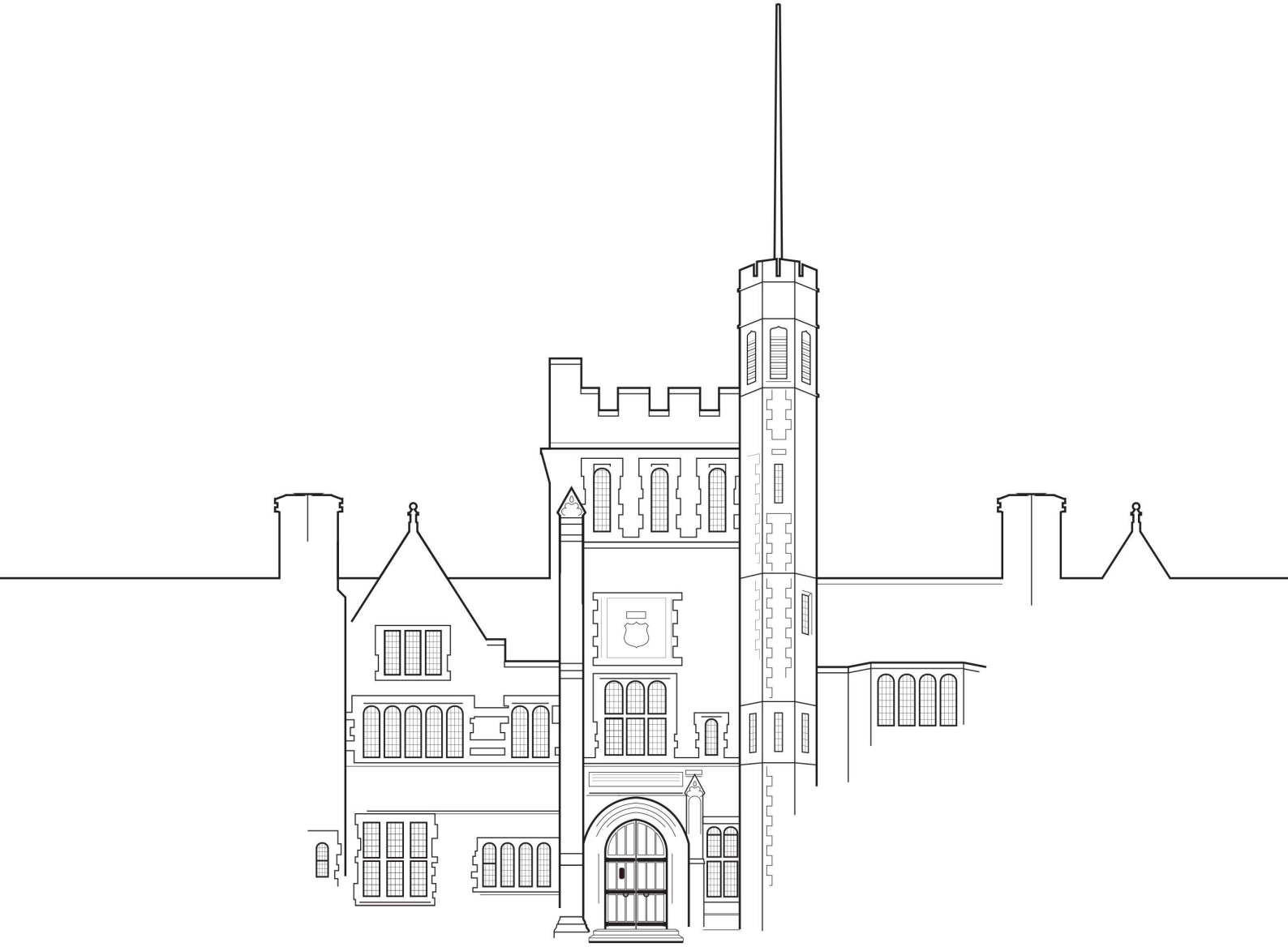
GCSE Options Booklet

2022



BABLAKE &
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SCHOOL


PUMA

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GCSE Options Booklet

Introduction

GCSE choices can be as exciting as they can be daunting. At this point most pupils have begun to think about potential combinations of options, but have not yet come to any final decision. The general advice is: don't panic; gather information; discuss your options with others; once decided just sleep on it overnight before submitting your choices.

Choose options according to your interests and passions. GCSE courses require you to approach your studies in a responsible manner from the very start of Year 10, recognising the importance of sustained effort over two years. In all of your GCSE subjects you will need to develop further your levels of organisation, commitment and the quality of the finished product, to ensure that you fulfil your potential across all subjects.

Please consider how courses are assessed. Many subjects are entirely exam based, some of them include some form of Non–Exam Assessment (NEA). This may stretch over several terms needing consistent application and dedication. This type of assessment may suit you but it may not.

Future careers may not yet be at the front of your minds. Even if they are, you should still be selecting GCSE subjects that will keep open as many possibilities for your future as you can.

The next two years will be exciting and challenging. Before you choose your GCSEs seek advice from a range of people: subject teachers, the Careers Adviser, form teachers and parents. You might also talk to older students and make the most of the peer support network. Ultimately, though, these people can only offer you advice. Remember that it is you who will study the subjects that you will choose, so make sure that the final decisions are yours, choosing what you want to study, so that you will be committed over the next two years.

Mrs Kaczur
Head of Year 9

Mr R Sewell
Deputy Head

The National Picture of GCSEs

GCSEs specifciations and grading changed considerably some years ago. that there have been many recent changes to GCSE examinations.

Two types of GCSEs are being followed at Henry's by the various departments which is detailed on the following pages:

IGCSE— The International GCSE – Maths has used this course very successfully for many years and it is well respected by universities and employers.
Current students will follow IGCSE courses in Maths, Physics, Chemistry, Biology, English (both Language and Literature), Geography, Computing, Modern Languages.

New Style GCSE examinations— sometimes labelled GCSE (9-1)
State schools started Maths & English courses for these in September 2015, September 2017 brought all subjects on to the new style GCSE and they are now well tested and embedded.

The big change for both the GCSE and IGCSE examination is that these are all graded on the new 9 -1 grading system. The chart below shows how this relates to the legacy A*- G grades. Grade 4 is considered to be a 'standard pass' and 5+ is considered to be a 'strong' pass.

New Scale

9	8	7	6	5	4	3	2	1	U
A*	A		B		C	D	E	F	G	U

Old Scale

With these changes there are still a few legacy specifications on the exam board websites. When you do your research please check that the examination you are looking at is for a GCSE graded 9-1. Also remember that you will start the courses in **September 2022** and take the GCSE examinations in **2024**.

Within these changes some subjects have been changed significantly, so please read carefully what is said in each entry. Many of these changes are Government driven so are not necessarily what we would have chosen.

The Curriculum for Year 10 & 11

Below you will find the curriculum for Year 10 and 11. Each division represents one teaching period in the week. You will see that the curriculum is made up of

- Core GCSE exam subjects (Maths, English, Physics, Chemistry, Biology)
- Compulsory non-examined subjects (PSHE, PE & Games)
- Option GCSE courses (a Modern Language plus 3 others).

