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GCSE PREFERENCES TIMETABLE 2019

Wednesday 23rd January
PARENTS’ EVENING: Options for Y9 Students and Parents/Carers

This provides an opportunity to discuss possible option choices with teaching staff and external providers.

Friday 8th February
OPTION FORMS RETURNED. Completed forms should be returned to Form Tutors.

These are used to construct the blocks. We aim to offer the best possible fit for the greatest number of Students.

Ongoing………………

Form Tutors, Subject Teachers, Head of Careers, KS3, KS4 and the Curriculum Coordinators will discuss choices with Students and return the forms via Students to their parents for further discussion, where necessary. We may not be able to satisfy the original request because of a problem of numbers or clashes, or a particular choice may be felt to be inadvisable. Where insufficient numbers choose a subject it will be withdrawn from the options blocks. Any amended forms should be returned to Form Tutors as soon as possible.

Websites for further information about any of the specifications in this booklet:

AQA: www.aqa.org.uk    Edexcel: www.edexcel.com
OCR: www.ocr.org.uk
GCSE

Currently at Polam Hall our GCSE students are prepared for examinations in the core subjects listed below, and three optional subjects.

CORE SUBJECTS:

- English Language
- English Literature
- Modern Foreign Language
- Mathematics
- Science (2 GCSEs)
- Geography / History

OPTIONAL SUBJECTS

- Art and Design
- Business
- Design and Technology: Food Preparation and Nutrition
- Drama
- Geography
- History
- Individual Sciences
- Creative iMedia
- Music
- Physical Education
- Religious Education
- Second Language

In order to fulfil the requirements of the English Baccalaureate Students will need to choose either History or Geography as one of their options. Students who wish to take both of these subjects at GCSE should indicate this on their options form.
ART AND DESIGN

This is a new course and the teaching of it began in September 2016. For those of you who have had some previous experience of GCSE Art & Design, there are a few changes you may wish to know about:

1. Students are required to provide evidence of drawing and written annotation
2. The maximum mark available has been increased from 80 to 96 to allow for more differentiation amongst higher ability students.
3. Preparation work for the externally set assignment must be handed in at the beginning of the 10 hours of supervised time and cannot be worked on again.

Having said that, there are actually very few changes with the new GCSE following the same assessment structure as follows:

**Component 1: Portfolio**

**What's assessed?**
Students are required to submit a portfolio comprising a sustained project and a selection of further work which represents their course of study

**How it’s assessed**

*There is no time limit
*The maximum mark has increased to 96
*The portfolio will be worth 60% of the GCSE

[Non-exam assessment will be set and marked by the school and will be moderated by AQA during a visit. Moderation takes place in June in Y11.]

**Component 2: Externally set assignment**

**What’s assessed?**
Students respond to their chosen starting point from an externally set assignment paper relating to their chosen title

**How it’s assessed**

*Students have an unlimited preparation period followed by 10 hours of supervised time
*The maximum mark has increased to 96
*The externally set assignment will be worth 40% of the GCSE

[Non-exam assessment will be set by AQA, marked by the school and will be moderated by AQA during a visit. Moderation takes place in June in Y11.]

**Assessment Objectives (which are very similar to before but have been clarified and refined)**
Candidates must demonstrate their ability to:

AO1 - develop ideas through investigations, demonstrating critical understanding of sources
AO2 - refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3 - record ideas, observations and insights relevant to intentions as work progresses
AO4 - present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language.
This course provides you the opportunity to take up a new subject relevant to many careers from being self-employment to working in a small or large organisation.

You might have interest in business and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world, you may want to find out how businesses are set up, and what it is that makes someone a great entrepreneur.

This subject is both active and enjoyable. You need to be good at communicating and explaining your ideas and not be afraid of learning new concepts and working with numbers to solve business problems. You will learn how to be a creative thinker and make decisions. You will also learn about the world of business through research and investigation, as well as through practical tasks.

The course consists of two units. Whilst studying the first unit you will be introduced to the world of business and will look at how businesses are set up and run and what makes a successful business person. You will understand how to make effective business decisions and how to manage money efficiently. You will also learn how external factors affect businesses, for example interest rates. You will learn how businesses promote themselves and keep their customers satisfied and how they manage the people who work for them. The third unit develops and builds on this knowledge and considers in more detail marketing, financial management and how the wider world affects businesses.

The units and forms of assessment are as follows; both exams are taken in the final year.

