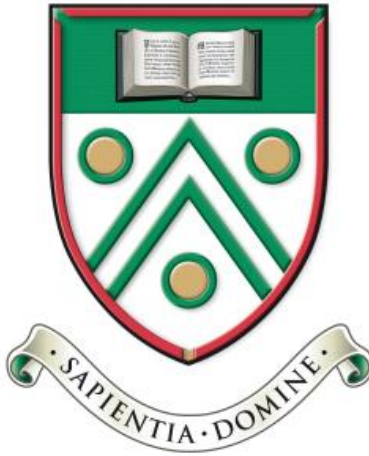


Langley Grammar School



Year 10/11 Curriculum Guide

2021 - 2023

Dear Year 9 Students

Years 10 & 11 in 2021-23

At the end of this summer term you will have successfully completed the first three years of your secondary school career. From September 2021, you will be studying a variety of courses leading to GCSE examinations at the end of Year 11. In some subjects, you have already begun GCSE study. Until now you have not had any choice about the subjects you are studying; however, in Years 10 & 11 you will follow a compulsory core curriculum together with a number of subjects you will have chosen from a range of options.

We have designed this Year 10/11 Curriculum Guide to help you and your parents discuss your options, and to enable you to make your final choice with confidence. To help you gain an idea of what is involved, you should read all the information that departments have provided about both compulsory subjects and optional courses.

During the next few weeks you should think carefully about your choices. You will have the opportunity to talk through your options with a staff mentor and you should also discuss your choices with your subject teachers. You can visit web sites or use our careers resources in the library to find out information about possible careers and the qualifications you might need.

We try very hard to accommodate everyone's choices of optional subjects. Occasionally we are not able to run a particular course, perhaps because only a very small number of students have chosen that subject. If this happens you will be told as soon as possible, and we will discuss the best alternative for you. We might think that the choice of subjects you have made is not in your best interests, and we may therefore want to suggest a different set of options to you. If, at a later date, you change your mind about a subject you have chosen, you should talk to your form tutor or to your Phase Leaders, who will advise you what to do.

Please remember that we are here to help and support you through this process.

The information in the booklet should be self-explanatory; if you have any concerns, do ask your form tutor, Mr Broz or Ms Thompson for clarification.

Yours sincerely

A handwritten signature in black ink that reads "J D Constable". The signature is written in a cursive style with a horizontal line underneath the name.

Mr J Constable
Headteacher

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Music

Religious Studies (Christianity & Islam *OR* Christianity & Hinduism)

Physical Education

Reformed GCSE qualifications

Many will already be familiar with the reforms to GCSE examinations that have taken place in recent years. For those of you are less familiar the following provides a helpful summary of how the current GCSE qualifications differ from those before the reforms and how they are graded.

At GCSE level, the aim of the reforms was to ensure that the examinations are more rigorous in their nature and that the courses provide a sound basis for continued study through to A level. The key features of the reforms were as follows:

- Non-practical GCSE courses are now fully linear: there are no modules and all assessment takes place through examinations in the summer term at the end of two years of study.
- Examinations are be the default method of assessment: there is no coursework or controlled assessments in non-practical subjects
- In subjects with a practical content, there is a non-examined assessment element, sometimes still referred to as 'coursework'. *Further details are given in the appropriate subject pages.*
- The reformed GCSEs aim to **raise standards** of knowledge & understanding, numeracy and literacy.
 - Volume of subject content has increased.
 - Demand of content has increased, with harder topics (including some former A Level material) being introduced
- A new grading system of grades 9 – 1, and U, was introduced.
- The standard required for the new grade 4 is aligned to the previous grade C.
- The Government has stated its intention to make grade 5 the new threshold (or "pass") grade.
- In summer 2017, grade 4 was identified as a 'standard pass' and grade 5 as a 'strong' or 'good' pass.
- Grade 7 or higher is equivalent to the previous grade A or higher
- There is no fixed standard for Grade 9. Grade 9s are awarded to a proportion of those who achieve grade 7 or above; (typically around 20% of this group) but it will vary from subject to subject.

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	C
3	
2	D
1	
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

The Year 10/11 Curriculum

In Years 10 & 11, you will study a combination of core (compulsory) and optional subjects.

