



LGS
STONEYGATE

CELEBRATING 165 YEARS

**GCSE OPTIONS
BOOKLET
2022**

Curriculum at LGS Stoneygate

Pupils in the senior school are taught a broad spectrum of subjects, delivered by experienced subject specialists. During Year 9, pupils begin the options process whereby selections of their GCSE options are made.

All pupils will undertake GCSE qualifications in the following compulsory subjects:

English Language (AQA GCSE)

English Literature (AQA GCSE)

Mathematics (Pearson GCSE)

Double Award Science (Pearson IGCSE) (equivalent to two GCSEs)

As well as the five core GCSEs/IGCSEs, students will be able to select up to four additional options. Courses will all be available subject to numbers. It is therefore prudent to have a reserve option lined up to avoid disappointment. The subjects are offered in blocks and you choose one subject from each block.

Compulsory	Options			
Core Subjects	Block A	Block B	Block C	Block D
English Literature GCSE	Geography GCSE	French GCSE	Music GCSE	History GCSE
English Language GCSE	IT GCSE	Spanish GCSE	Art GCSE	Food and Nutrition GCSE
Maths GCSE	Drama GCSE	Animal Care BTEC	RS GCSE	PE IGCSE
Double Award Science IGCSE				

Pupils will also have lessons in PSHE and participate in one Games afternoon per week. Pupils are also encouraged to take part in the co-curricular programme.

The school reserves the right to change the exam board in the best interests of the children, but the general subject content will remain the same.

BTEC Firsts – an introduction

The key principle of the new suite of BTEC Firsts is to support young people to succeed and progress in their education.

1 Standards: a common core and external assessment

Each new Level 2 BTEC First Award has an essential core of knowledge and applied skills. External assessment is appropriate to the sector. This provides independent evidence of learning and progression alongside the predominantly portfolio-based assessment.

2 Quality: a robust quality-assurance model

The quality-assurance model ensures robust support for learners, centres and assessors from the awarding body:

- every BTEC learner's work is independently scrutinised through the external assessment process
- every BTEC assessor will take part in a sampling and quality review during the teaching cycle
- each BTEC centre is visited every year to review and support quality processes.

This combination of rigour, dialogue and support underpins the validity of the teacher-led assessment and the learner-centric approach that lie at the heart of BTEC learning.

3 Breadth and progression: a range of options building on the core; contextualised English and mathematics

The **essential core**, developed in consultation with employers and educators, gives learners the opportunity to gain a broad understanding and knowledge of a vocational sector.

The **optional units** provide a closer focus on a vocational area, supporting progression into a more specialised level 3 vocational or academic course or into an apprenticeship.

Opportunities to develop skills in English and mathematics are indicated in the units where appropriate. These give learners the opportunity to practise these essential skills in naturally occurring and meaningful contexts, where appropriate to the sector. The skills have been mapped against GCSE (including functional elements) English and mathematics subject content areas.

4 Recognising achievement:

The new BTEC Firsts are a level 2 qualification, graded at Pass, Merit, Distinction and Distinction*.

BTEC Firsts are fully recognised by colleges, sixth form centres and universities as equivalent qualifications to GCSE/IGCSE.

Compulsory subjects:

English Language (AQA GCSE)

Paper 1: Explorations in Creative Reading and Writing

Section A: Reading

Reading a literature fiction text to consider how established writers use narrative and descriptive techniques to capture the interest of readers. The source for the reading questions will be drawn from either the 20th or 21st century. Its genre will be prose fiction. It will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.

Section B: Writing - descriptive or narrative writing

Students will write their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

Paper 2: Writers' Viewpoints and Perspectives

Section A: Reading: one non-fiction text and one literary non-fiction text

Students will read two linked sources from different time periods and genres to consider how each presents a perspective or viewpoint to influence the reader.

Section B: Writing - writing to present a viewpoint

Students will produce a written text to a specified audience, purpose, and form in which they give their own perspective on the theme that has been introduced to them in section A.

Non-examination Assessment: Spoken Language

The aim of the assessment is to allow students to demonstrate their speaking and listening skills by: giving a presentation in a formal context; responding appropriately to questions and to feedback; asking questions themselves to elicit clarification and using spoken Standard English.