Year 10

Core GCSE subjects studied by all students.														Non exam
English Language & English Literature				Mathematics				Physics		Chemistry		Biology		SS
Core non-exam			Core Language			Three Option Subjects								
Games		PE	French or German or Spanish			Option 1			Option 2			Option 3		

Year 11

Core GCSE subjects studied by all students.													Core	Non exam
English Language & English Literature				Mathematics			Physics		Chemistry		Biology		Science	Science SS
Core non-exam			Core Language			Three Option Subjects								
Games		PE	French or German or Spanish			Option 1			Option 2			Option 3		

Option Subjects are chosen from:

- Art, or Art (Photography)
- Classical Civilisation
- Computer Science
- Food Preparation and Nutrition
- DT— Product Design
- Drama
- Geography
- German
- History
- Latin
- Music
- Physical Education
- Religious Studies
- Spanish

Choosing your GCSE subjects

Deciding which subjects to take as GCSEs can be tricky. However, rest assured, the compulsory subjects you study (and the breadth they give), guards against a poor choice. Provided you are choosing subjects that reflect your abilities and interests you won't go far wrong!

The 4 main factors to try and bear in mind are:-

- ABILITY
- INTEREST
- BALANCE
- FUTURE AIMS

Your decisions about which subjects to take will inevitably be influenced by your strengths and interests. This is basically sensible because ability and motivation are vitally important in ensuring success.

You should also be looking to achieve a balance in your choices, to try and keep options open. It may help to think not simply in terms of what knowledge your subjects will give you but also the skills and techniques which they will develop. Your chosen subjects should build up a range of transferable skills – in other words, skills which can be transferred and used creatively across a wide variety of occupations.

If you are already considering continuing your education in the Sixth Form, then you must remember that the study of many A Levels, although not all, will require you to have taken those subjects to GCSE. Furthermore, if you have some ideas around career areas, you will need to check which subjects are prerequisites. You can do this by using the extensive resources in the Careers Room and by speaking to our Careers Advisors Mrs Pike and Miss Ayers, who will happily help you with your research. However, do remember that you may well change your mind! If you do not have any clear ideas about possible careers, then do not worry – most people your age do not!

There is lots of support and advice available for you. You can speak to individual Heads of Department and subject teachers, older students and Mrs Pike or Miss Ayers.

The Careers Room will be open exclusively for Year 9 students to talk informally with Mrs Pike and/or members of the Year 12 Peer Support Team during lunch **w/c 17th January, and 24th** January for those of you with any questions or concerns regarding your subject choices. Parents are also welcome to contact Mrs Pike or Miss Ayers with their questions.

Ultimately, your options decision should be made by you, in consultation with your parents. On no account be influenced by your friends' decisions – your future is far too important and they will not be taking the lessons or the exams for you.

Mrs Pike— spike@bkhs.org.uk
Miss Ayres— nayres@bkhs.org.uk
Tel: 024 7627 1124

Individual Subject Entries

Subject Entries

Each of these takes the similar format:-

- Exam Board and specification number. Do go onto the exam board websites (www.aqa.org.uk, www.ocr.org.uk, www.edexcel.com or www.cie.org.uk) to see details of the specifications. Please take care to read the ones for 9-1 GCSE courses. You will be doing examinations starting in September 2022 and with exams in the summer of 2024. Use the specification number to check this. It can be a bit tricky – if you are unsure; ask someone.
- Whether the subject is an international GCSE (**IGCSE)** or a new 9 -1 GCSE
- GCSE assessment – How the final assessment will be achieved? Whether it is entirely examination or includes some non–exam assessment? All examinations are taken at the end of Year 11.
- Content of the course – a brief paragraph on what is in the course.
- The skills you will need or acquire during the course.
- How the course will fit with your future — whether this is a career or moving on to further study in the Sixth Form?
- Some idea of other opportunities studying the course will bring: this may be trips, visits, competitions.

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Please do take the opportunities to talk to your subject staff about the courses we offer.

Core Subjects

English Language (9-1)	Exam Board Edexcel	Specification number 4EA1 (Spec A)
IGCSE Assessment Paper 1: Non-fiction Texts and Transactional Writing (60%) Paper 3: Poetry and Prose texts and Imaginative Writing (40%)	Exam – 2 hours and 15 minutes. Section A: Reading Comprehension - 1 hr 30 minutes Section B: Writing - 45 minutes Non Exam Assessment: Two pieces of coursework. Assignment A: one essay based on any two poetry or prose texts from Part 2 of the Language and Literature Anthology including a commentary on why they were selected Assignment B: a piece of imaginative writing	

Content of the Course:
Over the course of Years 10 and 11, pupils will study a range of poetry and prose extracts from the Edexcel Language and Literature Anthology in preparation for the examination and coursework. They will also read a range of extracts from unseen non-fiction such as memoirs, travel writing and autobiography in preparation for the Paper 1 examination.

In addition, pupils will also learn how to develop their writing skills, looking at different forms of transactional writing and the importance of accurate spelling, punctuation and grammar.

In Year 10, students will practise, and produce, assignment B for their coursework folder. In Year 11, students will produce assignment A for their coursework folder.

Skills needed and acquired
Pupils will be taught how to develop and hone their analytical skills in preparation for the comprehension section of the exam paper. This will involve learning to develop their powers of reading through skimming, scanning and inference. They will also learn how to understand the ways in which writers use language for effect through grammatical structures and rhetorical features.

How could it help my future?
English is at the heart of all we do and your IGCSE will be an essential part of any future decisions you make. You must have (I)GCSE English in order to go onto A levels and, indeed, university or work.

Further Opportunities
English will stand you in good stead for opportunities in all sectors from banking to journalism.

English Literature (9-1)	Exam Board Edexcel	Specification number 4ET1
IGCSE Assessment Paper 1: Poetry and Modern prose (60%) Paper 3: Drama and Literary Heritage (40%)	Exam – two hours Section A: Unseen Poetry: an analysis of an unseen poem Section B: Anthology: a comparison of two poems from Part 3 of the Language and Literature Anthology. Section C: Prose: one question from a choice of two on the set text. Non Exam Assessment Two pieces of coursework based on set texts from the exam board. Assignment A is a response to a modern drama and Assignment B is a response to a literary heritage text.	

Content of the Course

In Year 10, pupils will begin analysing poetry from the Edexcel Language and Literature Anthology and the prose set text in preparation for the Literature examination.

In Year 11, pupils will continue to develop their analytical and comparative skills for the poetry comparison exam question. They will also complete their course-work pieces, on the modern drama and literary heritage set text from the examination board.

Skills needed and acquired

Pupils will develop and hone their appreciation of the themes and ideas presented by writers in their texts. They will learn to understand a text in relation to its historical and socio-cultural context and think about texts in more depth. A willingness to engage with writers' ideas and methods is essential.

How could it help my future?

English Literature will help you develop your powers of analysis and your ability to communicate complex ideas. It will help you think about issues in light of other factors and to see the whole instead of just the part.

Further Opportunities

English Literature can be used in journalism, the Civil Service, teaching, social work and many other professions.

