
GCSE OPTIONS BOOK

**SUBJECT
INFORMATION**

2019

ENGLISH AND ENGLISH LITERATURE

At Rugby High School, pupils follow a combined two year course leading to separate awards in English and English Literature.

Examination Board: AQA

The **English** syllabus is a challenging and interesting course designed to develop pupils' ability in Reading, Writing and Spoken Language.

The aim is to enable students to become confident and critical readers of non-fiction and fiction texts from the 19th, 20th and 21st centuries and to practise creative, factual and argumentative writing, as well as to develop analytical and evaluative skills.

A separate grade is reported for Spoken Language, reflecting the students' communication and presentation skills.

English Literature is a fascinating subject, requiring students to respond to a range of texts critically and sensitively, and to explore writers' craft.

Prose, drama, and poetry will be studied in detail for the examinations, including a 19th century novel, a play by Shakespeare, a modern fiction or drama text and a poetry anthology.

Students will have the opportunity to develop their skills of synthesis and analysis. Through their study of Literature, they will develop their essay writing skills

Pupils are encouraged to attend theatre visits and workshops, which are arranged by the English department. They will also be expected to read widely beyond the set texts.

English and English Literature are core subjects, and their popularity amongst pupils is evident from the numbers who go on to take English as an A Level subject.

MATHEMATICS

All pupils follow a course leading to the EDEXCEL GCSE (Key Stage 4) examination which combines the use of traditional skills with practical applications in real-life situations.

The subject is taught in groups rather than in forms and you will be placed in a group in which you will receive teaching most appropriate to your needs.

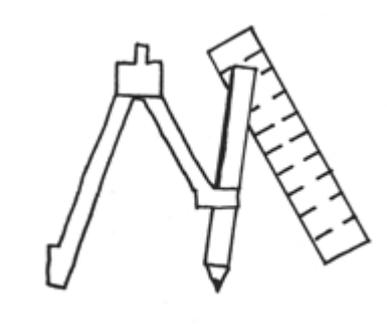
There are two tiers of entry for Maths GCSE. You will be entered at the Higher Tier and you will sit three written examinations at the end of Year 11; one of which will be a non-calculator paper.

The most able mathematicians also study a Free Standing Mathematics Qualification (OCR exam board) in Additional Mathematics. This is examined by one 2 hour paper at the end of Year 11. It expands on much of the GCSE content while introducing concepts from A-level.

We set up to two pieces of homework of approximately forty-five minutes' duration each on specific nights of the week. They can consist of routine practice or exam style questions.

You will need a calculator and the one recommended in Year 7 - the Casio FX - 85 series will be sufficient. However should you need to replace it for any reason please speak to a member of the mathematics department given the release of newer models with greater functionality.

Throughout the course we are mindful that many pupils will be progressing to A Levels in Mathematics and Science.



SCIENCE

OPTION 1 – COMBINED SCIENCE

Examination Board:

**AQA GCSE Combined Science: Trilogy
(Worth 2 GCSEs)**

During Years 10 and 11 you will follow a modular science course which emphasises the linking of scientific ideas and theories to your everyday experience of life.

During the two year course, you will study Science modules as well as undertaking a number of required practicals. You will be awarded 2 grades at the end of the two year course

This course builds on the work done at Key Stage 3 and enables you to develop an understanding of the concepts, principles and application of each of the three Sciences. You will spend two lessons a week on each of the areas of **Biology, Chemistry and Physics**.

METHOD OF ASSESSMENT

Assessment is entirely by examination, there is no coursework component. All exams are sat at the end of Year 11

2 x 75 minute exams in each of Biology, Chemistry and Physics. Each exam is worth 16.7% of the final qualification.

OPTION 2 - TRIPLE SCIENCE

Examination Board: AQA GCSE Biology, GCSE Chemistry, GCSE Physics

If you have a genuine interest and enthusiasm for science and wish to study it in greater depth this may be the choice for you. Bear in mind that if you opt for this route you will spend nine lessons per week studying science.