Students must undertake a prepared spoken presentation on a specific topic lasting no more than ten minutes. Presentations must be formal but may take a wide variety of forms, including talks, debates, speeches, and dialogues. Students must identify the subject for their presentations in advance and agree it with their teacher.

English Literature (AQA GCSE)

This English Literature course is both stimulating and exciting. We aim to develop analytical skills, appreciation, and a passion for the literature they are studying.

Paper 1: Shakespeare and the 19th-century novel

Section A - Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B - The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

Section A - Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B - Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C - Unseen poetry: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Mathematics (Edexcel GCSE)

The assessments will cover the following content headings:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Two tiers are available: Foundation and Higher (content is defined for each tier).

Each student is permitted to take assessments in either the Foundation tier or Higher tier.

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.

All three papers must be at the same tier of entry and must be completed in the same assessment series.

Paper 1 is a non-calculator assessment, but a calculator is allowed for Paper 2 and Paper 3.

Each paper is 1 hour and 30 minutes long.

Each paper has 80 marks.

The content outlined for each tier will be assessed across all three papers.

Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.

Foundation tier: grades 1 to 5.

Higher tier: grades 4 to 9 (grade 3 allowed).

Science (Edexcel IGCSE)

Edexcel International GCSE in Science (Double Award 4SD0) comprises three externally assessed papers in Biology, Chemistry and Physics.

Biology - Topics covering core content areas:

- 1 The nature and variety of living organisms
- 2 Structures and functions in living organisms
- 3 Reproduction and inheritance
- 4 Ecology and the environment
- 5 Use of biological resources

Chemistry - Topics covering core content areas:

- 1 Principles of chemistry
- 2 Inorganic chemistry
- 3 Physical chemistry
- 4 Organic chemistry



Physics - Topics covering core content areas:

- 1 Forces and motion
- 2 Electricity
- 3 Waves
- 4 Energy resources and energy transfers
- 5 Solids, liquids and gases
- 6 Magnetism and electromagnetism
- 7 Radioactivity and particles
- 8 Astrophysics

Assessment

Each science is assessed using an externally assessed 2 hour examination at the end of the course. Papers are equally weighted at 33.3% of the qualification each. The papers consist of a mixture of different question styles, including multiple choice, short answer questions, calculations and extended open-response questions.

The total marks available (across all three papers) is 330.

Based on the overall mark, students will be awarded a grade (that equals two GCSE grades). These grades range from a 9 9 to 1 1, where 9 9 is the highest grade.

Optional subjects

Animal Care (BTEC Pearson Level 1/Level 2 First Award)

Compulsory units

Unit 1: Animal Health 25% External Written Examination

- Understand the essential signs of good and ill health in animals
- Understand the common diseases, their causes, transmission and treatment
- Understand the signs, symptoms, prevention and treatment of common parasites

Unit 2: Animal Handling 25% Internal Assessment

- Understand safe handling and restraint techniques
- Demonstrate safe handling and restraint techniques used with animals

Optional units - There are three internally assessed optional units of which two are chosen:

Unit 3: Animal Welfare 25% Internal Assessment

- Understand the different roles of animals and animal-related organisations in society
- Understand animal welfare and legislation
- Understand the responsibilities involved in caring for animals

Unit 4: Animal Housing and Accommodation 25% Internal Assessment

- Understand how to select animal accommodation
- Prepare and maintain animal accommodation.
- Show how to clean out animal accommodation.

Unit 5: Principles of Animal Behaviour 25% Internal Assessment

- Understand what indicates behaviour patterns in animals
- Understand the influence of enrichment on animal behaviour
- Monitor and record the behaviour of a range of animals

Who is the qualification for?

This qualification provides an introduction to some of the key themes within the Animal Care industry, enabling students to develop their knowledge and practical technical skills. It provides a good mix of theory and practical work and students will observe, handle and interact with a range of animal species during the course.

Students will develop broad knowledge and skills relating to the animal care industry, as outlined above. This will enhance their knowledge of biology and enable them to apply that knowledge in the context of animal health. The qualification will provide a sound basis for progression for those students who wish to study a related qualification at level 3, such as BTEC animal management, or an apprenticeship. The applied knowledge of biology, which underpins this qualification, will also support the study of A level biology.