Mathematics (9-1) **(Specification A)**	**Exam Board** **Edexcel**	**Specification number** **4MA1**
IGCSE Assessment Paper 3H (50%) Paper 4H (50%)	2 x 2hr examinations Calculators allowed in both	

Content of the Course:

The Mathematics course covers the breadth of the mathematical spectrum, taking in various topics in the key areas of Number, Algebra, Geometry and Statistics, including such topics as quadratic equations, vector geometry, 3D trigonometry and basic calculus.

Skills needed and acquired

The Edexcel International GCSE in Mathematics (Specification A) qualification enables students to:

- Develop their knowledge and understanding of mathematical concepts and techniques.
- Acquire a foundation of mathematical skills for further study in the subject or related areas.
- Enjoy using and applying mathematical techniques and concepts, and become confident to use mathematics to solve problems.
- Appreciate the importance of mathematics in society, employment and study.

How could it help my future?

Following on from the IGCSE, students can progress to A Level Mathematics and A Level Further Mathematics, both of which are extremely useful for a number of Higher Education courses in Mathematics, Science or the Social Sciences.
The analytical and problem solving skills acquired will benefit any future endeavour that the student undertakes. On a practical side, a Mathematics qualification is essential for a vast number of careers.

Further Opportunities

There are mathematical problems available every fortnight for pupils to attempt. Some pupils will have the opportunity to pursue the OCR Additional Mathematics qualification in Year 11. There is also the opportunity to take part in the UK Mathematics Trust Intermediate Mathematics Challenge, and, for a small number of students, the Senior Mathematics Challenge.

Biology (9-1)	Exam Board Edexcel	Specification number 4BI1

IGCSE Assessment

Biology Paper 1(4BI1/1B)	2 hour exam (61.1%)
Biology Paper 2 (4BI1/2B)	1 hour 15 minutes exam (38.9%)

Both exam papers consist of a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. The questions test knowledge and understanding and the application of these. There are also some questions about practical work. Most answers will require a short response. However, there may be some towards the end of the papers where a longer response is needed such as describing how to carry out a particular experiment or the way in which a particular organ works.

Content of the Course:

Material from the IGCSE Biology course is studied in Year 9. Additional topics are covered in Years 10 and 11.

Year 9	Year 10	Year 11
Classification	Cell transport	Food and nutrition
Cell structure	Respiration	Excretion
Biological molecules	Gas exchange	Genetics and inheritance
Coordination/ response	Transport	Selective breeding
Photosynthesis	Reproduction	Genetic modification
Ecology	Pollution	Cloning
Food production	Nutrient Cycles	

Skills needed and acquired

The course aims to develop the students' interest and enjoyment in the study of biological concepts in the context of the World around them. It also allows for progression in the level of understanding of these concepts and the development of practical skills.

How could it help my future?

IGCSE Biology provides the foundation for the study of the subject at A level and could therefore then lead to the study of Biology or Biology related courses at university such as Genetics, Medicine or Zoology.

Further Opportunities

All students in Year 10 complete the 'Biology Challenge'.
Biology Club is an opportunity that is open to Year 10 students also.

Chemistry(9-1)	Exam Board Edexcel	Specification number 4CH1

IGCSE Assessment Chemistry Paper 1 (4CH1/1C) Chemistry Paper 2 (4CH1/2C)	2 hour exam (61.1%) 1 hour 15 minutes exam (38.9%) Exams include short answers, calculations and a small amount of extended writing.

Content of the Course:
Material from the IGCSE Chemistry course is studied in Year 9. Additional topics are covered in Years 10 and 11.

Year 9	Year 10	Year 11
Atomic structure, chemical formulae, equations and calculations	Crude Oil, alkenes, polymers and alcohols	Acids, alkalis & titrations
The Periodic Table, Group 1 and Group 7 elements	Chemical formulae, equations and calculations	More Chemical formula, equations & calculations
Ionic and Covalent bonding	Metals including bonding, re-activity series, extraction and uses	Salt preparations
Crude oil and alkanes	Electrolysis	Energetics and Reversible reactions & Equilibria
States of matter, elements, compounds & mixtures	Gases in the atmosphere	Carboxylic Acids, Esters and Synthetic Polymers
Rates of Reaction	Chemical tests	

Skills needed and acquired
A good foundation from Year 9 is required, as is a willingness to work co-operatively. Be ambitious but recognise there are times when you should seek help.
You will gain:
In-depth knowledge of the subject, thinking and problem-solving skills, strong practical skills, the ability to stick with something and develop your academic and scientific abilities in a supportive setting.

How could it help my future?
IGCSE Chemistry is a highly regarding qualification in its own right, showing problem solving abilities and logical deduction. It provides the foundation for the study at A-level which is essential for medicine, dentistry, veterinary science, chemistry, chemical engineering and environmental science, to name but a few.

Further Opportunities
A weekly Chemistry Clinic for help with the course. A trip to GCSE Science Live! provides opportunities to hear from current research scientists.

Physics (9-1)	Exam Board Edexcel	Specification number 4PH1
IGCSE Assessment Physics Paper 1 (4PH1/1P) Physics Paper 2 (4PH1/2P)	2 hour exam (61.1%) 1 hour 15 minutes exam (38.9%) Exams include short answers, calculations and a small amount of extended writing.	

Content of the Course:
The course covers all aspects of Physics. It is spread over Year 9 to Year 11.

Year 9	Year 10	Year 11
Movement and Position	Light and Sound	Momentum
Forces	Electric Charge	Magnetism
Elasticity	Mains Electricity	Electromagnetism
Moments	Current Electricity	Electromagnetic Induction
Density and Pressure	Energy Transfer	Radioactivity
Change of State	Energy Resources	Fission and Fusion
Ideal Gas Molecules	Work, Energy and Power	Motion and the Universe
Waves	Terminal Velocity	Stellar Evolution
Electromagnetic Spectrum		Cosmology

Skills needed and acquired
The Edexcel IGCSE Physics course aims to interest and enthuse students, and develop a critical approach to scientific evidence and methods. Students acquire a systematic body of scientific knowledge and the skills needed to apply this in new and changing situations in many domestic, industrial and environmental contexts. Pupils will be fully prepared and equipped to confidently undertake the A-Level Physics course.

How could it help my future?
From IGCSE Physics, students can progress to A-Level Physics and then to Higher Education courses in Physics, Astronomy and Engineering.
The skills developed in IGCSE Physics will, more generally, benefit *any* future course or career, especially those where problem-solving, data-analysis, or practical skills are important.

Further Opportunities
In Year 9, selected students take part in the Physics Big Quiz at Birmingham University with prizes and trophies for winning teams and schools.
Pupils will also have the opportunity to demonstrate the depth of their understanding and extent of their reading in the annual *Physics Challenge* competition in Year 11.

Physical Education and Games
(Non examination)

Physical Education

- In Years 10 and 11 PE is taught in both single sex and mixed teaching groups; depending on group size and staff available.
- The current activities covered are listed below these are regularly reviewed to give an appropriate curriculum for each year.

