduces major science theories and explanations, helping students to make sense of the world around them.





Art & Design (Fine Art)

Exam Board

AQA

Assessment

Component 1: Portfolio (sustained project and further work) – 60%

Component 2: Externally set assignment (Year 11 from January, including 10 hours of unaided supervised work) – 40%

Head of Department

Hamish Young

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Exploring the broad genres of figuration and landscape this Fine Art course is concerned with the development of ideas through to a final conclusion and requires an enthusiasm for experimentation and exploration.

The course aims to explore various artistic media, with an emphasis on drawing, through developing ideas, experimentation and risk taking, observational study and critical awareness of contemporary and historical art to support students in realising a personal artistic response.



Computing

Exam Board

OCR

Assessment

Paper 1: Computer Systems (non-calculator paper) – 50%

Paper 2: Computational Thinking, Algorithms and Programming (non-calculator paper) – 50%

Head of Department

David Smith

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

The course introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science. Students also develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.





Dance

Exam Board

AQA

Assessment

Performance (practical): 30%

Choreography (practical): 30%

Dance Appreciation (practical): 40%
(written exam)

Head of Department

Rachel Taylor

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Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, building upon their previous experience in the subject.

This GCSE course recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from one performance, they can choose any style in which to perform and choreograph. The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

Dance is a physically & academically challenging course but brings joy, movement and creativity into the lives of all that study it.



Drama

Exam Board

Eduqas

Assessment

Understanding Drama
(written exam) – 40%

Devising Drama, Devising Log and Devised Performance (practical) – 40%

Texts in Practice –
Performance of 2 extracts from plays
(practical) – 20%

Head of Department

Megan Stimpson

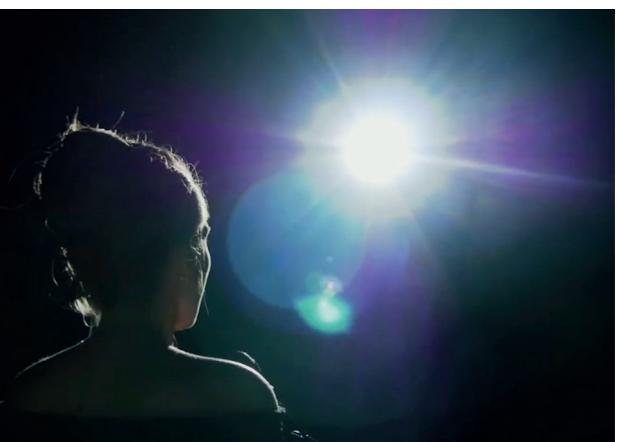
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The drama GCSE engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future. There is significant opportunity for students to do what they like best – participate in performance.

All students explore a set text, learning about how playwrights, theatremakers, and performers create and convey meaning to an audience. All students devise drama, developing their own creative ideas to a finished performance. All students explore texts practically and work on two text-based performances.

Students can be sure to gather many invaluable skills, both theatrical and transferable. This subject is particularly geared towards developing communication and collaboration skills, as well as allowing students to develop their confidence and creativity.





Engineering Design

Exam Board

OCR

Assessment

R038 Principles of engineering design: 40% Exam

R039 Communicating designs: 30% NEA (Non Examined Assessment/Coursework)

R040 Design evaluation and modelling: 30% NEA (Non Examined Assessment/Coursework)

Head of Department

Grace Martin
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Food Preparation and Nutrition

Exam Board

Eduqas

Assessment

Written exam on the principles of food preparation and nutrition 50%

Two practical assessments based on a choice of tasks given by the exam board. One is a scientific food investigation (8 hours) and the other is a food preparation assessment (12 hours) 50%. A portfolio of work will be produced for each of the assessments. Whilst there is a practical element to both tasks there is also a significant amount of research, planning and evaluation.

Head of Department

Nicola Finch
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In studying Engineering Design, students will identify and solve real problems. They will design solutions and learn how to put ideas into production. Students will work creatively, and develop a number of core skills including practical expertise, planning and decision making.