Students will develop transferable technical and practical skills in communication (including verbal and analytical writing skills), research and project management (providing an opportunity to demonstrate reflective practice by suggesting alternative approaches to a problem). Furthermore, students will develop a valuable range of study and employability skills.

Art and Design - (AQA: Art, Craft and Design 8201, Fine Art 8202, Textile Design 8204)

The GCSE in Art, Craft and Design is a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes. This includes drawing, painting, photography, clay/wire and textile work.

Should students have a strong preference for just one chief area of study, Fine art and Textile design are available as specific options.



Students will explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning, using the formal elements. Students should use this knowledge when developing new ideas, recording observations and creating outcomes which fully realise their personal intentions.

Assessment

The exam will consist of two components:

Component 1: (Coursework) Students will be asked to produce a “Personal Portfolio” where, in response to internally set themes they will explore ideas, investigate media and experiment with a variety of processes in the creation of their art work.

Component 2: Students will present a personal response to an externally set theme. After time allowed for preparatory studies (January to May), they will produce a final piece during a 10 hour period (usually over two consecutive days) under examination conditions.

We believe the course allows students ample opportunity to develop their creative and critical skills, realise their original ideas, experiment and take risks in their creative endeavours.

Drama (AQA GCSE)

This course offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre.

Component 1: Understanding drama

What's assessed

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

How it's assessed

- Written exam: 1 hour and 45 minutes
- Open book
- 80 marks, 40% of GCSE

Questions

- Section A: multiple choice (4 marks)
- Section B: four questions on a given extract from the set play chosen (44 marks)
- Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)

Component 2: Devising drama (practical)

What's assessed

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

How it's assessed

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total, 40% of GCSE

This component is marked by teachers and moderated by AQA.

Component 3: Texts in practice (practical)

What's assessed

- Performance of two extracts from one play (students may contribute as performer or designer)

How it's assessed

- Performance of Extract 1 (20 marks) **and** Extract 2 (20 marks)
- 40 marks in total, 20% of GCSE

This component is marked by AQA.

Food and Nutrition (Cambridge IGCSE)

The Food and Nutrition syllabus introduces both the theoretical and practical aspects of buying and preparing food. Dealing with diet and health in everyday life, pupils study the nutritional value of basic foods and develop the skills required to produce a balanced family meal. Consumer awareness is encouraged, as are high standards of personal and kitchen hygiene, especially when pupils put their knowledge into practice in order to produce creative and enjoyable dishes.

Cambridge IGCSE Food & Nutrition is accepted by universities and employers as proof of knowledge and understanding of food and nutrition. They will gain lifelong skills, including:

- An understanding of nutrition and of health problems related to diet
- An understanding of how socio-economic factors affect diet
- An awareness of how eating patterns and dietary needs depend on age and social group
- An awareness of how the position of the consumer differs in developed and less-developed economies
- The ability to assess the effectiveness and validity of claims made by advertisers
- Aesthetic and social sensitivity to dietary patterns
- An interest in the creative aspect and enjoyment of food
- The ability to organise and manage family food resources and to use food resources effectively in everyday life
- Knowledge of safety and hygiene requirements.

Under the specification followed, pupils take two compulsory components:

Paper 1 Theory Exam. 50% of the total marks.

A two-hour written paper consisting of short-answer questions, structured questions and open-ended essay questions.

Paper 2 Practical Exam. 50% of the total marks.

Pupils have a planning session of 1 hour 30 minutes one week before the practical test of 2 hours 30 minutes. At the start of the planning session, pupils are given their allocated test question and three preparation sheets. During this time, pupils should produce a response to the question, by planning what recipes they will cook. Example questions include: 'Five dishes for a buffet lunch', 'Main-course dish for friends who have coeliac disease', 'savoury vegetarian dishes for a party'. After the planning session, pupils are given a week to practice their chosen recipes in preparation for the exam. 'Masterchef style!'

Throughout Year 10, pupils will develop their practical skills and ability to multitask when cooking different dishes at the same time. They will be expected to cook at least once a week and be organised at bringing in ingredients.