		Term 1	Term 2	Term 3
Year 10	Boys	Handball, Water Polo	HRF, Swim	Softball, Basketball Athletics, Rounders
	Girls	Swimming, HRF	Badminton, Handball	
Year 11	Boys	Uni Hock, Basketball, Dodgeball	Dodgeball, HRF, Waterpolo	Softball, Tennis
	Girls	HRF, Waterpolo, Dance	Sports Hall Games	Rounders, Tennis

Games Afternoons

Year 10 undertake a variety of activities shown. Years 11 have games with Years 12 & 13 which allows more choice to be given. Those who are part of a team sport do that option.

		BOYS	GIRLS
Year 10	Term 1	Rugby, Multi Sports, Cross Country	Hockey, Multi Sports
	Term 2	Hockey, Multi Sports, Cross Country	Netball, Multi Sports
	Term 3	Cricket, Athletics, Lacrosse	Rounders, Athletics, Summer Sports
Year 11	Winter	Rugby (Boys) Swimming Football (Boys) Ice Skating Hockey (Boys & Girls) Badmington Multi Sports Table Tennis Basketball	Cross Country Netball Life Fitness Golf 5 A Side Football Fitness Dance Connexions Yoga
	Summer	Tennis Cricket Fitness Multi Sports Athletics Swimming Golf Tennis	Tennis Rounders (Girls) Yoga

School Teams

Teams are fielded at all age levels in all major games:-
Girls:- Hockey, Netball, Cross Country, Tennis, Athletics, Rounders, Orienteering, Swim, Golf.
Boys:- Rugby, Hockey, Cross Country, Cricket, Athletics, Tennis, Orienteering, Basketball, Football, Swim, Golf.
Matches are played on Saturday mornings/Afternoons or Games Afternoons with midweek fixtures after school. Teams are entered into both local and national competitions and local leagues. Many Sport Tours have taken place over a number of years, including Rugby to Northern Ireland, Australia, Canada, South Africa and Chile. Hockey & Netball to South Africa, Sri Lanka, Malaysia, Gibraltar, Portugal and Spain.

Extra Curricular Clubs

These are offered in the majority of activities and are run at lunch time and after school.

Inter - House Competitions

These take place throughout the year over a wide range of activities. Some are single sex and some mixed.
Activities include: Netball, Rugby, Hockey, Basketball, Badminton, Cross Country, Tennis, Cricket, Rounders, Athletics, Volleyball, Swimming.

Study skills (Non-examination)

This is a short course that aims to support and inspire independent learning and the skills associate with study. It will take place over the course of Year 10 and Year 11. The lessons help pupils to explore a variety of skills and techniques to demonstrate and encourage students to think about and engage with various aspects of learning.

Topics covered include:

- Learning and the brain—neuroplasticity
- Focusing your attention
- Time efficient reading
- Cornell Note Taking
- Frequent recall and retrieval practice

Option Subjects: MFL

You must choose at least one of French, German or Spanish.

French (9-1)	**Exam Board Edexcel IGCSE**	**Specification number 4FR1**
GCSE Assessment Paper 1 Listening (25%) 4FR1/01 Paper 2 Reading and Writing (50%) 4FR1/02 Paper 3 Speaking (25%) 4FR1/03	30 minute examination paper + 5 minutes reading time at start. I hour 45 minute examination paper 8-10 minute oral examination of 3 parts. One photo discussion chosen by candidates in advance and 2 general conversation topics.	

Content of the Course:
Students will study the topic areas of:

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health.

Many of these areas will have been introduced in Years 7- 9 but will be developed in terms of vocabulary and grammatical constructions.

Skills needed and acquired
This qualification gives students the opportunity to:
· Develop positive attitudes towards modern foreign language learning.
· Develop their ability to listen to and understand the spoken French language in a range of contexts and a variety of styles.
· Read and respond to different types of written language.
· Communicate in writing.
· Understand and apply a range of vocabulary and structures.
· Develop effective language learning and communication skills.
· Communicate in speech for different purposes.
· Acquire a suitable foundation for further study of the target language or another language.

How could it help my future?
The study of any foreign language in today's world is an invaluable skill, and increasingly so given the global nature of society. In Britain today there is an increasing shortage of modern linguists and as such prospective employees who include a modern language in their armoury are very much sought after. As languages are predominantly a communication skill the ability to converse in another language, indeed to have the confidence to speak in another language, will provide students with the important skills of communication in any given field. Further on down the line it is worth noting that languages can be combined with a multitude of other disciplines and language students fare extremely well in the job market. France has a world reputation for engineering and the study of French and Physics at A level can lead to exciting career opportunities. French remains the international language of diplomacy.

Further Opportunities
French château trip to Normandy – A study / activity week during the summer holidays – open to Y10. The trip enables students to be immersed in an entirely French environment and is of particular benefit to their oral work.

German (9-1) IGCSE	Exam Board Edexcel	Specification number 4GN1
IGCSE Assessment Paper 1 Listening (25%) 4GN1/01 Paper 2 Reading and Writing (50%) 4GN1/02 Paper 3 Speaking (25%) 4GN1/03	30 minute examination paper + 5 minutes reading time at start. 1 hour 45 minute examination paper 8-10 minute oral examination of 3 parts. One photo discussion chosen by candidates in advance and 2 general conversation topics.	

Content of the Course:
Students will study the topic areas of:

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health.

Many of these areas will have been introduced in Years 7- 9 but will be developed in terms of vocabulary and grammatical constructions.

Skills needed and acquired
This qualification gives students the opportunity to:
· Develop positive attitudes towards modern foreign language learning.
· Develop their ability to listen to and understand the spoken German language in a range of contexts and a variety of styles.
· Read and respond to different types of written language.
· Communicate in writing.
· Understand and apply a range of vocabulary and structures.
· develop effective language learning and communication skills.
· Communicate in speech for different purposes.
· Acquire a suitable foundation for further study of the target language or another language.

How could it help my future?
In today's globalised world the ability to speak any foreign language is a huge asset. Having German on your CV does stand out. It is no secret that the language can be challenging and so most often it is only those who are truly capable linguists who choose to study it. It is, therefore, a sign of a hardworking and committed student if you have a GCSE, or indeed A-level, in the subject. In terms of career opportunities, Germany has one of the largest export markets in the world and so the ability to trade with them in their own language is hugely beneficial.
The ability to speak German is an especially valuable asset in the engineering world. Jaguar Land Rover in particular has recently shown particular interest in German speakers.
There are opportunities across various industries in some major international companies which are based in Germany, for example Hugo Boss, Siemens, Bloomberg, Adidas, just to mention a few.

Further Opportunities
German Cultural Trip to Cologne – a chance for pupils to visit Cologne and at least one other city to practise their skills in the language and experience the German Christmas Markets in a real setting. There is also the possibility of seeing a German play aimed at the pupils' age group and a visit to Warwick University to experience language learning in this setting.

Spanish (9-1) IGCSE	Exam Board EdExcel	Specification number 4SP1
Assessment: Paper 1 Listening (25%) 4SP1/01	30 minute examination paper + 5 minutes reading time at start.	
Paper 2 Reading and Writing (50%) 4SP1/02	1 hour 45 minute examination paper	
Paper 3 Speaking (25%) 4SP1/03	8-10 minute oral examination of 3 parts. One photo discussion chosen by candidates in advance and 2 general conversation topics.	