You may be interested in this course if you want an engaging qualification where you will use what you learn in practical, real-life situations, such as:

- Using both 2D and 3D engineering design techniques
- Designing new products to meet a design brief
- Communicating engineering design ideas.

This will help you to develop independence and confidence in using skills that would be relevant to the engineering design and development sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- Completing research to inform engineering design ideas
- Solving problems by exploring different engineering design options
- Finding imaginative solutions through creative thinking.

A GCSE in Food Preparation and Nutrition equips students with the knowledge and understanding required to cook and apply the principles of food science, nutrition and healthy eating. They will learn to apply this knowledge to the practice of cooking and develop sound technical skills relating to food preparation and nutrition. The six main areas of study are:

- 1 Food commodities
- 2 Principles of nutrition
- 3 Diet and good health
- 4 The science of food
- 5 Where food comes from
- 6 Cooking and food preparation

In addition, students will learn skills such as time management, risk assessment and evaluation techniques. There is a practical component to this course, but also substantial theory content. It should be noted that this is not a catering course and students will not cook every week. Some of the cooking will be scientific and experimental so students should have a keen interest in food preparation and science. They should also show the commitment to the provision of ingredients for practical lessons.



French

Exam Board

AQA

Assessment

Unit 1: Listening (25%)

Unit 2: Speaking (25%)

Unit 3: Reading (25%)

Unit 4: Writing (25%)

Head of Department

Rosie Maule

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The GCSE French course aims to further develop students' language skills, explore themes introduced in Years 7, 8 and 9 and enable them to express ideas and opinions in spoken and written form. Areas of study include friends, family, free time, technology, festivals, home and town, holidays, social issues, the environment, school, jobs, and future plans.

Students will build on their knowledge of language patterns and so increase their understanding of French-speaking countries across several continents. Students' ability to understand and communicate in French will be assessed in a variety of ways, including role plays, short conversations and responding to short messages and longer texts. This develops communication, strong literacy skills and an appreciation of different cultures – some of the most sought-after skills by employers and universities.

Please note: This GCSE is only available to those who have been studying French in Years 7 to 9.

Geography

Exam Board

AQA

Assessment

Paper 1: Living with the Physical Environment

Paper 2: Challenges in the Human Environment

Paper 3: Geographical Applications

Head of Department

Layla Bray

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The Geography course will introduce you to current local and global issues, including climate change, threats to ecosystems, and the economic and social challenges facing urban and rural communities around the world. You will learn about a range of geographical features and processes through key events and case studies around the world, while developing skills of geographical research and investigation, critical thinking, numerical, graphical, cartographic and GIS skills.

The Geography GCSE will enable you to better understand the natural and social worlds, to think about alternative futures and what you could do to influence them. You will be taught both in the classroom and out in the field by a team of Geography specialists who will draw on a range of resources and case studies to help you gain the knowledge and skills that you need for success.





History

Exam Board

Edexcel

Assessment

Paper 1: Migrants in Britain, c800-present and Notting Hill, c1948-c1970

Paper 2: Depth Study - Early Elizabethan England, 1558-88

Paper 2: Period Study - Conflict in the Middle East, 1945-95

Paper 3: The USA, 1954-75: Conflict at Home and Abroad

Head of Department

Ashley Pearson

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The History course will introduce you to fascinating periods, locations and topics, including the history of migration to the UK, the struggle for civil rights in the USA, Elizabethan England and conflict in the Middle East. You will learn about key events, periods and societies while developing skills of critical thinking, historical investigation, use of primary evidence and understanding of historians' interpretations.

You will become more aware of why people, events and developments are seen to be historically significant and you will learn how to communicate your historical knowledge and understanding effectively. You will be taught by a dedicated team of History specialists, who will work with care to make sure that your lessons are engaging, drawing on a range of resources to help you gain the knowledge that you need for success. Feedback from your teachers will help you to improve your knowledge, skills and understanding and to develop both as a student of History and as a citizen of the modern world.



