



‘Confident, Independent, Forward-thinking’

**Welcome to the  
Kents Hill Park School  
GCSE Options Evening 2026**



**Kents Hill Park Primary**

# Kents Hill Park Options Process

The key stage 4 curriculum that pupils start in Year 10 gives them the opportunity to make choices about which courses they wish to take for the next two years.

The choices are there for them to help meet their individual needs, their aspirations and to give them the opportunity to choose subjects that interest to them.



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# Kents Hill Park Options Process

The choices they make now will help lay the foundations for future opportunities within sixth form, college, further education, university, apprenticeships and the world of work.



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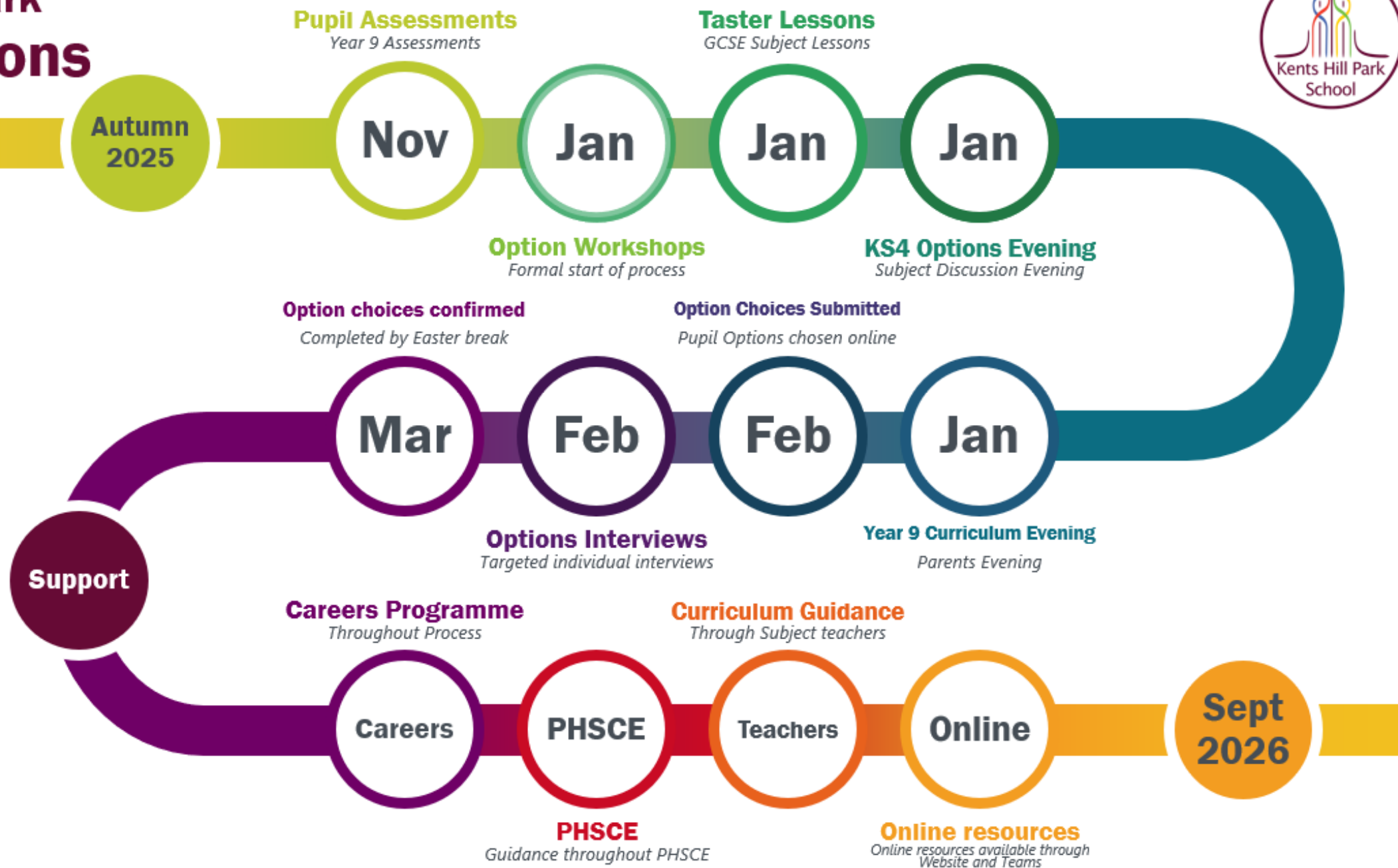
KENTS HILL PARK SECONDARY

# **GCSE Curriculum Options**



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# Kents Hill Park GCSE Options