Content of the Course:

- Topic A: Home and abroad
- Topic B: Education and employment
- Topic C: Personal life and relationships
- Topic D: The world around us
- Topic E: Social activities, fitness and health.

Many of these areas will have been introduced in Years 7-9 but will be developed in terms of vocabulary and grammatical constructions.

Skills needed and acquired

This qualification gives students the opportunity to:
· Develop positive attitudes towards modern foreign language learning.
· Develop their ability to listen to and understand the spoken Spanish language in a range of contexts and a variety of styles.
· Read and respond to different types of written language.
· Communicate in writing.
· Understand and apply a range of vocabulary and structures.
· Develop effective language learning and communication skills.
· Communicate in speech for different purposes.
· Acquire a suitable foundation for further study of the target language or another language

Students will have the opportunity to practise their spoken Spanish with a foreign language assistant.

How could it help my future?

Spanish is the fastest growing language in the world making this qualification a fantastic investment into broadening your horizons and opening doors on a global level. Spain and as many as 20 other Spanish speaking countries have thriving sectors in tourism, international business, astronomy, film -making and beyond! A languages GCSE gives you a well respected qualification whilst developing your communication skills, enhancing your memory power and understanding of your own language and opening up a whole world of cinema, literature and music for you to enjoy.

Further Opportunities

The Spanish residential trip to Cadiz is a fantastic language immersion opportunity for students to explore the very rich culture, history and heritage of southern Spain. Students are taught a Spanish lesson each morning before heading off to take part in a variety of activities ranging from seeing the live streets of Cadiz through one of the world's only examples of a *Camera Obscura* to climbing all 34 ramps of the winding *Giralda* in Seville. A visit to a traditional Spanish market and town along with shopping and eating out allows students to use and practise their language skills in an authentic setting.

Students also have the opportunity to take part in a global language learning competition.

Option Subjects

You must choose three of the remaining subjects, or two and another language

ART (9-1)– Fine Art	**Exam Board** **OCR**	**Specification number** **J171**
GCSE Assessment Unit 1 Art & Design Portfolio 60% Unit 2 Art & Design – Set Task 40%	Non-exam assessment, maximum guided learning approx 45 learning hours. This is an OCR Set Task – candidates select one starting point, theme or brief from a paper released January of Y11. There will be a supervised 10 hour period in which students produce a final response.	

Content of the Course:
The GCSE course is primarily concerned with self-expression and involves communicating ideas in a visual form in response to human experience.
You will develop your abilities in the areas of: conceptualising, investigating, experimenting, evaluating and finally realisation. You will develop your imagination and communication skills through discussion and analysis.

Art & Design is a subject about critical analysis and applying a love or passion for creativity to answer a diverse range of briefs through experimentation using various materials and media.

Skills needed and acquired
The creative process, which you will develop, and the skills and attributes you also develop should prepare you for the ever-increasing demands of the world. You will learn to develop critical self-awareness, to be self-motivated, independent, flexible and open minded. Your personal development is integral to the design process and the artefacts you produce.
Whatever field of work you enter, whether in art, design, craft or something totally unrelated, you will be equipped to make a valuable contribution.

How could it help my future?
Personal development is the key in making Art & Design at GCSE level such a comprehensive and rounded subject to pursue. Art and Design fosters and encourages, through direct personal expression imagination, conceptual thinking, powers of observation, analytical abilities and practical attitudes/increasingly, people in further education and employers, are realising the values of having skills in a practical subject and expect their applicants to have some evidence of practical ability. Art and Design is the ideal subject to demonstrate those skills.

Further Opportunities
Overnight study trip to London in February of Year 10 to visit Galleries and cultural places of interest.
Opportunities are available for students to take part in workshops.
Students can get involved in local gallery youth programmes.

ART (9-1)- Photography	Exam Board OCR	Specification number J173
GCSE Assessment Unit 1 Art & Design Portfolio (60%) Unit 2 Art & Design – Set Task (40%)	This is identical to the Art course. Non-exam assessment, maximum guided learning approx 45 learning hours. OCR Set Task – candidates select one starting point, theme or brief from a paper released Jan of Y11. There will be a supervised 10 hour period in which to produce a final response	

Content of the Course:
In Photography GCSE you will use digital media to produce outcomes such as experimental imagery, photomontage, photographic or digital installation, animation, video and film, documentary work or photojournalism. Work may be in black and white and/or colour.

Skills needed and acquired
You will study areas such as Portraiture, Documentary and Studio Photography using a range of techniques appropriate to your chosen specialism. You need to be creative and be prepared to experiment with new processes.

During your time studying Lens and Light-based Media, you will be expected to demonstrate skills through a variety of processes and techniques using DSLR cameras along with I-phonography and post editing tools. You will be required to explore imaging techniques such as composition, framing, depth of field, film speed, shutter speed, lighting, exposure, film as well as experiment producing web design, blogs and media, processes and techniques.

How could it help my future?
A general introduction to photography, this stimulating and enjoyable course offers you the opportunity to develop skills through practical and theory based assignments. Degrees as diverse as Photography and Journalism, Digital Imaging and Biological Imaging are available, providing entry to a broad career spectrum including still photography in food, fashion, sport, theatre and music. The moving image in television and film, laboratory process, photographic retail and scientific research development in industry in photographic hardware and software.

Further Opportunities
Overnight study trip to London in February of Year 10 to visit Galleries and cultural places of interest.
As a student in the Creative Art Department you will have opportunity to join a number of trips for subject-specific research.

Classical Civilisation (9-1)	**Exam Board OCR**	**Specification number J199**
GCSE Assessment Thematic Study: Myth and Religion 50% (J199/11) Literature and Culture: The Homeric World 50% (J199/21)	 1hr 30 mins written exam 1hr 30 mins written exam	

Content of the Course:
In Year 10, students look at the Greek and Roman gods, the hero Hercules, and Greek and Roman temples and religious festivals. The Homeric World module looks at the palace of Mycenae and daily life at this time.

In Year 11, students study death and burial, the journey to the Underworld and how myths might be used to demonstrate power. Information is presented through literary, visual and material sources. Students now read Homer's Odyssey, looking at characterisation, plot and style, as well as what it tells us about Greek life.

Skills needed and acquired
Students develop their knowledge of the Classical world and some of the exam questions test their factual knowledge. Other questions require them to analyse sources and say what information they give us about the lives of Greeks and Romans. Students will also practise writing essays on these topics and developing evaluative skills. The literature module will also require students to read The Odyssey and discuss Homer's style. Most importantly you should be interested in the Classical world. You do not need to have studied Latin in Year 9 to take Classical Civilisation in Year 10. This subject picks up the work all students did in Year 8 on Greek culture and civilisation, for example, the heroes in the *Iliad*, the Greek gods and the story of Paris and the golden apple. If you enjoyed those topics you should consider taking Classical Civilisation.

How could it help my future?
Classical Civilisation is highly regarded by the top universities and is considered a rigorous and challenging subject. Students of Classical Civilisation are considered to be academic and able to think in a logical and systematic way. The study of literature also develops extended writing, evaluative and analytical skills, which are vital for many subjects at A level and beyond. Classical Civilisation is a good choice for anyone considering Law, History, English Literature, Psychology, Religious Studies, Geography and Art. Many students take it alongside History, English and Theatre Studies as the skills required especially complement these subjects.