Music

Exam Board

Edexcel

Assessment

Paper 1: Performance (non-examination assessment) – 30%

Paper 2: Composition (non-examination assessment) – 30%

Paper 3: Listening and Appraising (written exam) – 40%

Head of Department

Naomi Charatan

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GCSE Music is a varied and exciting course, where students study pieces of music in depth, and develop skills in performing and creativity in composing.

There are three components:
(Performance practical, coursework):

- Students will complete a solo recording of instrument and voice.
- Students will complete a second recording where they sing or play as part of an ensemble.

Composition (practical, coursework):

- Students will write two of their own pieces of music, using music technology or their instrument. One of these pieces will be completely free choice, one will be to a brief set by the exam board.

Listening and appraising (exam)

- Students will study eight set works from a variety of musical genres – from J.S Bach to Queen. They will be assessed on their musical understanding, analytical and listening skills in a listening paper at the end of the two year course.
 - The four areas of study are:
 - Instrumental music
 - Vocal music
 - Music for stage and screen
 - Fusions

Music GCSE can lead to an A level in Music or Music Technology, or a BTEC or equivalent in Music Performance/Production/Technology.



NCFE Level 2 Technical Award in Music Technology

Exam Board

NCFE

Assessment

60% Non-examined assessment
(NEA - coursework)

40% Exam paper

Head of Department

Naomi Charatan

ncharatan@trinityacademybristol.org



The Level 2 Technical Award in Music Technology is designed for students who want an introduction to the music technology industry that includes a vocational and project-based element. The qualification will appeal to students who wish to pursue a career in the music technology industry or progress onto further study in music technology. This qualification is designed to match the rigour and challenge of GCSE study. There is no performance requirement for music technology, although students will be expected to compose pieces of music during the course.

There are 5 content areas:

- 1** Introduction to music technology and the music business
- 2** The digital audio workstation (DAW)
- 3** Musical elements, musical style and music technology
- 4** Sound creation
- 5** Multitrack recording

If you have enjoyed working on music technology (Cubase/Bandlab/Ableton) in music lessons, and are interested in how sound is recorded, made and manipulated, then this would be a suitable course for you. It could lead on into further study in A Level Music Technology.

Religious Studies

Exam Board

Edexcel

Assessment

1. Religion and Ethics:
Christianity (50%)

2. Religion, Peace and Conflict:
Islam (50%)

Head of Department

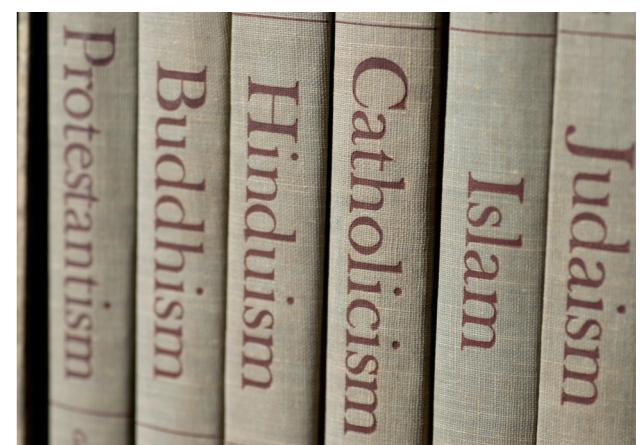
Ollie Livingston

olevingston@trinityacademybristol.org



The Religious Studies (Philosophy and Ethics) GCSE gives students the opportunity to develop knowledge, skills and understanding of philosophical questions such as: Is there a God? Where did the world come from? What happens after death? We will explore ethical issues such as the use of animals in scientific research, the morality of war and human sexuality. In examining these issues, we will investigate many different viewpoints. This will include religious views, with a focus on the Muslim and Christian perspectives.