You will study all three sciences and will be awarded GCSE Biology, GCSE Chemistry and GCSE Physics at the end of Year 11.

METHOD OF ASSESSMENT FOR EACH OF BIOLOGY, CHEMISTRY & PHYSICS

Assessment is entirely by examination, there is no coursework component. All exams are sat at the end of Year 11.

2 x 105 minute examination papers each worth 50%

If you are hoping to study science at A level or wish to apply for a science related degree course at university it is recommended (but not essential) that you take Separate Science at GCSE.



Science

LANGUAGES

GCSE languages

Students are required to study at least one language to GCSE level. As Modern Languages we offer students the opportunity to study French or Spanish, or both.

With the global nature of holiday travel, business and industry and the shortage of language skills in the UK, it has never been more important to have a sound knowledge, understanding and confidence in the use of another language. A Modern Language is an essential, relevant and highly valued option.

If you are choosing one language, choose the one you like the best or have had most success with. Mastering a language, whichever you choose, equips you with the necessary skills to learn other languages with ease.

The GCSE examination assesses all four skills equally; listening, reading, speaking and writing and exams are taken at the end of year 11. Through the GCSE you will develop, most importantly, your ability to speak spontaneously and with confidence, and will learn to write on a variety of topics building on the grammatical knowledge you have gained during KS3.

The topics you will study are organised into three main themes and include the use of technology and social media, music and cinema, lifestyle, and global issues.

We aim to make your language lessons fun, interesting and relevant, and to equip you with useful, lifelong, practical skills which will be of benefit to you, whenever you travel, and wherever your chosen career takes you. Most importantly, you will be able to communicate competently.

An increasingly competitive job market and an ever growing need for UK businesses, in all fields, to forge strong international links mean that employers see language skills as a huge advantage and will often pay highly for this. This is reflected in the broad range of Higher Education courses where languages can be usefully combined with another subject, such as Law, Engineering, Business Management, the Sciences, International Development, I.T., Art, the Humanities and Mathematics. With a language GCSE the world truly is your oyster.



Rugby High students outside the Palais de Versailles, France



Rugby High students enjoying the Andalusian sunshine

PHYSICAL EDUCATION

Girls have two options to choose from as they continue their Physical Education programme. They may opt for either; GCSE PE or Core PE.

Core PE

The girls whom choose to follow this course will continue with PE lessons much the same as they have in KS3. They will have 3 lessons per week and the activities they partake in will change each half term.

There is no exam at the end of this course. Students will be assessed, and performance monitored during each activity and levels will be recorded. Just as they are now.

We do endeavour to introduce new sports to the students, such as Lacrosse, Futsal and Boxercise, as well as develop more advanced game techniques in the sports they have already done, such as Netball, Basketball and Volleyball.

Our focus in this course is about maintaining participation, promoting a healthy active lifestyle, and focusing on student well-being through physical activity.

GCSE PE (Pearson)

The GCSE PE course presents the ideal opportunity for girls who wish to put greater emphasis on personal performance, as well as acquiring theoretical knowledge of the subject. This course also has 3 lessons per week over the 2 years.

The course weighting is 60% theory and 40% practical. Students must pick 3 separate activities from the list supplied by the exam board. One team activity, one individual activity and a third from either team or individual. Sports are marked out of 35.

The theory content is more scientific in this new specification and will link well with Biology.

The exam is spread over 2 papers in the summer of Year 11. One out of 90 marks, the other out of 70. These papers are a combination of multiple choice, short answers and extended pieces of writing.

Also, as part of this course, students get to plan, execute, monitor and evaluate their own Personal Exercise Programme (PEP). This is all done in lesson time under the supervision of staff. It is not only good for general fitness, but students often see the benefits in their own sports, through being able to cope more efficiently and work harder for longer. This PEP is worth 10% of the practical qualification.