Further Opportunities
A Year 10 Classical Civilisation trip to the British Museum runs in the Summer Term. There are triannual trips to Italy or Greece and GCSE and A level students have priority places.

GCSE Computer Science (9-1)	Exam Board OCR	Specification number J277
GCSE Assessment Paper 1: Computer systems (50%) Paper 2: Computational thinking, algorithms and programming (50%)	1 hour 30 minutes, written examination (80 marks) 1 hour 30 minutes, written examination (80 marks)	

Content of the Course:
Over the course of Years 10 and 11, students will study a mix of topics from Component 1 and Component 2. Students will have a dedicated practical lesson every week.

Component 1: Computer systems
1. Systems architecture
2. Memory and storage
3. Computer networks, connections and protocols
4. Network security
5. System software
6. Ethical, legal, cultural and environmental impacts of digital technology

Component 2: Computational thinking, algorithms and programming
1. Algorithms
2. Programming fundamentals
3. Producing robust programs
4. Boolean logic
5. Programming languages and Integrated Development Environments

Skills needed and acquired
There are no formal pre-requisites for taking Computer Science at GCSE level, but you should have a keen interest in the subject, have a logical mind and good mathematical ability. The qualification will encourage students to:
- understand the impacts of digital technology to the individual and to wider society
- understand the components (hardware and software) that make up a computer, and how they communicate with one another and with other systems
- learn how computers are used to represent numbers (binary and hex), text, sounds and images
- understand and apply the concepts of Computational Thinking, including abstraction, decomposition, logic and algorithms
- analyse problems through practical experience, including designing solutions, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- engage with computers in the real world

How could it help my future?
It is excellent preparation for students looking to take Computer Science studies at A Level, or for anyone considering any kind of career in Computer Science, whether it is computer programming, gaming, ethical hacking or digital forensics, the opportunities are endless. The increasing importance of Computer Science means there'll be a growing demand for professionals who are qualified in this field.

Further Opportunities
A Year 10 trip to Coventry University, where the university lecturers and current students will deliver a practical course on 'Ethical Hacking'. You will have a tour of their facilities and have a go at ethically hacking websites, using their tools.

Design and Technology	**Exam Board** **AQA**	**Specification number** 8552
GCSE Assessment Technical principles (50%) Iterative Design Challenge (50%)	 2hr Written Paper Non-exam assessment: Design and Make Task approx. 45 hours (completed in school)	

Content of the Course:
This is a demanding and exciting course that combines all aspects of DT including product design, materials and manufacturing theory, electronics, textiles, CAD/ CAM, graphic design and 3D technologies; all with practical applications throughout. You will learn to use a wide range of software, tools and equipment to produce professional products.
Year 10 will involve exploring materials, systems, technologies, design issues and manufacturing processes through single theory lessons every week with mini tests and homework throughout. These will reinforce knowledge and understanding, and will build towards the examination. Running parallel to these sessions, each weekly double lesson you will complete a variety of design and make projects and explore new techniques and technologies to prepare you for the coursework design challenge which starts in June of Year 10. Year 11 involves completing the design challenge and refining technical knowledge ready the examination. Your final product will be chosen, researched, designed, modelled, developed, tested and built entirely by you; resulting in a high-quality fully-functioning prototype.

Skills needed and acquired
You will need the ability to balance the technical demands of the theory whilst developing a genuine interest in design and creativity aspects. You will also need to show a creative talent towards design as you will be required to generate your own design ideas and present them in a professional manner.
You will be taught how to use all the relevant tools and equipment, as well as being given the opportunity to experiment and become confident in using them. You will be taught 2D and 3D Computer Aided Design software to enable independent use of CNC routers, knife cutters, laser cutters and 3D printers. The ability to sketch and explore ideas on paper is essential and, although this skill is taught, students need to enjoy drawing and designing in order to gain most from this course.
While the course aims to teach and apply excellent practical skills, the emphasis of the subject is firmly focussed on design understanding. Evaluation is an essential skill and the ability to research, analyse, gain feedback from others and develop innovative solutions is extremely important.

How could it help my future?
Being able to understanding what decisions and implications lie behind design and manufacture is vital for engineering, architecture, product design, retail and the creative industries. With the advances in computer-driven design and rapid prototyping it is an exciting time to immerse yourself in the world of design.
Whatever career you are considering, the subject's intrinsic emphasis on project management, independence and collaboration with stakeholders/clients means that the skills you gain could be some of the most useful for future employment.

Further Opportunities
Students will have the opportunity to apply for the Arkwright Scholarship for Engineering as well as join lunchtime robotics clubs.

Drama	**Exam Board Edexcel**	**Specification number 1DR0**
GCSE Assessment C1: **Devising** (40%) Development of a devised piece from a stimulus and accompanying written portfolio	Non Exam Assessment – Devising Coursework - internally assessed performance + written portfolio – 40%	
C2: **Performance from text** (20%) Performance and/ or design of two key extracts from a scripted text	Performance Exam – externally assessed scripted performance – 20%	
C3: **Theatre Makers in Practice** (40%) Written examination: one live theatre evaluation of a production *and* two questions based on a practical understanding of a set text	Written Exam – 1 hour 30 minutes - 40%	

Content of the Course

This exciting new option enables students to gain an in-depth understanding of Drama and theatre. The course is flexible, with performance and design routes (a choice of costume, lighting, set or sound). Drama students experience a number of professional live performances, developing their evaluation skills and gaining ideas for their own work. There are two main practical pieces. One performance is scripted and the other is devised, a thrilling opportunity to create an original piece of theatre.

Skills needed and acquired

Drama demands creativity, critical thinking and technical skill. It actively teaches, develops and nurtures confidence. Through theory, students hone their analytical and evaluative abilities. Lessons build interpersonal skills such as communication, problem solving and teamwork. Students learn to be flexible, coping expertly with both independent and collaborative contexts.

How could it help my future?

Careers in Drama are varied, among them performance, stage management, direction, technical roles, media production, theatre management, teaching and coaching. Drama students excel in interview situations. However, Drama supports all career paths, developing tomorrow's leaders, public speakers, negotiators, creative thinkers and researchers.

Further Opportunities

Drama students have opportunities to work with professional actors and directors in workshop contexts, alongside seeing a varied programme of live theatre performances.

Food Preparation and Nutrition (9-1)	**Exam Board AQA**	**Specification number** 8585
GCSE Assessment: **Paper 1** Written examination (50%) Non-Exam Assessment (50%) This will mainly be done starting in September of Year 11	1 hour 45 minutes 100 marks **Task 1:** Food Investigation (15%) 10hrs. Report (1,500-2,000 words) including photographic evidence of the practical investigation. **Task 2:** Food Investigation Portfolio (35%) 20hrs including an assessed 3hr practical.	