# Core

*Subjects all pupils will study*

# Options

*Subjects pupils choose to study*



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# The Core Curriculum

<b>GCSE</b> <b>Subjects</b>	<b>English Language and English Literature - 8 lessons a fortnight</b>
	<b>Mathematics - 8 lessons a fortnight</b>
	<b>Trilogy Science (2 GCSEs) - 8 lessons a fortnight</b>
<b>Non-Exam</b> <b>Subjects</b>	<b>Religious Education (taught during PHSRE time)</b>
	<b>PHSRE - 2 lessons a fortnight</b>
	<b>Physical Education - 4 lessons a fortnight</b>



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# Options subjects

**Art & Design**

**Business Studies**

**Computer Science**

**Design & Production**

**French**

**Geography\***

**History\***

\* all pupils must choose either History or Geography

**Music Technology**

**Photography**

**Physical Education**

**Religious Studies**

**Spanish**

***By invitation only:***

**Triple Science**

**Entry Pathway**



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# The English Baccalaureate (Ebacc)

The **English Baccalaureate (EBacc)** is not a qualification. Pupils will not receive a certificate for completing it.

It was designed to help pupils keep their options open and for employers to identify pupils who have followed an academic curriculum.

To be eligible for the EBacc pupils must achieve a level 9-4 in English Language and Literature, Maths, 2 Science GCSEs, a Modern Foreign Language and a Humanity - such as History or Geography.



# How are GCSEs assessed?

All **GCSE** courses are assessed from levels 1 – 9, with 9 being the highest.

*In 2025 5.2% of all grades awarded were a grade 9.*

Attaining a **level 5** is judged as a **STRONG** pass in any GCSE subject

Attaining a **level 4** is judged as a **STANDARD** pass in any GCSE subject

*If pupils are wanting to go on and do A-levels post-16, they will likely need 5's.*



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# How are other courses assessed?

The **Level 2** courses on offer at Kents Hill Park School are Sports Studies and Creative Design & Production.

These don't use the same 1-9 system that the GCSE courses use, but they are equivalent.

GCSE Grades	Other Grades
9	Level 2 Distinction* (D*)
8	
7	Level 2 Distinction (D)
6	Level 2 Merit (M2)
5	
4	Level 2 Pass (P2)
3	Level 1 Distinction (D1)
2	Level 1 Merit (M1)
1	Level 1 Pass (P1)



# Other factors to consider

All pupils will study Sciences.

- **Most pupils** will study GCSE Trilogy, this leads to 2 GCSEs in a combined Science course.
- **Some pupils** will be *invited* to choose to study Triple Science, this leads to 3 separate Science GCSEs; Biology, Chemistry and Physics.

*Triple Science is demanding and is aimed at more able pupils who have a strong interest in Science.*

All pupils **must choose** either GCSE History or GCSE Geography.

*Pupils can choose both History and Geography if appropriate.*

It is **not permitted** to choose Art & Design and Photography as the courses have a lot of similar content,



# Reserve Choice

Some subjects have limits on the number of pupils that can be accommodated due to resources and staffing.

This year:

- Business Studies is limited to 4 groups
- Photography is limited to 1 group

*If the number of pupils choosing a subject exceeds the available places a random draw will take place for each subject to allocate the available places. Pupils must therefore think very carefully about which subject they pick as a reserve as they may end up taking this course.*



# Essential advice on choosing GCSEs

- 1. Enjoyment:** Choose subjects you think you will enjoy. This means researching content closely and asking teachers and others who know you well for advice.
- 2. Aptitude:** Choose subjects which you think you will be good at - you will be more likely to enjoy them as well. Think about why you might enjoy particular subjects and how committed you feel.
- 3. Prospects:** Think seriously about future ambitions. If you already have a university course in mind, check entry requirements for specific courses at university and work back from there.
- 4. Balance:** If you have no idea what you want to do in the future make sure that your options provide a broad and balanced programme.
- 5. Independence:** Don't choose on the basis of what friends are doing or on your favourite teachers. Make your own decisions.



# How not to choose your options

- 1. Your friends are picking those subjects:** Don't just pick the same subjects as your friends. You might not end up in the same lessons as them, and if you don't like the subjects, you are stuck doing them for 2 years.
- 2. Your parents have told you to:** Your parents aren't the ones who have to sit the subject for the next 2 years. We know you don't want to let them down, but these are your choices.
- 3. You like those teachers:** You might like the teacher you have now, but they may not teach your class. They might have to teach another class, or they may even leave the school.
- 4. The subject is easy:** You might have heard that certain subjects are "easy". If you enjoy a subject, you might find it easier than others, but this doesn't mean it's "easy" for everyone.
- 5. Panic:** Don't get to the day before the options are due and randomly pick without due thought.