EXAMINATION BOARD: OCR Fine Art
J171

The GCSE Art and Design course is broadly based, covering a wide range of activities, which may include: Drawing and Painting, Mixed Media, Textiles, Graphic Design or Photography to incorporate computer manipulation, Printing and 3D Design.

In the GCSE Art and Design course the emphasis is as much on the creative process as on the end product. Each of the two units requires a final realisation to be accompanied by preparatory studies and a work journal, showing the development of ideas. The ability to draw from observation is an important skill that is necessary to support creative and imaginative outcomes.

Assessment Criteria Students will submit 2 projects (Units)

- Controlled assessment of student portfolio, which is internally set, marked and externally moderated contributing to 60 per cent of the marks. 45 hours is allowed for the controlled assessment but several 'projects' may be developed to help build up students' confidence and skills throughout year 10 and 11. It is envisaged that all quality outcomes will be incorporated into the themed assessed portfolio.
- An externally set assignment, which is externally set, internally marked and externally moderated contributing 40 per cent of the final mark. An informal 20 hours preparatory period with a sustained focus of 10 hours final realisation to be completed in a formal teacher supervised environment.

If you are interested in a career in Architecture, Film and Animation, Advertising, 3D Design, Interior Design, Textiles, Fashion, Graphics, Illustration, Fine Art, Theatre Design & Costume, Photography and many other creative professions, you should take a GCSE in Art and Design.

It should be noted that work set to be completed at home, may require students to provide some of their own personal materials and equipment.

TEXTILES

EXAMINATION BOARD: OCR Textile Design J174

The GCSE Art Textiles course is an exciting practical programme of study. Textile design involves creation, selection and manipulation across a variety of practices embracing traditional and contemporary technologies. The wide range of activities covered may include: weaving, knitting, felting, embroidery, beading, constructed forms, appliqué, silk painting, batik, printing and CAD design. Drawing is also an essential skill in the development process, from initial visual research, recording from primary sources, through to the translation of ideas into finished designs

In Art Textiles the emphasis is as much on the creative process as on the end product. Each of the two units requires a final realisation to be accompanied by preparatory studies, sample pieces and a work journal showing experimentation and the development of ideas.

Assessment Criteria Students will submit 2 projects (Units)

Controlled assessment of student portfolio, which is internally set, marked and externally moderated contributing to 60 per cent of the marks. 45 hours is allowed for the controlled assessment and at least two 'projects' will be set to help build up the students' confidence and skills and allow them to explore ideas and techniques to develop a personal response in the form of a quality final outcome.

An externally set assignment, which is externally set, internally marked and externally moderated contributing 40 per cent of the final mark. An informal 20 hours preparatory period with a sustained focus of 10 hours final realisation to be completed in a formal teacher supervised environment.

Who is this course suitable for?

Students, who have a practical, hands-on approach to being creative, are imaginative and enjoy experimenting with lots of materials and techniques will enjoy this course. Career opportunities in the Textiles field include Fashion Design, Interior Design, Theatre and Movie Costume Design, Fashion Journalism, Fine Art Textiles and many other creative professions. It is essential that you are enthusiastic and have the motivation to sustain coursework and meet the specification requirements.

It should also be noted that work set to be completed at home may require students to provide some of their own personal materials and equipment.

The GCSE Business course could be the right subject for you if you enjoy:

- communicating and explaining your ideas
- thinking creatively and making decisions
- working with numbers to solve business problems
- learning about the world of business through real and relevant local and international brands

You might have an 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 around you, how businesses are set up, and what it is that makes someone a great entrepreneur. This course will help you to understand all this and more.

After this qualification you will have an appreciation of how businesses operate and you will have developed skills in:

- making decisions and developing persuasive arguments
- creative and practical problem solving
- understanding data, finance and communication.

What will I learn?

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved. Then you'll move on to investigating business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You'll learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

Teaching comprises of many different activities including games, discussion, debate, research, presentations and group work. Extended writing will be required throughout the 2 year GCSE course. Maths skills will also be required and this makes up 10% of the course.

How will I be assessed?