Core Curriculum

During Years 10 and 11 you will study courses leading to the following qualifications:

English	GCSE English Language GCSE English Literature
Maths	GCSE Mathematics AQA Certificate Level 2 Further Maths (for more able mathematicians)
Science	GCSEs in Biology, Chemistry and Physics (<i>Students have already begun studying GCSE science during Year 9</i>) A small number of students may ultimately be entered for GCSE Combined Science if this is in their best interests.
Modern Foreign Language	GCSE French or GCSE German

In addition, your timetable will include

- Physical Education and Games lessons
- Personal and Citizenship Studies (PCS)
- A non-examined course of Philosophy & Ethics
- Enterprise and work-related learning activity during the year

Optional Curriculum

You may choose your remaining three GCSE subjects from the following list:

- | | |
|--------------------|----------------------|
| • Art | • Geography |
| • Art Textiles | • German |
| • Business Studies | • History |
| • Computing | • Music |
| • Drama | • Religious Studies |
| • French | • Physical Education |
| • Food & Nutrition | • Product Design |

An outline of the content of all courses (compulsory and optional) is contained in this booklet.

Choosing your options

You can choose your GCSE options freely. However, when making your choices you should:

- Choose subjects you believe you will **enjoy** studying for two years.
- Feel **confident** and **capable of succeeding** in the subjects that you choose.
- Aim for a **balance** of subjects across different areas
- Consider the requirements of any **career plans** you might already have in mind. If you have no particular career plans as yet, you should aim for a **broad spread** of options.
- **Talk** to the teachers of the subjects you are thinking of choosing.

Students have a free choice of subjects with one exception – **students may not choose both Art and Art Textiles as both courses lead to a GCSE in Art.** Therefore, students are free to choose, for example, 3 practical subjects or 3 humanities subjects, or all 3 technology subjects should they wish to do so. However, because our objective is to provide students with a **broad and balanced** curriculum, we would encourage most students to maintain some balance across their option subject choices, unless they have very clear reasons for not doing so.

In summary, your final choice should be made after careful consideration of a number of factors including the balance of the subjects chosen, your aptitude, personal interests and possible career requirements - but most particularly after consultation with the subject teachers concerned as well as your mentor. Our aim is to support you to make an informed choice through the process

The great majority of students will study **three** optional GCSE subjects **and** a modern foreign language. Students will have spent considerably more time studying *either* French *or* German since joining the school. Because of this we would **very strongly advise** all students to choose the language that they have studied most (which will also be the language they are currently learning in year 9) as they will have a good foundation in this language for GCSE study. Only in exceptional circumstances would it be appropriate for students to choose French if they are currently studying German and vice-versa: we would need to assess the students concerned to have confidence that their knowledge of the 'other' language was sufficient for them to succeed. This would also apply to any students wishing to choose a **second** modern foreign language as one of their three optional subjects.

For some students, we offer an 'alternative pathway'. Rather than choosing three optional GCSE subjects and a modern foreign language we feel it may be in some students' best interests to study for fewer GCSEs overall, and therefore to take **one future optional subject or not study** a modern foreign language. Any such decision would be proposed by the school and made in consultation with the student and parents. In this instance, students would use the time to receive additional support in their core subjects of maths and English, and where appropriate, other GCSE subjects.

The option blocks will be arranged to give first choices to as many students as possible. It is difficult to predict the numbers of students opting for each subject and, while we will do our best to meet demand, we must make it clear that some subjects may not run if there are insufficient students choosing them to

make them viable. Other subjects may be oversubscribed. In both cases, second choice (reserve) subjects will be allocated.

While we will make every effort to accommodate your choices, we cannot guarantee that we will be able to do so where there are timetabling or staffing restrictions.

As mentioned in Mr Constable's letter above, if you change your mind about one or more of your subject choices after submitting your options form you should speak to your tutor or Phase Leaders for advice. After seeking advice you decide you wish to change your choices, **you need to contact Mr Harding directly**. Any requests received *before* the beginning of year 10 will always be considered and will usually be agreed, so long as it can be accommodated with the timetable. **Please be aware that we do not consider requests to change subjects *after* the end of September in year 10.** Request for a change in subject *during* the September of year 10 are discouraged and will only be agreed where there are sound reasons, in the school's view, for a student to be allowed to change.