**Unit 1: Introduction to Small Business**
- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

**Assessment** - *Written examination: 1 hour and 30 minutes, 50% of the qualification, 90 marks*

**Unit 2: Building a Business**
- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

**Assessment** - *Written examination: 1 hour and 30 minutes, 50% of the qualification, 90 marks*
The course aims to equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It will encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

The aim is to build upon your already existing knowledge from KS3, in order that you may develop your skills further, thereby making the transition into the food related subjects easier. Food Technology is a practical subject area where a wide range of focused, practical tasks are used to demonstrate techniques and skills of making and designing. The course has been developed to enable candidates to demonstrate their creativity, with the making of quality food products a vital feature of the experience along with improving their knowledge of Nutrition.

You will be required to be disciplined, well organised and be able to plan your work. A passion for, and interest in, food will be of benefit and you will be encouraged to watch food related programmes and read relevant books, magazines and press articles. The ability to use ICT effectively, and some science knowledge will also be of benefit as this will lead to better presentation and understanding of ingredients in both exam and non-exam assessment.

**Subject content:**

**Nutrition** - Students will gain knowledge of recommended guidelines for a healthy diet, including for those with specific dietary needs. The specific functions, main sources, dietary reference values and consequences of malnutrition, and the importance of hydration. How to calculate energy and nutritional values and plan recipes. They will discuss major diet related health risks.

**Food** – This area will develop students’ understanding of how and where food is grown, the effects of GM crops and fertilizers. Students will be able to make informed choices about food and drink and will understand the effects of these choices on the consumer, environment and the economy.

**Cooking and Preparation** – Students will look at the scientific principles of the preparation and cooking of food. They will focus on the functions of food, the importance of food storage, and factors that affect bacteria growth. In the area Students will also build on and expand a range of preparation and cooking skills.

**Scheme of Assessment:**

- **Exam Assessment** – (50%) examines Students’ knowledge of the subject content above. They will look closely at the scientific aspects of food preparation and the local, global and environmental effect of our food choices.

- **Non-exam Assessment** – (50%) Students will complete a design and make activity from a range of board set tasks. The bulk of the assessment is to be completed under supervision within the classroom.
GCSE Drama is an engaging and dynamic subject which requires students to be collaborative, reflective and independent; skills which are key in the world of work no matter which field of work students choose to embark on.

During the study of GCSE Drama students will be required to explore and interpret a range of texts both for practical performance and for the written exam. GCSE Drama has a strong practical focus which is complimented by the requirement to back up creative choices with written understanding. GCSE Drama seeks to create and develop practitioners who are able to understand the roles and processes undertaken in contemporary professional theatre practice as well as being aware of safe working practices.

There are three areas of focus, 1) Creating and developing a devised piece from stimuli 2) Group performance/design realisation of the devised piece 3) Analysing and evaluating the creative process and group devised performance.

**Assessment:**

**Component 1 (40%) Devising- 60 marks**

Students devise a performance from a stimuli and perform to an audience (15 marks) as well as producing a 1500-2000 word response (45 marks) analysing and evaluating their devising process. This component is internally assessed by the teacher and externally moderated.

**Component 2- (20%) Performance from Text- 48 marks**

Students create a performance of a text which is externally assessed by the examiner.

**Component 3- (40%) Theatre Makers in Practice- 60 marks**

A 1 hour and 30 minutes written exam on a set text and a live evaluation of a performance seen during the course of GCSE study.
English Language

The AQA English Language course has been designed to inspire and motivate students, providing appropriate stretch and challenge whilst ensuring, as far as possible, that the assessment and texts are accessible to the full range of students. The specification offers the attraction of two equally-balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimulus for a choice of writing tasks, providing students with a clear route through each paper.

- **Paper 1: Explorations in Creative Reading and Writing. 50% of GCSE.**
  Section A of the paper assesses the students’ understanding of a literature fiction text. Section B is in the form of a single extended question, asking the students to produce a piece of either descriptive or narrative writing.

- **Paper 2: Writers’ Viewpoints and Perspectives. 50% of GCSE.**
  In Section A of the paper, students will be assessed on their study of two linked texts, one non-fiction and one literary non-fiction. Section B is a single extended question, asking students to present a viewpoint through their writing.

- **Non-Examination Assessment: Spoken Language**
  Although this is a separately endorsed assessment, and carries 0% of the GCSE qualification, it will still assess critical skills, which will serve students well in their lives beyond the classroom.