# Pathways



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# Purple Pathway (Full EBacc)

- You will need to choose either Geography or History. You will be able to choose a second Humanities subject if you wish to do so from the free choice option.
- You will have been invited to study **Triple Science**
- You are expected to choose a modern foreign language
- You can choose 1 additional subject from the free choice list

Humanities Option (5)	Free Choice Pupils choose 3 from the list below <i>Each option has a timetable allocation of 5 periods.</i>	
Geography History	Art Business Studies Computing Science History Spanish Creative Design & Production Music Technology	Geography Photography Physical Education (Nationals) Religious Studies <b>Science (Triple) <i>by invitation</i></b> French

Pupils study for 9 GCSES



# Blue Pathway

- You will need to choose either Geography or History. You will be able to choose a second Humanities subject if you wish to do so from the free choice option.
- You will study trilogy science (double)
- You choose 3 additional subjects from the free choice list
- You are not prevented from the full Ebacc (one choice must be a modern foreign language)

Humanities Option (5)	Free Choice Pupils choose 3 from the list below <i>Each option has a timetable allocation of 5 periods.</i>	
Geography History	Spanish French Art Business Studies Computing Science Creative Design & Production	History Geography Photography Physical Education (Nationals) Religious Studies Music Technology

Pupils study for 9 GCSES



# Orange Pathway (This pathway is only available to invited pupils)

- You must choose either Geography or History. You will be able to choose a second Humanities subject if you wish to do so from the free choice option.
- You will not study a modern foreign language
- You will study trilogy science (double)
- You will attend the Entry Pathway option (non-examination)

Humanities Option (5)	1 Choice (5)	Free Choice Pupils choose 2 from the list below <i>Each option has a timetable allocation of 5 periods.</i>	
Geography History	Entry Pathway	Art Business Studies Computing Science History Creative Design & Production	Geography Photography Physical Education (Nationals) Religious Studies Music Technology

Pupils study for 8 GCSES



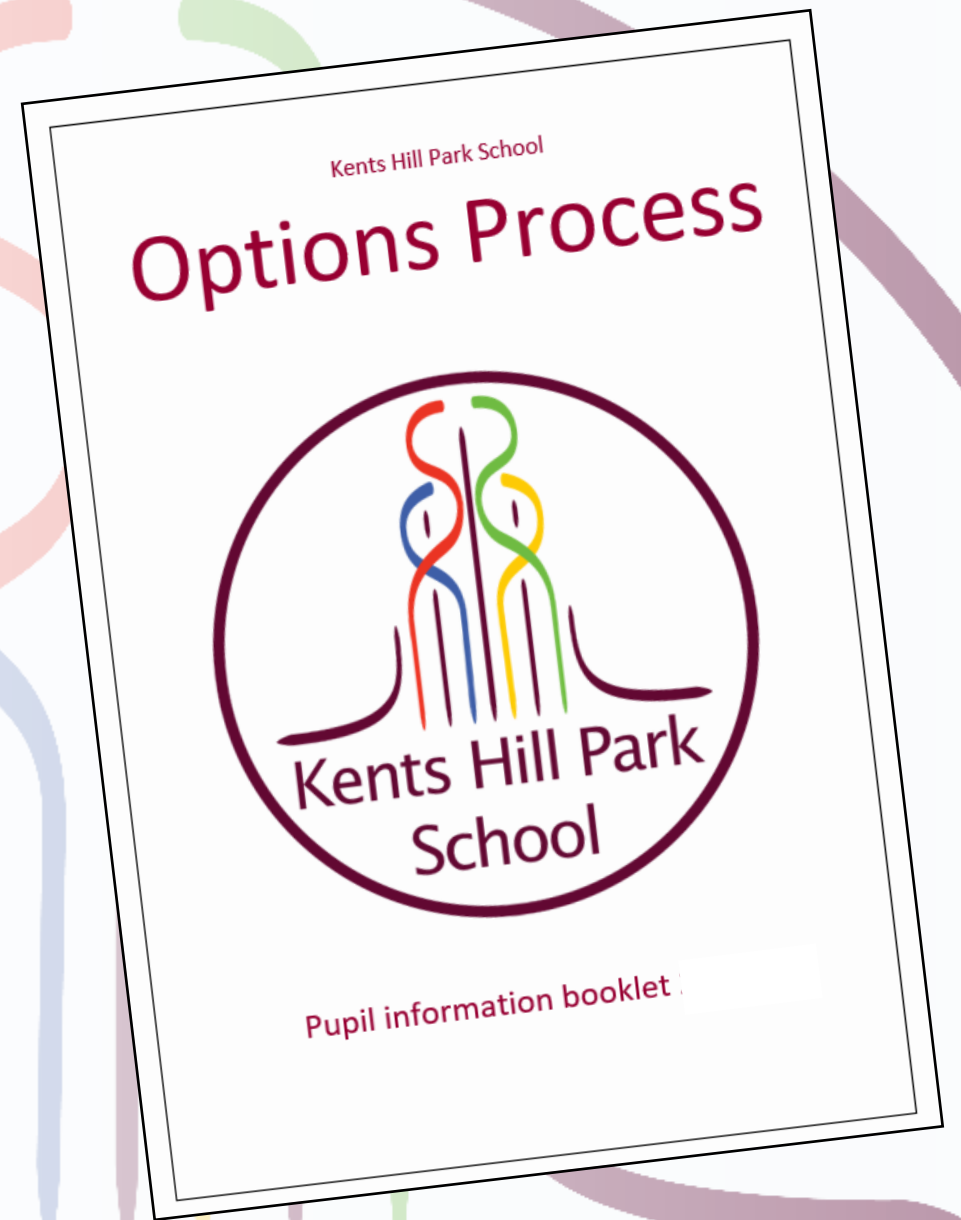
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# Guidance and Support