Next steps – Year 9 Options programme

Phase 1: Research and fact finding	
27 January	Y10/11 curriculum & options – presentation to parents
29 January	Y10/11 curriculum & options – presentation to students during period 1
1 February to 12 February	Students research options Departmental presentations for new subjects Students make provisional choices, discuss with subject teachers, parents and tutor. They complete Side A of the Options Form in preparation for meeting with their mentor.
22 February – 26 February	Mentoring week – students meet with staff mentors to discuss options
Phase 2: Finalising choices	
1 March to 5 March	Students meet with mentors a second time to confirm choices They submit Options Form with Side B completed and signed as a pdf via email to: options@lgs.slough.sch.uk . Parents can also use Options Online to indicate subject choices.
Monday 8 March	Final deadline for return of Options Forms as a pdf via email to options@lgs.slough.sch.uk

English Language

GCSE English Language – WJEC Eduqas Specification

The skills of reading, writing, speaking, and listening are of vital importance. Not only are they essential in many careers, they also underpin successful study at all levels, and a proficiency in them can also add immeasurably to an individual's general quality of life. English Language is designed to aid and assess such development, and to encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. It will prepare students to make informed decisions about further learning opportunities and career choices and to use language to participate effectively in society and employment.

What will I be studying on the course?

Students will consolidate their ability to write accurately and fluently, and to read perceptively, by studying both fiction and non-fiction texts covering a wide range of forms, media, contexts, audiences and purposes. Students will also undertake speaking and listening tasks where they will be given the opportunity to make a range of effective contributions using creative approaches to exploring questions, solving problems and developing ideas.

What will I be doing in lessons?

In lessons, students will be given opportunities to:

- demonstrate skills in speaking, listening, reading and writing necessary to help them communicate with others confidently, effectively, precisely and appropriately;
- express themselves creatively and imaginatively;
- become critical readers of a range of high-quality texts, including non-fiction texts;
- understand the patterns, structures and conventions of written and spoken English.

How will the course be assessed?

Unit 1 20th Century Literature Reading and Creative Prose Writing (1 hr 45 minutes, 40%)

For this paper, students must answer questions based on one unseen literary extract and complete one creative writing task.

Unit 2 19th and 21st Century non-fiction Reading and Transactional/Persuasive Writing (2 hrs, 60%)

For this paper, students must answer questions based on two unseen non-fiction writing extracts and complete two transactional/persuasive writing tasks.

Unit 3 Spoken Language (Unweighted)

Students must complete one presentation/speech and respond to feedback and questions from their audience. The marks awarded will be reported but **do not contribute to the final grade**.

Therefore, all “weighted” assessment for GCSE English Language is by external examination.

Where could this subject lead? The study of English Language should lead to greater self-knowledge, greater sensitivity and an imaginative insight into the lives of others. By analysing language and questioning social cultures, students are able to fully appreciate the value of informed opinion.

English Literature

GCSE English Literature – WJEC Eduqas Specification

The study of literature enables students to become critical readers of fiction prose, poetry and drama. Students will also experience different times, viewpoints and situations as found in literary texts and explore how texts from different traditions may reflect, influence and explore values, assumptions and sense of identity.

What will I be studying on the course?

Students will study a range of novels, poetry and plays. Students will experience as many genres as possible, including poetry, drama, novels and short stories, providing opportunities to understand social, historical and cultural influences in the study of literature.

What will I be doing in lessons?

In lessons, students will be given opportunities to:

- develop and sustain independent interpretations of whole texts, supporting them with detailed textual references
- analyse connections between texts, comparing features and qualities that connect and contrast the presentation of themes, characters and settings
- develop skills of responding intelligently and perceptively to unseen texts
- analyse the impact of style, language, structure and form in close detail and across whole texts
- relate texts to their social and historical contexts, and to the literary traditions of which they are a part
- understand how texts from the literary heritage have been influential and significant over time.

How will the course be assessed?

Unit 1 *Shakespeare and Poetry* (2 hrs, 40%)

For this paper, students are required to answer two questions on the chosen Shakespeare play. Students must also answer two questions based on the WJEC Eduqas Poetry Anthology. (Students are not permitted to take copies of the set texts into the examination.)

Unit 2 *Post 1914 Prose/Drama, C19th Prose and Unseen Poetry* (2 hrs 30 minutes, 60%)

For this paper, students will be required to answer one question on each of their two chosen texts. They must also answer two questions on unseen poems, one of which involves comparison. (Students are not permitted to take copies of the set texts into the examination.)