While studying the course, students will be encouraged to develop essential skills involved with developing lines of argument. This will involve a focus on debate and discussion, in addition to essay writing. The course asks students to examine all issues from many different viewpoints, an approach which provides invaluable preparation for both university study and professional work.





Spanish

Exam Board

AQA

Assessment

Unit 1 – Listening (25%)

Unit 2 – Speaking (25%)

Unit 3 – Reading (25%)

Unit 4 – Writing (25%)

Head of Department

Rosie Maule

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The GCSE Spanish course aims to further develop students' language skills, explore themes introduced in Years 7, 8 and 9 and enable them to express ideas and opinions in spoken and written form. Areas of study include friends, family, free time, technology, festivals, home and town, holidays, social issues, the environment, school, jobs, and future plans.

Students will build on their knowledge of language patterns and so increase their understanding of Spanish-speaking countries across several continents. Students' ability to understand and communicate in Spanish will be assessed in a variety of ways, including role plays, short conversations and responding to short messages and longer texts. This develops communication, strong literacy skills and an appreciation of different cultures – some of the most sought-after skills by employers and universities.

Please note: This GCSE is only available to those who have been studying Spanish in Years 7 to 9.



Physical Education (GCSE)

Exam Board

AQA

Assessment

Paper 1 - The human body and movement in physical activity and sport (30%)

Paper 2 - Socio-cultural influences and well-being in physical activity and sport (30%)

Practical - Practical performance in three different physical activities, including a mixture of team and individual events (10% per performance) and an Analysis and evaluation of performance (10%)

Head of Department

Ash Hallam

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In GCSE Physical Education you will be studying theoretical aspects of sport and taking part in a variety of practical activities. Each week you will have a combination of theory and practical lessons.

Theoretical Physical Education (examination)

This part of the course will teach you about the scientific elements of Physical Education, covering areas such as anatomy and physiology, training and diet, sport psychology, movement analysis and data collection.

The Active Participant (practical)

This part of the course is based on active participation in a range of sports. Football is unlikely to be covered in lesson time: you must be seen to try hard in a wide variety of other sports.

The majority of the GCSE course is now based on the theory examination, which is largely science-based, and is very engaging and enjoyable. You will still take part in practical PE lessons. You should attend co-curricular sports clubs/teams inside and outside of school to give yourself the best possible chance of success.



Community Languages

Exam Board

Varies

Assessment

Unit 1 – Listening (25%)

Unit 2 – Speaking (25%)

Unit 3 – Reading (25%)

Unit 4 – Writing (25%)

Head of Department

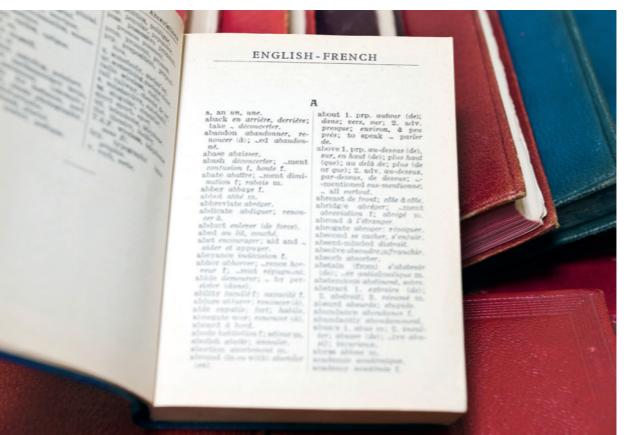
Rosie Maule

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For students who are native speakers (or near native) in a language other than Spanish, there is an opportunity to take a GCSE in that language to gain an additional qualification in addition to the normal options. In order to take a GCSE in an additional language, a student must already be fluent and literate in this language as they will not be taught this language as part of lessons at school. Students taking a community language will need to familiarise themselves with any exam-specific content and prepare independently.

One of the best ways to prepare to take a GCSE in a community language is to also take GCSE Spanish. This is because the format of the exam is the same for all languages, so studying Spanish formally in class will prepare a student well to take an exam in another language.





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