Literature

The specification takes a skills-based approach to the study of English literature that is consistent across the genres. The structure of the course allows for inspirational literature teaching and allows students of all abilities to achieve their best on every question. It also offers excellent preparation for AS and A-level English Literature, as well as giving students a grounding in a wide variety of literature that will stay with them for life.

- **Paper 1: Shakespeare and the 19th Century Novel closed books, 40% of GCSE.**
  Students will study set texts in both genres, before answering one question on each. They will be required to write in detail about an extract from the text, before then writing about the text as a whole. This close study will allow for in-depth study and understanding of the themes, style and context of both texts.

- **Paper 2: Modern Texts and Poetry, closed books, 60% of GCSE.**
  The ‘Modern Texts’ part of the exam will give students a choice of two questions about their studied modern prose or drama text. For the second half of the exam, focusing on poetry, students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. Finally, students will answer two questions on unseen poetry.

Text choices for the exam have not yet been finalised as they will be chosen to compliment the ability and interests of the students. There is a wide range of choices that will suit a variety of different students, and the department will make the decision as to which texts are studied depending on the requirements of the cohort. In previous years, some students have had the option of taking English only and not Literature. This option is no longer available, and so all students will sit both courses. Both courses are assessed by terminal examination meaning there are no external examinations until the end of Y11. Mock exams and regular assessed work will ensure that student progress is tracked and monitored closely to ensure that all students are fully prepared for all exams and equipped with the skills and knowledge to achieve their potential.
This course will offer students the opportunity to develop their language skills acquired in the earlier years. Its aim is to establish a solid foundation of study which can be part of a lifelong learning experience in higher education, at work or for leisure purposes. GCSE French is an enjoyable and stimulating course, offering cultural insights into the way of life not only in France but also in French speaking countries around the world. A wide range of multi-media resources are used to cover four main skill areas of listening, speaking, reading and writing. All students on this course are encouraged to access French resources online such as Duolingo as well as TV and radio broadcasts to attune the ear to accent, pronunciation and intonation of the French language.

**Themes and topics**

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension.

**Scheme of assessment**

There will no longer be any controlled assessment. All papers (Listening - 45 mins, Reading - 1 hour and Writing 1 hour 20 mins) will be set and marked by the Exam Board at the end of the two year course. Papers will be tiered, with 25% assessment weightings per skill. Students will not be allowed to use dictionaries.

Written papers will include:

- short translations from and into the target language
- some target-language questions in the reading and listening paper
- authentic stimuli in the reading paper, including literary texts.

In addition, there will be a Speaking examination. Features of this assessment will include three specific tasks:

- a role play
- a picture based task
- a conversation based on two of the above themes and topics

At foundation tier, this exam will last 7-9 mins and at Higher tier, 10-12 mins.
GCSE Geography A specification content is organised by physical and human environments. It enables students to explore the people-environment challenges we face in the UK. It provides an engaging real-world focus: students are encouraged to apply their knowledge and understanding to real-life 21st century UK challenges. Geographical skills are integrated throughout all parts of the course so that students use them in context and these also underpin fieldwork studies. The compulsory and optional topic content provides the opportunity to lay foundations of knowledge and understanding that can be further developed at A Level. Upon completion they will have the skills and experience to progress to A-level and beyond.

Topics of Study

These will include:
Topic 1: The changing landscapes of the UK – an overview of the distribution and characteristics of the UK’s changing landscapes and detailed studies of 1A: Coastal landscapes and processes, 1B: River landscapes and processes
Topic 2: Weather hazards and climate change – an overview of the global circulation of atmosphere and climate change over time and two detailed studies of tropical cyclones and drought
Topic 3: Ecosystems, biodiversity and management – an overview of the distribution and characteristics of global and UK ecosystems and two detailed studies of deciduous woodlands and tropical rainforests.
Topic 4: Changing cities – this covers an overview of global urban processes and trends and detailed case studies of a major UK city and a major city in a developing or emerging country
Topic 5: Global development – this covers an overview of the causes and consequences of uneven global development and detailed case studies of challenges that affect a developing or emerging country
Topic 6: Resource management – this covers an overview of the global and UK distribution of food, energy and water and one detailed study of water resource management at different scales.

Assessment

There are three examination papers taken at the end of the two year course. They will consist of multiple-choice, short answer, levels of response and extended prose questions.