There are 2 exam papers, both of 90 minutes with 90 marks available for 50% of the total GCSE.

Both include multiple choice, calculation, short-answer and extended-writing questions. Sections B and C are based on real life, relevant business contexts and examples.

EXAMINATION BOARD: OCR – J276

The GCSE Computing course gives students a real, in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, this course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming, giving students a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course provides excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

Assessment Criteria

Unit J276/01: Computer systems

This topic introduces the concepts of marketing and enterprise. It provides a foundation for the remaining topics in this unit. Candidates will examine the marketing mix and be expected to create a business plan. This unit is assessed through an external 1 hour 30 minute written paper **examination** contributing to **50 percent** of the overall grade awarded.

Unit J276/02: Computational thinking, algorithms and programming

Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics. This unit is assessed through an external 1 hour 30 minute written paper **examination** contributing to **50 percent** of the overall grade awarded.

Unit J276/03/04: Programming project

Students use standard programming techniques and design a coded solution. This includes developing suitable algorithms and designing suitable input and output formats. This unit takes 20 hours to complete and must be completed by all students. It does not contribute to the overall grade of the course but consolidates the learning across the specification through practical activity.

DRAMA

The content of the GCSE Drama course

Drama is a stimulating, demanding and highly regarded academic subject. The GCSE Drama course consists of both **practical** work and **written** work. All lessons are **practically based**. We follow the **AQA** specification.

- In 2018, 79.2% of our students achieved a Level 9 (the National Average was 5.2%)
- 100% of students achieved Level 9-6

The course is structured into three parts:

1. During the course, students will **devise drama** from a wide range of stimuli. They will develop understanding of how to create and structure a piece of devised drama, using a range of conventions. Students will complete this unit in the summer of Year 10 which is assessed internally and moderated by AQA; they also have a written portfolio which accompanies this unit which allows students to reflect on the devising process. This unit is worth 40%. The performance is worth 10% whilst the portfolio of 2,500 words is worth 30%.
2. During the course, students **will study a play**, and analyse how the playwright expresses their ideas. Students will explore ways of dramatising the script, and examine ways of making the play work on stage. They will also **analyse live theatre productions**. This work culminates in a written examination at the end of Year 11. This unit is worth 40%.
3. The third part of the course is a **practical examination**. In Year 11, students will perform or design two scripted performances (a monologue, duologue, and/or group piece) for an external examiner. This unit is worth 20%.

Anyone considering this subject for GCSE will need to be prepared for the **practical and creative** elements within the course, as students will need to be willing to work as part of a team. It is also important that students recognise that analysing and evaluating work - through both discussion and written work - is a vital element of the course.

Skills developed through drama

“A drama student is a thinking student!”

The study of drama offers students the opportunity to develop a wide range of transferable skills:

- Problem solving
- Oral and written communication
- Self confidence
- Analytical and interpretative skills
- Social skills
- Leadership skills
- Empathetic skills

Who is this course suitable for?

Students who have an interest in drama and theatre will enjoy this course.



GEOGRAPHY

Do you...

- ✓ Enjoy Year 9 Geography?
- ✓ Feel confident in your assessments and have gained good grades (L4+)?
- ✓ Want an opportunity to learn outside the classroom?
- ✓ Like learning about how life is different around the world?
- ✓ Take an interest in natural disasters?

Are you...

- ✓ Keen to learn about how and why the world around you is changing?
- ✓ Willing to work independently and as a team?
- ✓ Prepared to work hard? - Geography is a subject where hard work and study will really have a positive impact.

If so, think about studying Geography!

Your GCSE...

Your Year 9 lessons will have given you an idea of the topics you will cover at GCSE. You will study the Edexcel B syllabus which we believe is the most engaging, relevant and well-designed specification. Within your GCSE you will study:

- Global Geographical Issues (Hazardous Earth, Development dynamics and Challenges of an urbanising world) worth 37.5%, assessed through an exam.
- UK Geographical Issues (The UK's evolving physical landscape, The UK's evolving human landscape and Geographical Investigations) worth 37.5%, assessed through an exam.
- People and Environment Issues – Making Geographical Decisions (People and the biosphere, Forests under threat, Consuming energy resources) worth 25%, assessed through an exam which includes making a geographical decision.