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# Key Stage 4 Curriculum Booklet



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Kents Hill Park School  
Options Process



Pupil Information Booklet 2023

## Geography

Exam Board

AQA

### Curriculum Overview

Pupils will explore case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Throughout the course pupils will build upon their geographical skills through the use of maps, graphs and photographic interpretation.

### Who should consider this subject

Any pupil who is interested in the content they have previously studied at key stage 3. This course is designed to look at the modern world and how the changes are both positive and challenging. The course is 100% exam although paper 3 is based more on your geographical skills rather than content.

### Paper 1: Living with the physical environment

Written examination – 1 hour 30 minutes.  
35% of the GCSE qualification

**Topic 1: The challenges of natural hazards** – This paper will cover the cause and challenges created by both tectonic and weather hazards. It will cover earthquakes, hurricanes and Climate change.

**Topic 2: The living world** – Highlighting how ecosystems around the world survive as well as the challenges and opportunities the people within them face.

**Topic 3: Physical landscape of the UK** – To take a closer look at the nation we live in through a physical geography perspective. The natural processes and features of UK rivers and coasts.

### Paper 2: Challenges in the human environment

Written examination – 1 hour 30 minutes.  
35% of the GCSE qualification

**Topic 1: Urban issues and challenges** – This paper looks at the issues and solutions created by urbanisation in both NEEs and HICs.

**Topic 2: The Changing economic world** – Identifying the differing levels of development across the world and focussing on two examples of economic growth.

**Topic 3: The challenge of resource management** – Looking deeper into the resources available in the UK including, food, water and energy. The paper requires a deeper understanding of one type of resource.

### Paper 3 – Geographical applications

Written examination – 1 hour 15 minutes

30% of the GCSE qualification

**Topic 1: Issue evaluation** - This section contributes a critical thinking and problem-solving element and will be based on one of the topics from paper 1 or 2. A pre-release document will be available prior to the exam.

**Topic 2: Fieldwork** – Pupils will take part in a human and a physical fieldtrip and this paper assess the techniques and understanding they gained during this.

### Equipment needed

Pupils will require general school equipment to complete the course.

Textbooks will be available to use within the school however the exam board has published the relevant revision guides to accompany the course.

### Enrichment opportunities

As well as support offered weekly in humanities club, the pupils will all undertake compulsory fieldwork focussing on two landscapes. The first is an urban area and the second will be either the UK coastline or a UK river.

### How can parents/carers help their children

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Parents could regularly test pupils on the knowledge organisers, particularly on the case studies that will be covered. It is also helpful to discuss issues in the news as well as locating places on maps to gain a spatial awareness of the world.

### Useful resources and course links

BBC bitesize - Geography	<a href="https://www.bbc.co.uk/bitesize/subjects">https://www.bbc.co.uk/bitesize/subjects</a>
Cool Geography	<a href="http://www.coolgeography.co.uk/">http://www.coolgeography.co.uk/</a>
Internet Geography	<a href="https://www.internetgeography.net/gcse-geography-revision/">https://www.internetgeography.net/gcse-geography-revision/</a>

### Future pathways

#### Education

A Level Geography  
A Level Geology  
Apprenticeships

Eventually this GCSE can lead to a wide range of Apprenticeships and university courses.

#### Careers

As well as the jobs directly linked to Geography such as a town planner, surveyor or environmental consultant, the subject opens up many doors. Some jobs you may not have thought of are;  
Journalist  
Environmental lawyer  
Emergency planner  
Landscape architect

### Curriculum Overview

Term	Course Content Summary: Knowledge and Skills
Autumn Year 10	<b>Living World</b> – Challenges and opportunities of Hot deserts and tropical rainforests. The examples covered in this topic will be the Thar deserts in India and the tropical rainforests of Malaysia. For each separate biome there will be a focus on the natural processes followed by the human interaction with nature.
Spring Year 10	<b>The challenge of natural hazards</b> – Earthquakes, Hurricanes and climate change. For each of the hazards there will be a clear focus on the cause and effect. These effects and the human responses will differ depending on level of development. For each hazard there will be a case study for both an LIC and an HIC.
Summer Year 10	<b>Physical landscapes</b> – A study of the UK's physical landscape and how it has changed over time. This then concentrates on the ever-changing coasts and rivers around the UK. Both the physical nature of the landscape and the human interaction will be studied. <b>Fieldwork</b> will be carried out during this term. After the fieldwork has been carried out, pupils will complete a write up of each section of the investigation to prepare for the exam.
Autumn Year 11	<b>Changing economic world</b> – Economic development will look at how the UK and Nigeria have both developed over time. It will investigate the methods of development as well as the consequences. <b>Urban issues</b> – The causes of urbanisation and the differences across the world in general, followed by a closer look into two examples. Each will cover what urbanisation has taken place, why and how they are managing the changes.
Spring Year 11	<b>Urban issues</b> – Urbanisation using examples of Birmingham and Rio de Janeiro (cont.). <b>Resource management</b> – Studying how the UK manages the uneven availability of resources, looking at food, water and energy.
Summer Year 11	<b>Paper 3 pre-release</b> – Content unknown until release but will be based around a previous compulsory topic. <b>Revision</b>