Where could this subject lead?

As well as enriching your GCSE years through exposure to a wide range of important and linguistically rich texts, this subject could lead to A level English Literature and further study. English Literature is a highly-respected course of study and those who study it at A level and beyond equip themselves for a wide range of opportunities and careers.

Mathematics

Edexcel GCSE Mathematics 1MA1

The aim of the mathematics department is to equip, develop and encourage students to:

- excel in mathematics and achieve to their full potential and beyond expectation;
- be problem solvers who are able to apply their combined mathematical and general knowledge effectively and efficiently in all areas;
- enjoy the challenges of mathematics and relish the chance to explore mathematics beyond the curriculum.

We have developed a challenging and engaging curriculum, which aims to fulfil these aims and to continue to develop all students beyond the new and more challenging GCSE syllabus.

What will I be studying on the course?

This Edexcel GCSE qualification in Mathematics requires students to develop knowledge, skills and understanding of mathematical methods and concepts, including:

- | | | |
|------------------|----------------------------------|--|
| • Number | • Geometry & measures | • Probability |
| • Algebra | • Statistics | • Ratio, proportion & rates of change |

Students will need to be able to use their knowledge and understanding to make connections between mathematical concepts. They will be assessed on three main criteria: their ability to “Use and apply standard techniques” (AO1); how they “Reason, interpret and communicate mathematically” (AO2) and their ability to “Solve problems within mathematics and in other contexts” (AO3)

As well as GCSE Mathematics, the most able students will have the opportunity to study for an AQA Level 2 Certificate in Further Mathematics. This has been carefully selected to stretch the students and deepen their knowledge and application of the higher levels of GCSE mathematics as well as to prepare them for the challenge of A levels. As such, students’ performance in this exam will play a significant part in determining their suitability for further study in the Sixth Form.

What will I be doing in lessons?

Besides learning the skills needed to solve text book exercises and prepare for the exams, students will also be taught the principles of problem solving, mathematical reasoning and how to apply what they have learned in new and unfamiliar contexts. There are a number of opportunities to use ICT throughout the course and students will be asked to demonstrate their communication skills, both verbal and written.

How will the course be assessed?

- In Year 11 students will sit three written papers, each contributing 33.3% of the final grade. All students will sit the Higher Tier papers which cover grades 4-9.
- Paper 1 is the Non-calculator paper, Papers 2 and 3 are the Calculator papers.
- Each paper is 1 hour 30 minutes and there are 80 marks on each paper.
- The content outlined above will be assessed across all three papers.
- Each paper will cover all Assessment Objectives.
- Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

Where could this subject lead?

This course covers all aspects outlined in the National Curriculum and forms a solid base for studying the subject at a higher level. Mathematical understanding and reasoning also supports many of the other subjects

offered at A level such as Physics, Economics, Geography and Psychology. A wide range of degree subject require 'A' level Mathematics, for example Engineering, Finance, Economics, Actuarial Science, Physics and of course Mathematics. Well-developed mathematical skills can also give you the ability to solve problems and work efficiently and are therefore highly valued in many varied professions.

Science (Biology, Chemistry and Physics)

OCR Gateway A

GCSE Biology J247 GCSE Chemistry J248 and GCSE Physics J249

What will I be studying on the course?

A sound knowledge of Science is essential in our society, no matter what a student's intended career. The Science team provides skilful and expert teaching to enable students to access this knowledge and learn to apply it in everyday situations.

Science is a core subject with 6 hours per week of curriculum time spent on it in Years 10 and 11, divided equally between Biology, Chemistry and Physics. We are following the OCR specifications leading to separate GCSE sciences in Biology, Chemistry and Physics at the end of Year 11.

What will I be doing in lessons?

The primary objective of this specification is to interest and engage students in science. This is achieved by:

- identifying activities and experiences which will excite students' interest, and linking these activities to scientific ideas and their implications for society;
- providing opportunities to develop science explanations and theories;
- providing a scheme of assessment which gives regular feedback.

This approach will appeal to students of all abilities. The specifications aim to give students opportunities to:

- develop their interest in, and enthusiasm for, science;
- develop a critical approach to scientific evidence and methods;
- acquire and apply skills, knowledge and understanding of how science works and its essential role in society;
- acquire scientific skills, knowledge and understanding necessary for progression to further learning.