All exams include multiple-choice questions, short open response questions and the opportunity for extended writing.

The benefits of studying Geography...

- ✓ You will develop a wide range of academic and interpersonal skills that are valuable for any A Level.
- ✓ You will spend at least two days conducting fieldwork for your UK Issues exam.
- ✓ You will become a good communicator, problem solver, team player, confident user of ICT, well rounded flexible thinker and socially, economically and environmentally aware if you study GCSE Geography.
- ✓ Geographers possess skills that are widely sought after and are very employable.
- ✓ Geography will prepare you well for a wide variety of careers, these include: Law; Business and Commerce; Engineering; Civil Service; Conservation; Geology; Tourism and Teaching.

Quotes from current Year 10 students

- ✓ 'Geography has so much relevant information. It has helped me to understand the world and my place in it.'
- ✓ 'There are lots of transferable skills; it helps me in English and Science.'
- ✓ 'Teachers in the Geography department are always willing to help.'



Year 10 students outside the Bullring during their trip to Birmingham.

HISTORY

The History department is passionate about the importance of the subject on the curriculum. History is a subject that will make you think and make you question.

To decide if History would be a suitable GCSE option:

- ✓ You need to have enjoyed the KS3 History curriculum
- ✓ You need to enjoy analysing evidence to help you form judgements
- ✓ You need to be willing to work hard, whilst having fun

We use AQA, course code 4185, the course is made up of four modules. There is no coursework element.

The four modules are:

1. Germany, 1890 – 1940
2. Conflict and tension, 1918 – 1939
3. Health and the People, c.1000 – the present day
4. Elizabethan England, 1568-1603

The course is assessed by two written exams (both 1hr 45 minutes duration) at the end of Year 11. Each exam is worth 50% of the GCSE.

Lesson activities include:

- ❖ Debates
- ❖ Role plays
- ❖ Making videos
- ❖ Note taking exercises
- ❖ Revision games
- ❖ Group presentations

History GCSE can be a very useful qualification as:

- ✓ It is a highly recognised qualification by universities and employers
- ✓ It demonstrates your ability to make rational arguments, supported by evidence
- ✓ It will prepare you for a wide variety of careers, for example in the fields of journalism, law, education, government, medicine etc.
- ✓ It will develop your confidence to express opinions verbally
- ✓ The skills you learn in History (such as analysis and evaluation) will help you in your other GCSE subjects

What our previous students have said:

- ❖ 'History was my favourite GCSE subject. We always learned loads, and lessons were so enjoyable.'
- ❖ 'I loved the topics we studied, but more than that I loved the fact I was developing really useful skills. I always felt I was challenged in lessons, and I'd like to go on to study the subject at university.'
- ❖ 'I am so glad I chose History GCSE!'

If you have any further questions about the History GCSE course, please see Mrs Richmond.

GCSE Food Preparation and Nutrition

GCSE Food Preparation and Nutrition is a very challenging, yet enjoyable course. You will be following the AQA syllabus, the theory for which is divided into the following five sections:

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

Alongside the theory you will also develop the practical skills needed to prepare a wide range of food products.

Assessment

Non-exam assessment pieces

You will need to submit two non-exam assessment pieces worth 50% of the final mark. You can choose from a list of tasks provided by the exam board. You will need to complete this work in school under controlled conditions.

Task 1: Food investigation

An example of the type of investigation you can select to do...

Investigate the ingredients used to thicken sauces and soups.

You will complete the investigation and then compile a report detailing your findings.

Task 2: Food Preparation

An example of the type of task you can select to do...

Plan, prepare, cook and present a range of dishes, using a variety of skills, from the Mediterranean culinary tradition.

You will need to plan, prepare and make a selection of dishes under controlled conditions, to complete this task.