- Paper 1: The Physical Environment - 1hr 30 min, counts 37.5% of the final grade.
- Paper 2: The Human Environment - 1hr 30 min, counts 37.5% of the final grade.
- Paper 3: Geographical Investigations: Fieldwork and UK Challenges - 1hr, 30 min, counts 25% of the final grade. This paper assesses the issue evaluation task, fieldwork and geographical skills.
The aims and specification for this subject are the same as those for French. However, the themes and cultural content are related to German speaking countries.

Themes and topics

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension.

All themes and topics are studied in the context of both the students’ home country and that of countries and communities where German is spoken. For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities within the speaking and writing papers.

Scheme of assessment

There will no longer be any controlled assessment. All papers will be set and marked by the Exam Board at the end of the course.

There will be two tiers of papers available: Foundation and Higher with 25% assessment weightings per skill. The use of dictionaries is not permitted in any of these exams.

Papers will include:

- short translations from and into the target language
- some target-language questions in the reading and listening paper
- authentic stimuli in the reading paper, including literary texts.

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<th>Foundation tier</th>
<th>Higher tier</th>
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<tbody>
<tr>
<td>Listening</td>
<td>35 mins</td>
<td>45 mins</td>
</tr>
<tr>
<td>Reading</td>
<td>50 mins</td>
<td>1 hour</td>
</tr>
<tr>
<td>Writing</td>
<td>1 hour 10 mins</td>
<td>1 hour 20 mins</td>
</tr>
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In addition, there will be a speaking examination. Features of this assessment will include three specific tasks:

- a role play
- a picture based task
- a conversation based on two of the above themes and topics

At foundation tier, this exam will last 7-9 mins and at higher tier, 10-12 mins.
The work undertaken over the last five years by the exam board has radically altered the GCSE in a number of ways, most notably by dropping the controlled assessment (course work) and spreading the periods studied much wider. We place emphasis in History on key skills such as essay, source work, analytical and thinking skills. It is therefore important that students are willing to read textbooks and make notes and are prepared to think about issues that may be emotionally challenging. The skills that are developed during this process are exactly the kind of skills that employers are looking for in the modern world.

Overview

- The Edexcel Level 1/Level 2 GCSE (9–1) in History consists of three externally examined papers.
- The total qualification mark is 168, of which 8 marks are for spelling, punctuation, grammar and use of specialist terminology (SPaG).
- Students will complete all assessment in May/June 2021

Course Content and Assessment:

Paper 1 - Written examination: 1 hour and 15 minutes
30%* of the qualification

1 - Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.

Paper 2 - Written examination: 1 hour and 45 minutes
40%* of the qualification

2 - Anglo-Saxon and Norman England, c1060–1088
And
3 - Superpower relations and the Cold War, 1941–91

Paper 3 - Written examination: 1 hour and 20 minutes
30%* of the qualification

4 - Russia and the Soviet Union, 1917–41
OCR Level 1/2 Cambridge National Certificate in Creative iMedia

Why Choose Creative iMedia?

It lets students gain knowledge in a number of key areas in the media field, from pre-production skills to digital animation, and offers a hands-on approach to learning. The options available allow student to develop more specific skills such as creating websites, animations and multimedia products.

The Cambridge National in Creative iMedia will also provide opportunities to develop useful transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

The modules offered include 2 compulsory and 2 optional units:

**Compulsory:** Pre-production Skills and Creating Digital Graphics

**Optional:** 2D & 3D digital characters, Interactive Multimedia Products, Creating Digital Graphics, Websites, Digital Sound Story Telling, Digital Video, Digital Animation, Digital Photography, Game Concepts, Digital Games. *(The first five unit listed will be the mostly likely units we choose from).*

**Assessment:**

Compulsory Units:  
Pre-production skills, Written paper, OCR set and marked  
1 hour 15 mins, 60 marks, Learners answer all questions  
Creating digital graphics, Centre assessed tasks, OCR moderated  
Approx 10 hours, 60 marks

Optional Units: Centre assessed tasks, OCR moderated  
Approx 10 hours, 60 marks each unit.