Content of the Course:
This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and working characteristics of food materials and ingredients. This qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. The five core topics studied are:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Skills needed and acquired
The practical skills you acquired at KS3 will be enhanced and further developed. In addition you will have the opportunity to:

- Design your own recipes
- Carry out practical experiments and investigations
- Make informed choices about ingredients
- Produce nutritional analysis of dishes
- Present products aesthetically
- Understand functional and chemical properties of food
- Select appropriate cooking methods
- Understand food and the environment
- Develop recipes and consider special diets/nutritional needs/target markets

How could it help my future?
As this new specification will equip students with an array of culinary techniques, as well as knowledge of nutrition, food traditions and practical kitchen safety achieving a GCSE in Food Preparation and Nutrition will provide you with an essential life skill!
Food is a very important subject in today's dynamic industry. The demand for quality and variety is ever increasing and therefore the need to supply is immense. There is a UK shortage of qualified food scientists and technologists . A background in food studies can lead to many careers in food product development, sports nutrition, dietetics, teacher, consumer research analyst, TV, science, food buyer, chef and many more.

Further Opportunities
As an additional accreditation candidates will sit the Chartered Institute of Environmental Health (CIEH) Level 2 Award in Food Safety Certificate in the Spring Term of Year 11 after studying the food safety and hygiene aspect of the specification.

Geography (9-1)	Exam Board Cambridge	Specification number 0976
IGCSE Assessment Unit 1: Geographical Themes (45%) Unit 2: Geographical Skills (27.5%) Unit 4: Alternative to coursework (27.5%)	1hr 45 minute exam 1hr 30 minute exam 1 hr 30 minute exam	

Content of the Course:
This is a popular course and is split into 3 core areas:

1. **Population** (Migration, dynamics, structure, density and distribution.) **& Settlements** (Services, urbanisation and management)
2. **The natural environment** -
   - Earthquakes and Volcanoes
   - Rivers, Coasts
   - Weather
   - Climate and Vegetation
3. **Economic development**
   - Development of countries
   - Food production,
   - Industry, Tourism
   - Energy, Water
   - Environmental risks

Each area includes key case studies to illustrate the Geographical knowledge.

Skills needed and acquired
A genuine interest in the world and how it works.
Geographical skills are developed throughout the course. Many of these skills involve graphicacy which is the ability to use and interpret maps, photos, satellite images, graphs and diagrams.

Students will carry out small geographical investigations that complement the topics they are studying. The skills of hypothesis testing, data analysis and conclusion building will be honed by these investigations and examined in the alternative to coursework paper.

How could it help my future?
Geography is an exciting, dynamic subject based on events, places and people in the real world. It is therefore up to date, interesting and relevant to a wide range careers. Geography sits between the humanities and sciences and is a valuable 'link' subject. Not only will students acquire a good knowledge of places and environments, they will also learn many transferable skills that are relevant to other academic subjects and future professions.

Further Opportunities
Developing your ideas through geographical investigations.
Investigations undertaken to augment your class teaching.

History (9-1)	Exam Board AQA	Specification number 8145
GCSE Assessment Paper 1 Understanding the modern World (50%) Paper 2 Shaping the nation (50%)	1 hr 45 minute exam Section A: USA 1920-1973: Opportunity and Inequality Section B: Conflict & Tension, 1918-1939 1 hr 45 minute exam Section A: Britain, Health & the People, c1000 AD to the present Section B: Elizabethan England, c1568 to 1603 Each section is marked out of 40 marks and each paper has an additional 4 marks for SPaG	

Content of the Course:
Exam Paper 1 – This covers international relations between World War I and World War II, and aspects of the history of the USA in the twentieth century. Each topic has its own interest and value, plus considerable relevance to 21st century issues, of war and peace, of poverty and prosperity, of power and responsibility, and of freedom and rights.
Exam Paper 2 – This contains a breadth study of the treatment of health and illness in Britain over the last one thousand years, and a depth study of Elizabethan England. The first of these is a study in change and continuity, looking at 'big themes' such as attitudes towards the sick, the impact of war, the effects of religious beliefs, the impact of technological breakthroughs and the role of women. The second has a focus on the links between various elements of a society, and on the value and limitations of studying historical sites in the context of politics, power and culture.

Skills needed and acquired
The GCSE course builds on the skills and approaches that are developed in Years 7-9. It does require an ability to write series of paragraphs, and to answer evidence-based questions in thoughtful and direct ways, but there is no doubt that most Year 9 pupils considerably under-estimate how far they have already acquired these skills.

How could it help my future?
"The past is chaos". Those who study History seek to impose a sense of order, logic and reason upon past events that are far from orderly, logical & rational! GCSE History develops skills of comprehension, organisation and effective communication which have a wide range of applications well beyond GCSE History. Many employers have expressed concern that young people, even after a degree course, had difficulty in writing reports or letters and in oral communication. History will assist with these important cross-curricular, transferable, skills, and give you insights into the motivation and responses of human beings in a variety of circumstances. As such it has obvious relevance to anyone considering careers that will involve dealing with information or people. In an increasingly-illiterate world, History is a subject that encourages careful reading, comprehension and expression. In an increasingly-simplistic world, History encourages thought, reflection and debate. In an increasingly-conformist world, History encourages breadth, opinion and argument. In an increasingly-global society History offers insights into the culture and past of different peoples.

Further Opportunities
We run a highly-successful trip to the battlefields of World War I during the GCSE course, which supports section 1.

Latin (9-1)	**Exam Board Eduqas**	**Specification number**
GCSE (9-1) Assessment Language (50%) Latin Literature and Sources: Themes (30%) Latin Literature: Narratives (20%)	 1hr 30 minute exam paper 1hr 15 minute exam paper 1hr exam paper	

Content of the Course:
In Year 10, students continue to follow the CLC and finally find out what happens to Quintus and Salvius. The language side of the course is similar to what students have encountered in Year 9: more grammatical constructions are introduced and there is regular learning of vocabulary. The language examinations are comprised of short passages to be translated or with accompanying comprehension questions. The literature side of the course is new and students finally get to apply their knowledge of the language and engage with great works of Latin literature. One author students read is Virgil, who wrote the epic poem the *Aeneid*. This poem recounts the travels of a Trojan prince, Aeneas, defeated during the Trojan War, and his journey to found Rome. It is a story of suffering and bravery, and includes the fantastical and magical elements of Classical mythology. This poem has influenced literature and film throughout the ages.

Skills needed and acquired
Students continue to develop their knowledge of grammar and vocabulary and need to be prepared to revise these areas regularly. Students will develop an excellent understanding of the structure of the Latin language and consolidate their learning of modern languages such as French, Spanish and, of course, English. Students will also learn to read passages of Latin literature critically and evaluate the use of literary techniques. They will be required to write extended answers in response to these literature texts. Most importantly you should enjoy the subject and have an interest in the classical world.

How could it help my future?
Latin is highly regarded by the top universities and is regarded as a rigorous and challenging subject. Students of Latin are considered to be academic and able to think in a logical and systematic way. The study of literature also develops extended writing, evaluative and analytical skills, which are vital for many subjects at A level and beyond. Latin is a good choice for anyone considering Law, Medicine, Modern Languages, History, English Language and Literature. Many students also take it if they are studying Sciences as it sets them apart when applying to university and develops their writing skills.

Further Opportunities
A Year 10 Latin day trip runs to Chester in the Autumn Term.
There are triannual trips to Italy or Greece and GCSE and A level students have priority places.