Theory topics include:

- An understanding of the terms used in nutrition and nutrition-related problems
- Nutritive value of foods
- Digestion and absorption
- Dietary guidelines
- Composition and value of the main foods in the diet
- Cooking of food, transfer of heat by conduction, convection and radiation
- Convenience foods
- Basic proportions and methods of making
- Raising agents
- Food spoilage and hygiene in the handling and storage of food
- Food preservation
- Kitchen planning
- Kitchen equipment
- Kitchen safety, simple first aid

Geography (AQA 8305)

We have elected to follow the AQA Geography (8305) specification as it is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs).

Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Students will undertake two geographical enquiries, each of which will include the use of primary data, collected as part of a fieldwork exercise. Fieldwork takes place outside the classroom and school grounds and the two enquiries are carried out in contrasting environments so pupils can show an understanding of both physical geography and human geography. This is achieved through a local river study, as well as investigating the social and economic effects of urban regeneration in Leicester.

Fieldwork ensures that students are given the opportunity to consolidate and extend their geographical understanding by relating learning to real experiences of the world. Students who complete the course will have the skills and experience to progress onto A-level and beyond.

Assessment

GCSE Geography is examined through a variety of written questions over three papers;

Paper	Content
Paper 1	Physical Geography
Paper 2	Human Geography
Paper 3	Fieldwork and Issue Evaluation

All three papers require a range of short-response answers, handling and interpreting mathematical data, as well as longer questions requiring an essay-style response. Students learn these fundamental skills through frequent practice of exam questions in lessons, which are not time-restricted but are marked and given feedback on.

History (Edexcel IGCSE)

History is an academically robust subject for anyone interested in the causes, outcomes and significance of major historical events. Students will unpick the motivations behind prominent individuals and understand key political movements and conflicts that mark our twentieth century. The course charts the raw nationalism and conflicts that sparked and characterised the First World War; to the ideological struggles of the global Cold War that eventually followed.

History offers students a crucial sense of historical perspective to support them in a rapidly changing world. It is especially highly valued by a wide range of employers and universities for it allows students to develop a range of crucial transferable skills: producing a balanced interpretation; analysing primary evidence and evaluating opposing viewpoints. With current concerns over fake news and counterfactual assertion in our information age, the skills of a well-schooled historian to critique with confidence a throwaway headline or tweet will be a useful lifelong skill.

Course Content:

The specification comprises two Papers, each consisting of two topics spanning many of the key events of the twentieth century.

Paper One:	Development of Dictatorship: Germany	1918 - 1945
	A World Divided: Superpower Relations	1943 - 1972
Paper Two:	The Origins and Course of the First World War	1905 - 1918
	Changes in Medicine	1848 – 1948

The course allows in-depth study of key twentieth-century topics and aims to build upon skills developed lower down the school. These include evidence *interpretation* and understanding of concepts such as *cause* and *consequence* and *change* and *continuity*.

The work is demanding but varied. A willingness to share, discuss and debate ideas with peers is helpful. The most important requirement is interest and enthusiasm in the subject and a desire to understand the events, trends and individuals that have shaped past societies.

Essential requirement:

There is a heavy emphasis on literacy skills within the history iGCSE. Pupils thinking of opting for history at KS4 need to be confident in their extended writing skills as this forms the basis of a challenging and rigorous course, where all examination questions are essay based.

Assessment:

There are two final examinations, each carrying 50% of the total mark. The papers will feature questions that test understanding of historical concepts; the ability to support analysis with good evidence, and evaluation of source-based interpretations as part of extended writing.

Information and Communication Technology (Edexcel iGCSE)

We are an increasingly digital world, and this course will help equip pupils with the skills and knowledge needed in virtually any area of education or work.

Pupils will learn about topics ranging from digital devices and connectivity, safe and responsible practice, and understand the impact of the internet on the way that organisations do business. They will also be encouraged to practice using software applications effectively.

The course aims to extend pupils' knowledge and understanding by broadening and deepening skills. For example, pupils develop the ability to:

- Apply knowledge and understanding to produce Information and Communication Technology-based solutions
- Develop skills of analysis and evaluation, making reasoned judgements and presenting conclusions
- Reflect critically on their own and others' use of Information and Communication Technology and to adopt safe, secure and responsible practice.