**How is it tested?**

Most of the qualification is tested by coursework that is set and marked by the teacher. This will be done throughout the two-year course. So if your child likes project work, enjoys research and doing practical things they may find a Cambridge National a better option than a GCSE. One of the units that students must take – on preproduction skills – involves a written exam that lasts one hour and 15 minutes and is set and marked by OCR.
MATHEMATICS

INTRODUCTION TO COURSE:

It is acknowledged that mathematics is a subject every child should study in school. Indeed, most people consider it as being essential. The study of mathematics should enable you to develop, within your capabilities, the confidence to use mathematical skills and understanding in adult life, employment and further study and training. The subject provides you with the mathematical methods which may be needed for study of other subjects. You will be helped to develop your appreciation and enjoyment of mathematics and to see the role that it plays in the solving of problems in science, technology and modern society.

SKILLS DEVELOPED:

Pupils throughout the course will develop the following skills

- Applying mathematics in context
- Problem solving
- Reasoning and mathematical justification
- The functional elements of mathematics

UNITS / COURSE STRUCTURE:

- NUMBER - Topics include:
  Working with numbers and the number system, fractions, decimals, percentage and ratios,

- ALGEBRA - Topics include:
  Expression, equations, sequences, graphical methods and problem solving

- GEOMETRY AND MEASURE - Topics include:
  Properties of angles and shapes, geometrical reasoning, mensuration and constructions

- STATISTICS AND PROBABILITY - Topics include:
  Handling Data Cycle, representing and interpreting data averages and probability.

ASSESSMENT:

GCSE Mathematics is assessed through written terminal examination.

There are 3 papers, each contribute 33.3% of the final grade.

Paper 1: 1 hr. 30 minutes written non-calculator paper

Paper 2: 1 hr. 30 minutes written calculator paper

Paper 3: 1 hr. 30 minutes written calculator paper

FUTURE PROGRESSION:

A `Level Mathematics courses with a grade 6 and above. A` Level Further Mathematics courses with a 7 and above. Students need at grade 4 and above for entry into Higher Education. GCSE mathematics is needed in almost all career areas.
Aims
BTEC Level 2 Tech Award in Music Practice will enable pupils to engage actively in the study of music. The course aims to give opportunities to develop technical knowledge and skills through vocational contexts by exploring and developing their musical skills and techniques.

Suitable for: Instrumentalists or vocalists taking instrumental lessons and would like to develop their practical skills.

Course content:
The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove learners’ aptitude in music such as responding to a musical brief using musical skills and techniques
- processes that underpin effective ways of working in the music industry, such as the development of musical ideas, and using skills and techniques for rehearsal and performance to respond to a music industry brief
- attitudes that are considered most important in the music industry, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector such as musical skills and styles.

The skills, knowledge and practices are developed and assessed in three components:

2. Music Skills Development – Internally assessed
3. Responding to a Commercial Music Brief – External Synoptic

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.

Components 1 and 2 are assessed through internal assessment. The components focus on:
- the development of core knowledge and understanding of music styles and techniques used in a range of music genres, and how to respond to a music industry brief
- the development and application of skills such as practical and interpretative, musical rehearsal and performance through workshops and classes
- reflective practice through the development of skills and techniques that allow learners to think about the development of their idea from the initial plan to the final musical product.

Component 3: is assessed externally providing the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. Component 3 requires pupils to apply musical skills and techniques in response to a brief to produce a music product. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The external assessment is based on a key task that requires pupils to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.
GCSE Physical Education provides students with the knowledge and understanding of how to live a healthy and active lifestyle, enabling them to make informed choices about their own physical development.

The GCSE Physical Education course will be 60% theory and 40% non-exam assessment (practical performance) of which 30% will be based on students assessed in the role of player/performer only and 10% will be analysis and evaluation of performance.

Students will learn how to analyse and evaluate performance and suggest effective plans for improvement. The course is also particularly suitable for students who wish to continue their studies in further education and for those who are interested in related career opportunities.

Students will have 3 lessons per week with the learning experience provided being a combination of practical and classroom theory sessions.

**Specification at a glance:**

The assessment will comprise of 2 written papers and the students practical performance in their 3 different practical activities. Theory topics will be divided across the 2 papers, helping students to see which part of the specification they are being assessed on in each exam:

- **Paper 1:** The human body and movement in physical activity and sport.
  - What's assessed? - Applied anatomy and physiology, movement analysis, physical training and use of data. (1h15 written exam. 30% of GCSE)

- **Paper 2:** Socio-cultural influences and well-being in physical activity and sport.
  - What's assessed? – Sports psychology, socio-cultural influences, health, fitness and well-being and use of data (1h15 written exam. 30% of GCSE)

- **Practical performance in physical activity and sport:**
  - What's assessed? – Students are assessed as a player/performer in three different activities plus their written/verbal analysis and evaluation of performance. (Internal assessment and external moderation) 40% of GCSE.