Exam

You will also sit a one hour forty five minute examination, worth 50% of the final mark. The exam paper consists of multiple choice, short answer, structured and free response questions.

Career Prospects

Excellent career opportunities are available to those who have a food qualification. Food scientists are currently in great demand, owing to the growing awareness of the impact of food consumption on health, our changing dietary habits, the demand for food and the problems associated with the food industry. This course is also a good basis for careers and courses in a range of related areas such as: Marketing, New Product Development, Consumer Research, Food Journalism, Environmental Health, Dietetics and Teaching.

Suitability

You must have the motivation to complete the non-exam assessment pieces and meet ongoing deadlines to fulfil the specification requirements. It is essential that you have a genuine interest in and are enthusiastic about working with food. You must also appreciate that this course requires you to understand the science underpinning food composition and production.

EXAMINATION BOARD: Eduqas (WJEC)

Students are required to study at least one language (modern or ancient) to GCSE level.

GCSE Latin involves continuing the study of the Cambridge Latin Course to the end of Year 10 including the background information, and then in Year 11 studying some original Latin literature together with its cultural and historical background.

The GCSE examination consists of three papers which will test knowledge and understanding of the set text, background information and also the ability to understand and translate an unprepared passage of Latin.

The language paper is worth 50% of the course. The literature paper is worth 30% and the civilisation (background) paper is worth 20%.

There is no school-assessed coursework element, and although the course naturally requires consistent work over Years 10 and 11, the subject is not excessively difficult, and in the past most pupils who have opted to study Latin have done well, including many who have not found other languages easy.

Furthermore, a qualification in Latin at GCSE level commands considerable prestige among both employers and institutions of Further and Higher Education. Fortunately, Rugby High School is still able to offer this course when many schools can no longer do so!

For those who wish to do so, it is possible to continue the study of Latin to Advanced Level GCE and many pupils have gone on to University to study Latin or Classics, with considerable success.

Those with qualifications in Latin or Classics find these of great value in finding employment in a wide range of occupations, including commerce and business, journalism, the law, and computing.

The primary aim of the Music Department is to foster an inclusive and supportive atmosphere, where each girl can engage in a rich and varied programme of music. With this in mind, Music at KS4 enhances and develops knowledge and skills learnt at KS3, with students following the Edexcel GCSE specification.

As the course progresses, students form personal and meaningful relationships with music through the development of musical knowledge, understanding and skills. Students will be encouraged to engage critically and creatively with a wide range of music, and they should develop an understanding of the place of music in different cultures and contexts, and reflect upon how music is used in the expression of personal and collective identities.

The outline of the course is as follows:

Performing (30%)

- Students perform *two* pieces, one solo and one ensemble performance, with a combined duration of at least 4 minutes.
- The final performances are recorded in Year 11.
- To help prepare for these, students complete a practice assessment (alternating between a solo and ensemble performance) each term from Year 10 onwards.

Composing (30%)

- Students are required to compose *two* pieces, one as a free (own choice) composition, and one as a response to a set brief published by Edexcel (published in Year 11).
- Both compositions must have a combined duration of at least 3 minutes.
- Students are encouraged to draw on their knowledge of performance pieces and set works when composing.
- Each composition must be notated and recorded in an appropriate format.

Appraising (40%)

- The content of musical elements, musical contexts and musical language is taught through four *Areas of Study*, each containing *two* set works.
- The *Areas of Study* are wide – ranging and include: Instrumental Music 1700–1820; Vocal Music; Music for Stage and Screen; Fusions.
- Students are also required to appraise unfamiliar music through wider listening.

All lessons include a high level of practical content. Students are encouraged to seek additional instrumental or vocal lessons outside of class, although this is not essential. It is hoped that students engage in extra – curricular activities on a regular basis to help support and consolidate their musical learning and development.