### Who to contact for further information

Mrs K Simpson – Acting Head of Humanities [ksimpson@kentshillpark.school](mailto:ksimpson@kentshillpark.school)

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# Kents Hill Park Primary

# Key Stage 4 Activity Booklet

## Kents Hill Park School Year 9 Options Activity Book



Name: \_\_\_\_\_

Form: \_\_\_\_\_



**I would like to do at the**

personalised learning programme to

for qualifications like GCE A and AS  
qualifications

people do this at the end of key stage 4  
I'd advise as soon as possible.

e?

ocations at college or university

ugh option so if this interests you,  
ble.

ake a decision.  
ome subjects are only for boys and

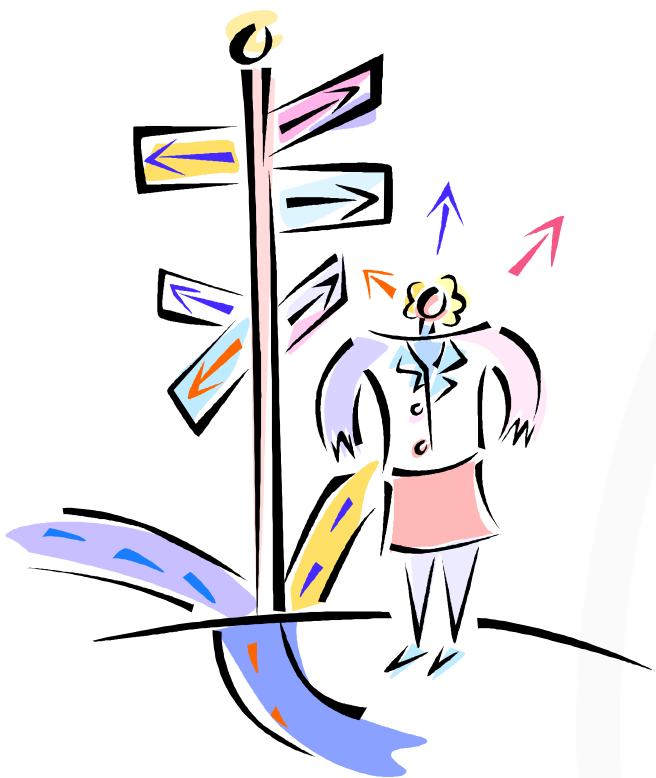
he options you need to meet the entry  
les that interest you - further  
iceship, a job with training.  
ose options that will give you plenty of

a from your family, friends, teachers,  
a co-ordinator, Connexions personal adviser and others.



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# Pupil Activity 1 – Knowing yourself



## Knowing Yourself

It's important to choose options that will interest and motivate you. What interests you? What makes you work hard? Do our quiz to find out.

**Tick anything you enjoy doing or think that you would enjoy doing:**

A	
<input type="checkbox"/>	building things
<input type="checkbox"/>	being active and working outdoors
<input type="checkbox"/>	making and fixing things
<input type="checkbox"/>	using tools and machines
<input type="checkbox"/>	solving problems

B	
<input type="checkbox"/>	designing and displaying things
<input type="checkbox"/>	being on television
<input type="checkbox"/>	writing a book
<input type="checkbox"/>	playing in a band
<input type="checkbox"/>	doing a makeover

C	
<input type="checkbox"/>	helping people
<input type="checkbox"/>	sorting out arguments
<input type="checkbox"/>	showing people what to do
<input type="checkbox"/>	looking after people
<input type="checkbox"/>	doing voluntary work

D	
<input type="checkbox"/>	finding out how things work
<input type="checkbox"/>	doing experiments
<input type="checkbox"/>	researching and testing ideas
<input type="checkbox"/>	designing a new computer game
<input type="checkbox"/>	doing calculations



# Pupil Activity 2 – Making decisions



## Decision making: choosing what to study at KS4

### Making decisions: factors to consider

Below are factors you might consider when choosing your Key Stage 4 subjects.