**Students will be assessed in three different practical activities of their own choosing:**

1. A team activity (e.g. football, rugby)
2. An individual activity (e.g. golf, tennis)
3. Either a team or individual activity
RELIGIOUS STUDIES

Religious Studies is a newly reformed, diverse and issues-centred course. Through the Thematic Study element, Religious Studies tackles a range of moral, social and philosophical issues relevant to life in 21st century Britain. From big philosophical questions about the origins of the universe and the existence of God, to ethical questions concerning life, death, relationships and human rights, Religious Studies is an excellent way to stimulate healthy debate and develop critical thinking skills.

The course also enables students to explore the way in which modern day religious belief is manifested, and has been shaped throughout its history. Students will take an in depth and academic look at the specific beliefs, teachings and practices of Christianity and another religion.

An interactive and discursive subject, Religious Studies requires students to push themselves outside of their comfort zones, take intellectual risks, have their beliefs challenged, and to engage in a variety of debating methods. As well as this, Religious Studies is an essay based subject so students must be confident in producing extended pieces of writing and be able to independently access, research and critique a variety of written sources.

A wide combination of academic, critical thinking and transferable ‘soft’ skills are nurtured through the Religious Studies course. Not only does this help to produce well rounded and compassionate individuals, but also equips students with skills demanded right across the range of employment sectors.

Religious Studies tackles both religious and secular perspectives of philosophy, morality and ethics. The subject is relevant, accessible and fascinating to students of all religious, and non-religious, backgrounds.

Course Content

GCSE Religious Studies is made up of two components:

The study of religions: beliefs, teachings and practices.
* Christianity.
* One other religion.

Thematic studies
* Relationships and families.
* Religion and life.
* The existence of God and revelation.

Assessment

Assessment will be through two 1hour, 45minute examinations (one for each unit) at the end of Y11. There is no coursework for this subject.
INTRODUCTION TO COURSE:

All students have started the New GCSE Science qualification this year. For those students who are in Sets 1 we recommend that you consider choosing Separate Science as an option as you progress into Years 10 and 11 (Set 2 Students must talk with their teachers before deciding). This will enable you to continue following the science syllabus you have already started but at the significantly more in-depth level required for Separate Science GCSEs.

SKILLS DEVELOPED:

Science attempts to explain the world in which we live. It provides technologies that have had a great impact on our society and the environment. Scientists try to explain phenomena and solve problems using evidence. You will develop your mathematical and analytical skills, alongside practical skills.

UNITS / COURSE STRUCTURE:

You will continue to be taught biology, chemistry and physics separately in a traditional fashion. This however is a separate route to achieving science GCSE qualifications yet there are similarities with the GCSE Combined Science in terms of content. As a Separate Science student you will study additional content within each topic as you progress though the course, and at a greater depth.

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<td>1. Atomic Structure and the Periodic Table</td>
<td>1. Energy</td>
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<td>2. Electricity</td>
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<td>3. Infection and</td>
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<td>Response</td>
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<td>6. Inheritance, Variation</td>
<td>6. The Rate and Extent of Chemical Change</td>
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<td>8. Chemical Analysis</td>
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<td>10. Using Resources</td>
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There is no longer a requirement to complete assessed coursework in science. However, throughout the course you will complete 28 required practicals across the three subjects. These will not count towards the GCSE qualification but you will be asked questions on practical skills as part of your final written examination papers.

ASSESSMENT:

All GCSE Separate Science examinations will take place at the end of Year 11 and you will sit 2 Biology papers, 2 Chemistry papers and 2 Physics papers (100 marks, 1h 45mins each). Grades will be awarded on the new 1-9 GCSE Scale.

FUTURE PROGRESSION:

This course provides a firm foundation to go on to study a science subject at A-level as well as a good foundation for science related employment. Students who are particularly interested in progressing to an A level in science or a science based university course should seriously consider taking Separate Sciences as an option moving forward into Years 10 and 11.
INTRODUCTION TO COURSE:

This is the AQA GCSE Combined Science (Trilogy) qualification that you have already started this year. As you continue to progress throughout the course you will continue to study a range of different topics that develop your understanding of science and its role within society. The work you undertake will broaden your knowledge and provide insights into our everyday world with a strong focus on the skills required to make informed choices throughout life.