Music (9-1)	**Exam Board: EDEXCEL**	**Specification number 1MU0**
Unit 1: **Performing** (30%)	Non-exam assessment: internally marked and externally moderated	
Unit 2: **Composing** (30%)	Non-exam assessment: internally marked and externally moderated	
Unit 3: **Appraising** (40%)	Written examination: 1 hour and 45 minutes The paper is made up of two sections. A CD is used to play music excerpts throughout this paper. **Section A – Areas of study, dictation, and unfamiliar pieces** ● Six questions related to six of the eight set works. ● One short melody/rhythm completion exercise. ● One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements. **Section B – Extended response comparison between a set work and one unfamiliar piece** ● One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.	

Content of the Course:
GCSE Music contains four areas of study, with two set works in each as given below. The appraising examination considers musical elements, musical contexts and musical language using these pieces.

Instrumental Music 1700–1820
J.S. Bach: 3rd Movement from Brandenburg Concerto no.5 in D major
L. van Beethoven: 1st Movement from Piano Sonata no.8 in C minor 'Pathétique'

Vocal Music
H. Purcell: 'Music for a While'
Queen: 'Killer Queen' (from the album *Sheer Heart Attack*)

Music for Stage and Screen
S. Schwartz: 'Defying Gravity' (from musical *Wicked*)
J. Williams: Main Title and Rebel Blockade (from *Star Wars Episode IV: A New Hope*)

Fusions
Afro Celt Sound System: 'Release' (from the album *Volume 2: Release*)
Esperanza Spalding: 'Samba em preludio' (from the album *Esperanza*)

Other elements
Performing: Students have to perform for at least 4 minutes. This includes at least 1 minute of a solo piece and one of an ensemble. It may involve two or more pieces.

Composing: Students have to compose two pieces whose combined time is at least 3 minutes. The brief for one piece is set by the exam board, the other is a free (but guided) choice. Each piece must be more than 1 minute. These should show development of musical ideas and other compositional techniques.

Skills needed and acquired
You need to be at a **minimum of grade 3** on an instrument or voice at the beginning of Year 10 and ideally grade 5 by the time of taking the exam.

How could it help my future?
Following A Level Music, career possibilities include: Composer/Film Music/Pop Music Industry Jobs/careers in Music Education/Music Business Management/Careers in Performance/ Contemporary music writing and Recording Production/BBC/Music CD engineering.

Further Opportunities
Our Extra-Curricular music programme is extensive: bands, orchestras, choirs, chamber music ensembles and a host of competitions all exist for further extension work.

Physical Education Academic 9-1)	**Exam Board OCR**	**Specification Number J587**
GCSE Assessment Physical factors affecting performance (30%) Socio-cultural issues and sports psychology (30%) Performance in Physical Education (40%)	1 hour written examination (60 marks) 1 hour written examination (60 marks) Non-exam assessment (80 marks)	

Content of the Course:
The content has been designed to allow you to study Physical Education (PE) in an academic setting, allowing you to critically analyse and evaluate physical performance and apply your experience of practical activities in developing your knowledge and understanding of the subject.

Component 1:
- Applied anatomy and physiology – The way that different parts of the body work.
- Physical training – What are the principles? Why do we train in different ways?

Component 2:
- Socio-cultural influences – Including the effect of media, sponsorship, how sport impacts on society, how society influences participation and performance.
- Sports psychology– How the theories relate to practice.
- Health, fitness and well-being – both the benefits of exercise and the consequences of a sedentary life.

Component 3:
- Practical activity assessment: This will be 3 activities one of which is team based and one Individual.
- Analysing and evaluating performance in a sport or activity (AEP).

Skills needed and acquired
Students will need to be competing in at least one sport either in or out of school. They must also have the desire to continue to participate in this sport throughout the duration of the course. Additional participation in more than one sport would benefit students thinking of taking GCSE P.E.

Through this qualification, you will:
- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport.
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop your ability to analyse and evaluate to improve performance in physical activity and sport.
- Understand the contribution that physical activity and sport make to health, fitness and well-being.
- Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

How could it help my future?
Studying this subject will equip you with the knowledge, understanding and skills to develop your own performance in sport. You will develop your understanding of the benefits of physical activity to health, fitness and well-being. This course will prepare you for further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology. It is excellent preparation if you are looking to take PE at Advanced Level or for anyone considering a career in Sport Science, fitness or the leisure industry.

Further Opportunities
You will have an opportunity to put theory into practice while attending the weekly physical education and games activities as well as the extra-curricular clubs and inter-house competitions.

Philosophy, Religion and Ethics / Religious Studies (9-1) Specification A	**Exam Board AQA**	**Specification number 8062**
GCSE Assessment Component 1- (50%) The study of religions: beliefs, teachings and practices - Christianity Buddhism Component 2- (50%) Thematic Studies	1 hour 45 minutes Exam The questions within each religion have a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks. Each religion is marked out of 48. 1 hour 45 minutes Exam (Each of the 5 themes has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks. Each theme is marked out of 24. Each exam paper also has 3 marks for SPaG	

Content of the Course:
This course offers an intriguing mix of religious beliefs and the study of contemporary moral issues.

<u>Component 1: The Study of Religions</u>
We have chosen to focus on **Christianity** and **Buddhism**. For each religion we will explore the following: beliefs, teachings and every day practices (including how beliefs shape the ethics of a faith)

<u>Component 2: Thematic studies</u>
Within this part of the course we will focus on:
Theme A: Religion and Family Life (including ideas on marriage and divorce, sex, contraception, homosexuality, gender equality and polygamy)
Theme B: Religion and Life (including creationism vs. the big bang, animal rights, pollution and the environment, duty of humans to protect the planet and each other, abortion, euthanasia, views of the afterlife and relationship between religion and science)
Theme D: Religion, peace and conflict (including the use of violence in war, terrorism, the link between religion and war, protest, war in the 21st century, nuclear weapons and weapons of mass destruction)
Theme E: Religion, crime and punishment (including the difference between good and bad acts, reasons for crime, psychology of crime, aims of punishment and the death penalty)

Skills needed and acquired:
This is a rewarding and challenging course which is distinctive in providing opportunity for the thematic study of personal and religious responses to fundamental questions of life with a particular focus on ethical issues. Furthermore it provides religious knowledge to help you to understand the world around you, and to challenge your own ideas and faith. PRE/RS provides you with the chance to study issues and questions that really matter.
We ask that you come to the course with an open mind, a listening ear and a willingness to challenge yourself.

How could it help my future?
PRE/RS GCSE offers a valuable study in its own right; developing analytical skills and acquiring knowledge of many of the issues challenging the world today; whilst also complementing many other GCSE choices including History and English.
GCSE PRE/RS will be of interest to anyone with a wider interest in the world about them, sociology, anthropology, current affairs, and the implications of living in a multi-ethnic, technologically advanced society. The diversity of course content means that knowledge gained during the course could be put to good use in careers as diverse as medicine, managerial roles or the legal profession. Historically the PRE/RS results are consistently amongst the very highest in the school with the vast majority of candidates gaining the highest grades possible. More importantly it might make you reflect on what sort of person you are? What sort of person you want to be? And what is important to you?

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