Assessment

There are two examinations, each carrying 50% of the total mark.

Paper 1 is a written paper, covering the topics of Digital Devices, Connectivity, Operating Online, and Online Goods and Services. It involves a mixture of multiple choice, short-answer and long-answer questions.

Paper 2 is practical and allows pupils to demonstrate their skills in using word processing software, databases, spreadsheets, presentation software, graphics editing and webpage design.

To take this course it is NOT necessary to have an in-depth knowledge of how computers work; it is aimed at giving all pupils a strong grasp of using ICT and builds on the work they have been doing in their IT studies up to year 9.

Modern Foreign Languages – French and Spanish (AQA GCSE)

In order to study French, pupils must have studied this language in Year 9. Pupils who are very motivated and keen, can pick up Spanish from the start of Year 10, but they must understand that they might be limited to Foundation Tier papers if this is the case.

The objective is to enable students of all abilities to develop their language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. In studying for the GCSE qualification, students will be able to understand language in a range of situations, communicating effectively and developing a knowledge of grammar and wider language learning skills. Through this course, cultural awareness is developed alongside positive attitudes towards language learning, enjoyment and intellectual stimulation. Languages are taught as a skill for life and not simply as a qualification.

The specification covers three distinct themes which relate to students' own experiences and that of other people in the target language country.

1. Identity and culture

- Me, my family & friends
- Technology in everyday life
- Free-time activities
- Customs & festivals in the target language country/community

2. Local, national, international and global areas of interest

- Home, town, neighbourhood & region
- Social issues
- Global issues
- Travel & tourism

3. Current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices & ambitions

The scheme of assessment is linear and students may be entered either for Foundation or Higher Tier overall. All four skills of listening, reading, speaking and writing will be assessed by means of one examination paper each respectively, taken at the end of Year 11, and each paper is worth 25% of the final mark.

In considering their choice of Modern Foreign Language, students may find the following of interest:

French:

More than 200 million people speak French on five continents and French is also the only language, alongside English, that is taught in every country in the world. On the international job market, a knowledge of French naturally opens the doors of French companies in France but also other French-speaking parts of the world (Canada, Switzerland, Belgium, and North and sub-Saharan Africa), and as the world's fifth biggest economy and number-three destination for foreign investment, France is a key economic partner. Culturally, French is also a strong choice as the international language of cooking, fashion, theatre, the visual arts, dance and architecture. A knowledge of French offers access to great works of literature, as well as films and songs, allowing access in the original language to the works of Victor Hugo, Molière, Edith Piaf, Jean-Paul Sartre, amongst others.

Spanish:

Spanish is one of the world's major languages with 329 million native speakers, and its global influence is growing day by day. By 2050 the number of Spanish speakers is expected to increase to 530 million, with the Spanish-speaking population of the USA alone currently increasing at more than 1 million a year. Being able to speak Spanish opens up a whole new world, whether travelling in South America, making the most of holidays in Spain or using your language skills to improve your employment prospects. Spain is one of the UK's major trading partners and Spanish companies such as Santander, Mango and Zara have established themselves on our high streets. The total value of business between Spain and the UK is £21 billion per annum. Learning Spanish will also give you the opportunity to enjoy a wide range of cultural works such as the films of Guillermo del Toro and Pedro Almodóvar, and contemporary Spanish and South American music. *¡El español mejora tu calidad de vida!*

Music (Eduqas GCSE)

GCSE Music has three areas: Performing, Appraising and Composing. This GCSE develops an all-round musician. There are plenty of opportunities for music-making within the course as 30% of the marks come from performance. A good understanding of musical notation is required in the course and pupils must be prepared to perform at a standard of around Grade 3 ABRSM. Pupils taking GCSE Music are expected to contribute to the music department by performing in Senior Choir and/or Orchestra and/or Guitar Group and/or Ukulele Group etc.

Performance (30%)

The musician is ideally of ABRSM grade 3 level by Year 11 and has to perform solo and in an ensemble. There must be a minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice. The performances must last 4 minutes as a minimum.

This is marked internally and externally moderated.

Appraising/Listening (40%)

This component is assessed via a listening examination. There are eight questions in total, two on each of the four areas of study.