SKILLS DEVELOPED:

Science attempts to explain the world in which we live. It provides technologies that have had a great impact on our society and the environment. Scientists try to explain phenomena and solve problems using evidence. You will develop your mathematical and analytical skills, alongside practical skills

UNITS / COURSE STRUCTURE:

Over the three years you will be taught biology, chemistry and physics separately in a traditional fashion. When combined together these will provide the opportunity to gain a good understanding across topics that cover a range of scientific concepts including:

<table>
<thead>
<tr>
<th>Biology</th>
<th>Chemistry</th>
<th>Physics</th>
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<tbody>
<tr>
<td>1. Cell Biology</td>
<td>1. Atomic Structure and the Periodic Table</td>
<td>1. Energy</td>
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<tr>
<td>5. Homeostasis and Response</td>
<td>5. Energy Changes</td>
<td>5. Forces</td>
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<td>Evolution</td>
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<td>8. Chemical Analysis</td>
<td>8. Chemical Analysis</td>
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There is no longer a requirement to complete assessed coursework in science. However, throughout the course you will complete 21 practicals across the three science subjects. These will not count towards the GCSE qualification but you will be asked questions on practical skills as part of your final written examination papers.

ASSESSMENT:

All GCSE Combined Science examinations will take place at the end of Year 11 and you will sit 2 Biology papers, 2 Chemistry papers and 2 Physics papers (70 marks, 1h 15mins each). Grades will be awarded on the new 1-9 GCSE Scale.

FUTURE PROGRESSION:

GCSE Combined Science is a comprehensive and challenging course and the content is detailed enough and will provide a firm foundation to go on to study a science subject at A-level as well as a good foundation for science related employment. However, students who are particularly interested in progressing to an A level in science or a science based university course should seriously consider taking Separate Sciences as an option moving forward into Years 10 and 11.

*Whichever route is followed in Science it will be possible to go on and study sciences at A level.*
What does this qualification cover?
The Level 2 Technical Award in Health and Social Care will enable learners to develop knowledge, understanding and skills in relation the health and social care sector. The qualification will cover:

• an introduction to the health and social care sector
• professional practice and the health and social care practitioner
• human growth and development through the life stages.

This qualification gives a broad and sufficiently in-depth base from which Level 2 learners at Stage 4 in their compulsory education can begin to make informed decisions concerning future career goals and aspirations.

How is this qualification structured and assessed?
To gain this qualification, learners must achieve a minimum of a pass grade in:
• each of the 3 internal mandatory assessments (externally set, internally marked)
• the scenario based short answer examination (externally set, externally marked).
Please note: the assessment opportunities for the externally set and marked short answer examination is limited to one attempt and one further reattempt opportunity.

How is the qualification graded?
The qualification is graded Pass, Merit, or Distinction.

What related qualifications can you progress to?
Learners will be able to progress to the next level of learning in health and social care, for example, the Technical Level 3 Certificate in Health and Social Care. Learners may also progress to an apprenticeship route in health and social care at either level 2 or level 3.

What job roles can you progress to?
Graduate level: Non-graduate level:
Social work Social Work Assistant
Nursing Therapy Assistant
Care management Health Care Assistant
Further Education teaching etc Teaching Assistant etc
GCSE PREFERENCES QUESTIONNAIRE: to be returned to Mr M Hannan (via Form Tutors) by Friday 8TH February 2019

NAME:........................................................................................................ TUTOR GROUP..........................

My preferences are:

Please circle your preference for French/German (you may also include the other language in the boxes for options)
French or German

Please circle your preference for Geography / History (you may also include the other subject in the boxes for options)
Geography or History

Please put your options in order of preference

1

2

Reserve Choice (RC1)

Reserve Choice (RC2)

SUBJECTS ON OFFER:

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<thead>
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<th>ART</th>
<th>BUSINESS</th>
<th>INDIVIDUAL SCIENCES</th>
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<tbody>
<tr>
<td>DESIGN AND TECH: FOOD TECHNOLOGY</td>
<td>CREATIVE iMEDIA</td>
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<td>DRAMA</td>
<td>MUSIC</td>
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<td>GERMAN/FRENCH</td>
<td>RELIGIOUS STUDIES</td>
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