The topics covered are:

Biology	Chemistry	Physics
B1: Cell level systems	C1: Particles	P1: Matter
B2: Scaling up	C2: Elements, Compounds and Mixtures	P2: Forces
B3: Organism level systems	C3: Chemical Reactions	P3: Electricity
B4: Community level systems	C4: Predicting and identifying reactions and products	P4: Magnetism and magnetic fields
B5: Genes, Inheritance and Selection	C5: Monitoring and controlling chemical reactions	P5: Waves in matter
B6: Global challenges	C6: Global challenges	P6: Radioactivity
B7: Practical skills	C7: Practical skills	P7: Energy
		P8: Global challenges
		P9 Practical skills

Information Technology and Citizenship are fully integrated into the specifications together with consideration of spiritual, moral, ethical, social, legislative, economic and cultural issues

Science (Biology, Chemistry and Physics) contd.

How will the course be assessed?

The GCSE specifications comprise of several teaching modules which are assessed through two units per Science subject. Candidates take both units.

GCSE Biology:

Unit	Unit Code	Content	Duration	Weighting
1	Paper 1	B1, B2, B3 & B7	1 hour 45 minutes	50%
2	Paper 2	B4, B5, B6 & B7	1 hour 45 minutes	50%

GCSE Chemistry:

Unit	Unit Code	Content	Duration	Weighting
1	Paper 1	C1, C2, C3, & C7	1 hour 45 minutes	50%
2	Paper 2	C4, C5, C6 & C7	1 hour 45 minutes	50%

GCSE Physics:

Unit	Unit Code	Content	Duration	Weighting
1	Paper 1	P1, P2, P3, P4 & P9	1 hour 45 minutes	50%
2	Paper 2	P5, P6, P7, P8 & P9	1 hour 45 minutes	50%

Where could this subject lead?

A-level courses in the science subjects are designed to lead on from GCSE Biology, GCSE Chemistry and GCSE Physics. The sciences directly lead to careers in the medical fields, engineering and scientific research as well as complementing careers in finance, education and general business & management. Studying GCSE will also augment the understanding of geography, mathematics, economics and the social sciences.

Modern Foreign Languages

AQA GCSE French 8658 and GCSE German 8668

What will I be studying on the course?

The aims of the GCSE courses in French and German are to:

- Develop understanding of spoken and written French and German in a range of contexts.
- Develop the ability to communicate effectively in French and German in a range of contexts.
- Develop knowledge and understanding of the grammar of French and German and the ability to apply this knowledge logically, thus creating a secure base for future language study.
- Promote an interest in and understanding of the culture and traditions of France and Germany and an awareness of how language has an important influence on culture and thinking.

Contrary to popular belief, it is generally true that the study of one foreign language assists the study of another, and we would encourage students who have the interest and ability to continue with the study of both languages. Members of the MFL department will be glad to offer advice on whether this is an advisable option.

What will I be doing in lessons?

Teaching in French and German is lively using authentic material to stimulate both oral and written creativity. At the same time, a great emphasis is placed on grammatical awareness by revisiting points of grammar covered in the lower school and introducing more complex ideas to facilitate independent communication. Students will need to be able to use Word reference and will be shown how to use the online vocabulary learning programmes Language Gym and Kerboodle. Regular vocabulary tests will continue to be a feature of the course. Other homework may include grammar exercises, preparing a presentation, shorter pieces of guided writing, or translation exercises.

How will the course be assessed?

Students will be assessed in Listening, Speaking, Reading and Writing. Each section is worth 25% of the GCSE grade. Listening, Reading and Writing are assessed by externally-set examination papers. The Reading paper will include a short passage to be translated into English and the Writing paper will include a passage to be translated into French/German. For Speaking, the test will be conducted in school, but marked by the examination board. The test will include a role play, a photocard with questions, followed by general conversation.

Where could this subject lead?

AS and A2 courses are offered in both languages and can be combined with a range of subjects, including arts and sciences. Students from Langley Grammar School have gone on to university to study courses such as French with Management and Law with German, as well as traditional language degrees. Language qualifications show evidence not merely of a basic linguistic competence but also an eye for detail, an ability to apply patterns logically and to memorise and assimilate quickly large quantities of new information (all that vocabulary!). These skills are most obviously needed in the fields of politics and law, yet universities increasingly offer degrees combining languages with engineering, computing, and business management as well as marketing, journalism/media studies and the tourism and leisure industry.