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music



The listening exam is 1 hour and 15 mins long and features a CD being played, to which the candidates respond.

Composing (30%)

Students must submit two compositions, of a combined duration of at least three minutes:

- one in response to a brief set by the exam board, of at least one minute in duration
- one free composition set by the student, of at least one minute in duration

Students are given access to notation software 'Noteflight'. Students do not have to perform the music that they have composed.

This is marked internally and externally moderated.

Physical Education (Cambridge IGCSE)

The specification provides candidates with an opportunity to study both practical and theoretical aspects. Students will be able to develop an understanding of effective and safe physical performance and to appreciate the necessity for sound understanding of the principles, practices and training that underpin improved performance, better health and well-being.

Examination (50%): Assesses knowledge and understanding in relation to the syllabus content. Candidates are required to demonstrate skills of description, interpretation and evaluation. They must answer all the questions. The question paper is divided into the following topics:

Anatomy & physiology
 Health, fitness & training
 Skill acquisition & psychology
 Social, cultural & ethical influences.



Coursework and Centre-based assessment (50%): Candidates undertake **four** practical activities from at least **two** of the seven categories listed. The students will have the opportunity to be assessed in the school's major winter and summer games along with swimming and Camp Craft. Students are invited to submit video evidence from any sport they participate in from the categories below. Each activity is marked out of 25 marks and the practical activities are:

Categories	Practical Activities		
Games	<ul style="list-style-type: none"> • Association Football • Badminton • Basketball • Cricket • Goalball • Golf 	<ul style="list-style-type: none"> • Hockey • Netball • Handball • Baseball, Rounders or Softball • Rugby 	<ul style="list-style-type: none"> • Lacrosse • Squash • Table Tennis • Tennis • Volleyball
Gymnastic Activities	<ul style="list-style-type: none"> • Artistic Gymnastics - floor, vaulting or rhythmic • Figure Skating (Individual) • Trampolining 		
Dance	<ul style="list-style-type: none"> • Dance 		
Athletic Activities	<ul style="list-style-type: none"> • Cross Country Running • Cycling • Rowing and Sculling 	<ul style="list-style-type: none"> • Track and Field Athletics • Weight Training for fitness 	
Outdoor and Adventurous Activities	<ul style="list-style-type: none"> • Canoeing • Hill Walking or Orienteering • Horse Riding • Rock Climbing 	<ul style="list-style-type: none"> • Sailing • Skiing or Snowboarding • Mountain Biking • Wind Surfing 	
Swimming	<ul style="list-style-type: none"> • Competitive Swimming • Life Saving or Personal Survival • Water Polo 		
Combat Activities	<ul style="list-style-type: none"> • Judo or Taekwondo 		

Religious Studies (AQA GCSE)

Assessment

The course is assessed at the end of two years through two examination papers each of duration of 1 hour 45 minutes. Each paper contributes 50% towards the overall qualification and 50% of the marks for the two papers is given for evaluative answers.

Study of religions (Paper 1):

Students will answer questions on the beliefs and practices of **Christianity** and **Buddhism**.

Religious, philosophical and ethical studies themes (Paper 2):

Students will consider different religious, philosophical and ethical arguments and their impact and influence in the modern world. They should be aware of different perspectives on the issues. Students will study the four themes outlined below and as well as considering each topic from a secular perspective they will be able to choose the religion which interests them the most and demonstrate understanding of the application of that religion to the chosen topic.

The themes that will be studied are:

- Religion, relationships and family.
- Religion and Life: Focusing on the origins of life on earth, environmental issues, euthanasia, abortion and beliefs in life after death.
- Religion, peace and conflict: Focusing on religious responses to war, violence, terrorism and pacifism.
- Religion, crime and punishment: Focusing on the causes of crime, the aims of punishment, forgiveness and the death penalty.

If you enjoy discussing topics of philosophical, ethical, spiritual and religious significance then you should consider taking this subject. Religious Studies is taught through a wide variety of methods, with an emphasis on active and creative learning with lots of debate and discussion.

Year 9 pupils began their studies of GCSE RS in September, so pupils should have an awareness and good understanding of whether they would enjoy continuing their studies into key stage four.