- a) Friends' choices
- b) Siblings' choices
- c) Teachers' opinions
- d) Family and friends' opinions
- e) The subjects you currently enjoy studying
- f) New subjects on offer you don't currently study
- g) A career you'd like to have
- h) A degree you're interested in
- i) An apprenticeship you're interested in
- j) Your skills: what you're good at doing
- k) Your interests: what you enjoy doing
- l) Post 16 qualifications you're interested in
- m) Type of assessment
- n) Type of qualification (academic/vocational)
- o) Subject timetable and potential clashes

Which do you think are the three most important factors to consider and why?

- 
- 
- 

Which do you think are the three least important factors to consider and why?

- 
- 
- 

### Making decisions: accessing support

Deciding what subjects to study might seem like a daunting task, but there are lots of people who can provide information to help you and offer support.

Who could support you with your subject choices?

- 
- 
- 

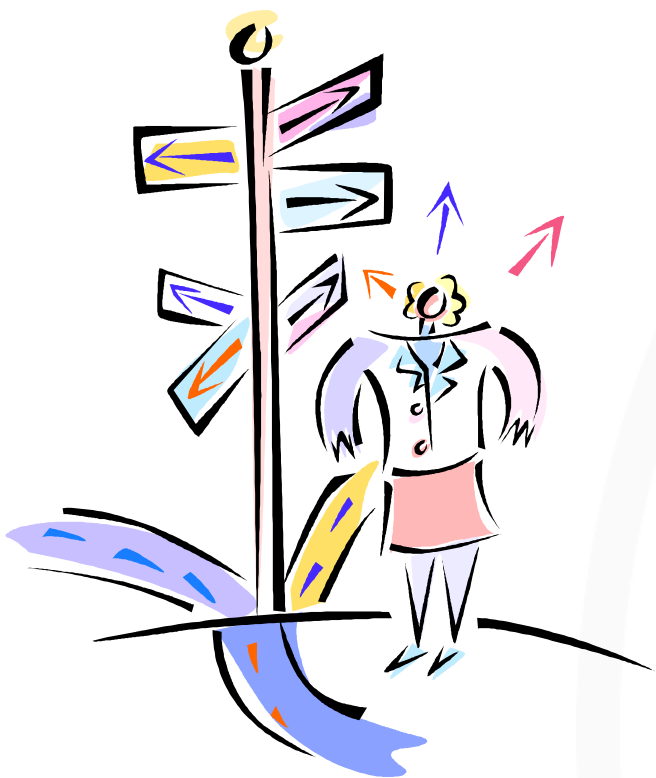
Select one of your examples and complete the table below.

Selected person:

Why might this person be a useful source of information to support you with your decision-making?

Why might this person not be a useful source of information to support you with your decision-making?

# Pupil Activity 3 – Making decisions: case study



## Making decisions: case study

Ryan's school has a set of core subjects he must study in Years 10 and 11. He must choose **two** other subjects from a list of twelve optional subjects.

Sport	Dance	Music	Drama
Health and social care	Business studies	Psychology	Design technology
IT	Media studies	Graphic design	Fine art

*'I really enjoy being creative.'*

*'I prefer practical assessments to written exams.'*

*'I think I'd like to have a career in the performing arts sector.'*

Based on the information you've got about Ryan (above), which subjects would you recommend he choose and why?

1. I would recommend...	because...
2. I would recommend...	because...

Ryan decided to choose **drama** and **music** as his two optional subjects. Later, Ryan finds out that they clash in the school timetable, and he can only study one of them, alongside a different subject. Ryan then decides on **drama** and **media studies** as his final choices.

**1. Why is it important to consider 'reserve' subjects alongside your main subject choices?**

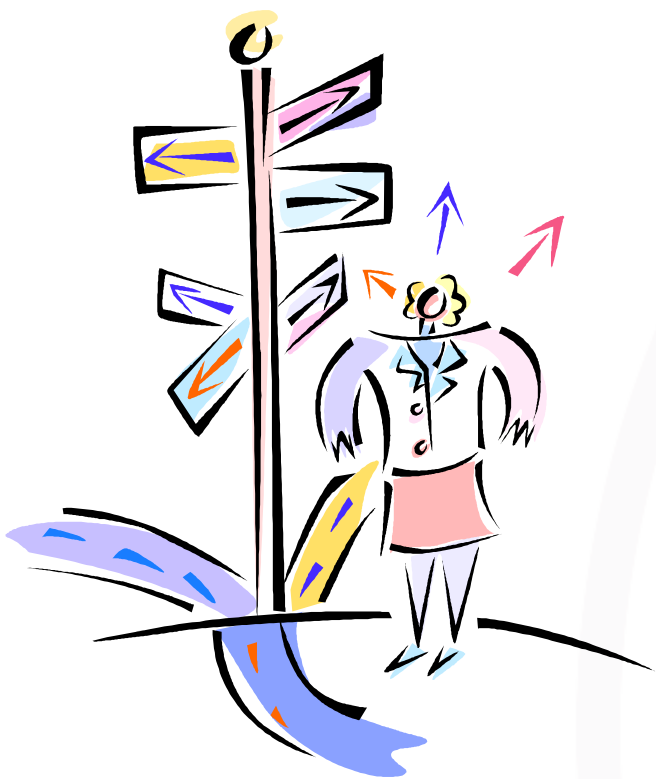
**2. How else could Ryan pursue his interest in music alongside his chosen school subjects?**

## Qualifications and subjects on offer to you

Look through the options booklet at the list of subjects on offer to you, sort them into three columns in the table below.