PRS (FULL COURSE)

Philosophy and Religious Studies

The GCSE Religious Studies course will develop your knowledge and understanding of major world religions in the 21st Century as well as religious perspectives in contemporary social and moral debates. The course will grapple with some controversial issues and aims to strengthen your critical thinking skills and enable you to clarify and express your own ideas in response to ultimate questions.

These skills are valuable for life and for any career, especially those that involve contact with other people e.g. medicine, law, journalism, social work, personnel work, teaching, nursing, banking, occupational therapy etc.

Course Requirements:

You will study for TWO exam papers, both taken at the end of Year 11.

Course Content:

Paper 1 – Religion and Ethics based on the study of Christianity. Topics will include:

1. Christian Beliefs
2. Marriage and the family
3. Living the Christian Life
4. Matters of Life and Death

Paper 2 – Religion, Peace and Conflict based on a study of Islam. Topics will include:

1. Islamic Beliefs
2. Peace and Conflict
3. Living the Islamic Life
4. Crime and punishment

The duration of each exam is 1 hour and 45 minutes.

The mode of assessment for this course is 100% exam. There is therefore NO coursework.

The examination board is EDEXCEL (GCSE Religious Studies B).

You do not have to be religious in order to study religion

The majority of our students who have taken up the full course GCSE Religious Studies option have been very successful

NON-EXAMINATION CORE SUBJECTS

PHILOSOPHY AND RELIGIOUS STUDIES (short course)

Year 10 and 11 pupils who follow the short course will have one Religious Studies lesson per week. During this lesson they will follow the Religious Studies short course, produced by EDEXCEL, and based on a study of Christianity and Islam.

Course Content:

The course comprises two papers:

Paper 1 – Religion and Ethics based on the study of Christianity. Topics will include:

- Christian Beliefs
- Marriage and the family

Paper 2 – Religion, Peace and Conflict based on a study of Islam. Topics will include:

- Islamic Beliefs
- Crime and Punishment

Students will have opportunities to:

- acquire and develop knowledge and understanding of the beliefs, values and traditions of two major world religions;
- consider the influence of the beliefs, values and traditions associated these religions
- consider religious and other responses to moral issues;
- identify, investigate and respond to fundamental questions of life raised by religion and human experience.

Pupils who follow the short course sit two, 50 minute, written examination papers at the end of the course, leading to a short course accreditation (half a full GCSE). Most of our students have taken up this option and have been very successful.

PERSONAL, SOCIAL AND HEALTH EDUCATION WITH CITIZENSHIP

Most subjects studied help in some way towards your personal and social development. At Key Stage 4 PSHE will be taught through a series of focused days in order to prepare students for adult life and their place in society. This varied programme will cover such topics as study skills, relationships, health, human rights, safety, careers, enterprise and preparation for work experience.

CAREERS EDUCATION AND GUIDANCE

Throughout Key Stage 4 it is important that all students consider their plans for further education and possible careers. Some aspects of this will be covered in the PSHE focused days.

The school now buys in the services of an experienced careers adviser who provides independent advice and guidance for students. Each student will be offered an individual interview with the advisor to discuss and plan their career ideas. As well as this a number of days throughout the two years will be focused on careers and wider learning so that all students are prepared for further education and life beyond.

There are a host of university and apprenticeship materials located in the sixth form common areas which all students have access to. Further to this there will be information provided to students on the local labour market so that they can make fully informed decisions on their further. We also encourage students to spend time researching the courses/jobs they may be interested in online as this will allow them access to current information specified on their own areas of interest.

During Year 11 all students will be expected to take part in the school's work experience scheme, working in a job which interests them or which might be a future career choice. It is hoped that they will use this opportunity to:

- Understand more about the adult working world
- Increase their knowledge of a particular job or career
- Expand their awareness of their skills and talents
- See the relevance of study that is done in school
- Gain confidence and responsibility for themselves and others
- Develop their personal and social skills outside of the school environment
- Use the experience towards helping with coursework and preparation for examinations

This experience forms part of the school's expanded scheme to promote work-readiness and introduces the whole idea of 'enterprise education'.