Would love to study	Undecided	Don't want to study

# Pupil Activity 3 – Qualifications and Subjects on offer to you



## Qualifications and subjects on offer to you

Look through the options booklet at the list of subjects on offer to you, sort them into three columns in the table below.

Would love to study	Undecided	Don't want to study

For at least one subject you'd **love** to study, write down one reason why you're keen to study it.

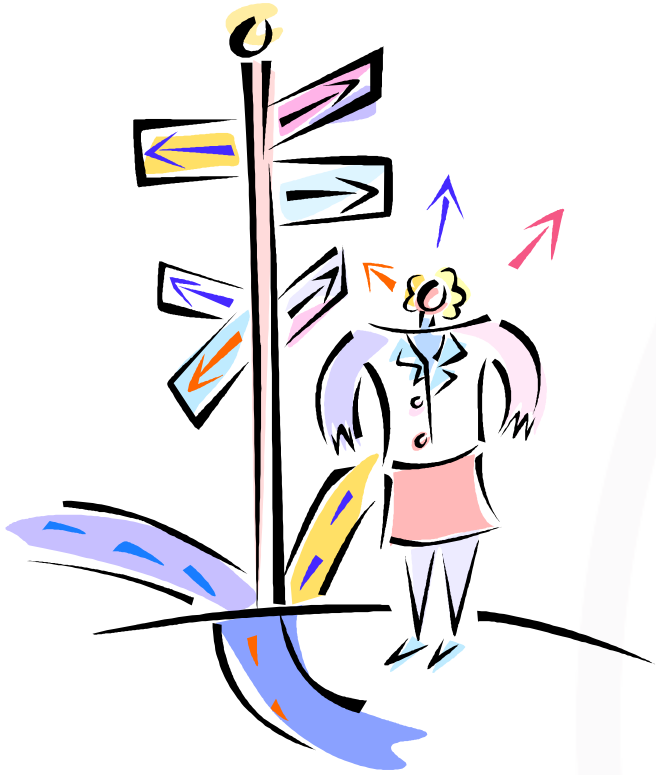
I'd love to study...  
because...

For the subjects you're **undecided** about, write down one reason why you're undecided about them. *Use the example to help you.*

Subjects I'm unsure about	Why I'm currently undecided
<u>s.g.</u> History	<u>s.g.</u> I'm not sure what topics we'd cover and whether they'd interest me.



# Pupil Activity 4 – What questions do I have and how do I find out?



## What would I like to find out next?

Write down at least three questions you'd like to ask to find out more about the subjects on offer to you.

*Use the notes you made about your undecided subjects to help you.*

- 
- 
- 

## My future

Career ideas and interests:

Subjects I need to do this:

Subjects that will give me plenty of career choices in the future:

## My questions

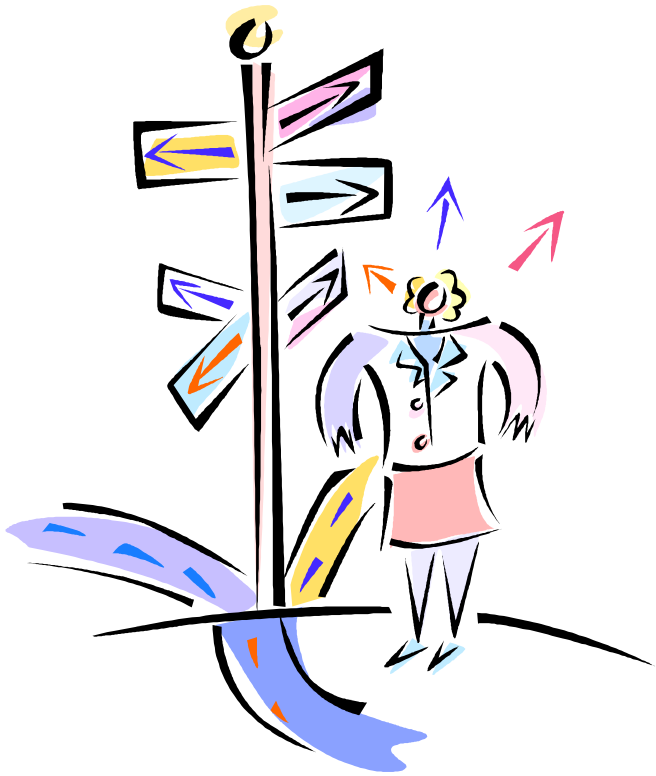
Things I want to find out before I make my choices:

Where can I find out the answer to my questions?





# Pupil Activity 5 – Action



## My Personal Action Plan

**Where am I now?** (e.g. thinking about my options; speaking to family and teachers; almost ready to choose)

**Who can help me and how?** (e.g. parents/carers; teachers; websites)

**What do I need to do and when?** (e.g. read my school's option booklet; browse the local 14-19 prospectus; talk to my parents/carers, teachers; research my subject choices, complete and return my options choices)

Action	By what date	Completed?



# Former Pupils



**Pavel**

Started GCSEs in 2021  
Now at University in Warwick



**Melody**

Started GCSEs in 2022  
Now in her second year at  
Moulton College



**Dewayne**

Started GCSEs in 2023  
Now at Oakgrove sixth form



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# Where can pupils go for help or advice?

Teachers – Form Tutor, Head of Year, Subject Leaders

PHSRE lessons

School report, target grades and parents evening

School Website: *Secondary – Secondary Curriculum – Key Stage 4 Options*

Options booklet and workbook

Personal research

Parents / Carers



Kents Hill Park School

# Options timeline

<b>December 2025</b>	<p>Year 9 end of Autumn Term reports and GCSE Target Grades sent out.</p> <p>Individual subject areas will deliver GCSE-like taster lessons to pupils and explain subject content and examination style during usual lessons.</p> <p>PHSRE will follow a scheme of work helping pupils in making options choices, identifying career pathways and making decisions.</p>
<b>Wednesday 7th January 2026</b>	<p>Year 9 Options workshop, pupils will receive their options booklets.</p> <p>Year 9 Curriculum evening for parents and carers beginning 6pm. During this evening there will be a presentation on how the option process works and the opportunity to speak to subject teachers about the courses on offer.</p>
<b>Wednesday 14<sup>th</sup> January 2026</b>	<p>Parents and Carers consultation evening. Held online using school cloud.</p>
<b>Tuesday 10<sup>th</sup> February 2026</b>	<p>Options Submission deadline. All options forms should be completed by pupils and handed to Mr McGarvie.</p>



# Options forms

**Option Choices 2022\_23**

Name  Form

Please read your Options booklet for further guidance and information

**Pathway: Purple**

- You will need to choose either Geography or History. You will be able to choose a second Humanities subject if you wish to do so from the free choice option.
- You will study Spanish
- It is **strongly recommended** that you study Triple Science
- You choose 2 additional subjects from the free choice list

Please choose one of the following courses. Place a tick (✓)

History  Geography

All pupils in the purple pathway will choose Spanish

Spanish

Please choose **Two** from the following list. Place a tick (✓)

Art	
Music	
Computing Science	
Dance	
Physical Education	
Religious Studies	
Science (Triple)	
Design Technology	
Geography	
History	
Business Studies	

Finally in the list above please choose a reserve choice by placing an (R) in the box of your reserve choice.

Please return your form to Mr McGarvie by the end of school by Tuesday 7<sup>th</sup> February 2023

**Option Choices 2022\_23**

Name  Form

Please read your Options booklet for further guidance and information

**Pathway: BLUE**

- You will need to choose either Geography or History. You will be able to choose a second Humanities subject if you wish to do so from the free choice option.
- You will study Spanish
- You choose 2 additional subjects from the free choice list

Please choose **one** of the following courses. Place a tick (✓)

History  Geography

All pupils in the purple pathway will choose Spanish

Spanish

Please choose **Three** from the following list. Place a tick (✓)

Art	
Music	
Computing Science	
Dance	
Physical Education	
Religious Studies	
Design Technology	
Geography	
History	
Business Studies	

Finally in the list above please choose a reserve choice by placing an (R) in the box of your reserve choice.

Please return your form to Mr McGarvie by the end of school by Tuesday 7<sup>th</sup> February 2023

**Option Choices 2022\_23**

Name  Form

Please read your Options booklet for further guidance and information

**Pathway: Orange**

- You will need to choose either Geography or History. You will be able to choose a second Humanities subject if you wish to do so from the free choice option.
- You can still choose Spanish as an option
- You choose 3 additional subjects from the free choice list

Please choose **ONE** of the following courses. Place a tick (✓)

History  Geography

All pupils in the purple pathway will choose Learning Support

Learning Support

Please choose **TWO** from the following list. Place a tick (✓)

Art	
Music	
Computing Science	
Dance	
Physical Education	
Religious Studies	
Design Technology	
Geography	
History	
Business Studies	

Finally in the list above please choose a reserve choice by placing an (R) in the box of your reserve choice.

Please return your form to Mr McGarvie by the end of school by Tuesday 7<sup>th</sup> February 2023



## Feedback

Thank you for joining us this evening.

Teaching staff are available in the quad for you to speak to about individual subjects.

Please scan the QR code to leave us feedback on this event.

Year 9 Options Evening - 7th  
January 2026



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