Modern Foreign Languages (after school options)

AQA Spanish/Mandarin Chinese languages courses

These courses are suitable for beginners and are being offered again this year. They will be held one hour a week in twilight time after school. **Students should be aware that they can only be taken in addition to, rather than instead of, the GCSE courses in French/German held in normal school hours.**

If they wish, students may be entered for the AQA FCSE certificate in these languages at the end of Year 10. Topics include giving information about self and family, the local area, free time, work and future plans. The courses can also count towards the skills section of the Duke of Edinburgh Bronze Award, subject to satisfactory attendance and progress.

These courses are an addition to the normal school curriculum and parents will be required to make a small payment to cover the incremental costs incurred.

Art and Design

AQA GCSE Art and Design specification 8202/C 8202/X

The Art and Design GCSE course offers students the chance to explore an exciting and varied range of ideas and techniques and aims to:

- Encourage students to develop their creativity and creative problem solving skills, whilst learning a variety of disciplines.
- Give opportunities to explore the nature and potential of materials, processes and techniques.
- Allow students to develop their own ideas and skills through discussion and respond personally to works of art.
- Encourage students to make appropriate connections between their own work and the work of other artists, developing styles of their own as a result.
- Encourage an inquiring mind and the development of critical thinking skills.

What will I be studying on the course?

The content of the course will revolve around the four main assessment objectives of the examination board as explained below. Students will develop their own ideas from initial broad themes set by the Art Department or the exam board in the case of the externally set assignment.

- AO1** The students will be expected to develop ideas through investigations, demonstrating critical understanding of sources. This will involve museum visits as well as a requirement to use books and the internet. They will then need to use this research to help explore and develop ideas.
- AO2** Students will refine their work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3** Observational work to show students' ability to record observations, experiences and ideas which are relevant to intentions as work progresses. Through drawing and written recording.
- AO4** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Students will use their own style but also taking on board new ways of working discovered throughout the course.

What will I be doing in lessons?

Students will be working to specific themes for each unit of work. The first unit will provide students with a foundation of skills which they should draw upon for work in their following units. The initial units will be heavily directed by the teachers but as the course progresses units will become increasingly more students led. The final unit, set by the exam board will be directed by the students. Students will be investigating relevant artists' work to support their own. They will be experimenting with materials and learning new techniques and processes, developing the ability to do so effectively, skilfully and safely. Some of these will be inspired by the methods seen in artists' work, some will be introduced by the teacher and others will develop from students' own experimentation. Students will learn how to compile a sketchbook with written annotation that presents their work in a coherent manner.

How will the course be assessed?

Unit 1 – Portfolio of Work = 60% of final mark.

(Unit 1 is continually assessed over the first 16 months of the course)

Unit 2 – Externally set assignment with 10-hour examination session = 40% of final mark.

(Final outcomes for the externally set assignment produced in exam conditions within school)

Where could this subject lead?

Students can continue their studies at A level, simply for enjoyment or with a future career in mind. There is an extensive range of university courses available to students in the areas of Art, Design, Architecture and Media which can all follow on from study in Art and Design.

Please note that students may not choose both Art and Art Textiles as both courses lead to a GCSE in Art.

Business Studies

Edexcel GCSE Business Studies specification 1BS0

This GCSE aims to encourage students to think in an enterprising way and to develop awareness of the world of business. It does this by focusing students on the challenges and triumphs of running a business and the elements that businesses need to consider and plan for to be successful. Students discover the many aspects of a modern business, including the theories behind marketing, psychology, and finance. These are placed in the context of relevant case studies. In this way, students develop their understanding of the theory and how to apply and evaluate this in a realistic business setting.

What will I be studying on the course?

In the first year, students consider how a business opportunity is presented and the skills that are required to put this idea into practice. This involves study of the marketplace, creative thinking and the concrete aspects of costing and cash flow. The broader framework of the economic environment is developed and assessed as the place within which business activity takes place.

In Year 11, the course content concentrates on the core areas of business in meeting customer needs, financial management, human resources and operations. The wider world view takes the form of ethics, the environment and the role of external pressure groups and government legislation to see how these can alter the way businesses are run and how they can sell their products.

What will I be doing in lessons?

Lessons involve a variety of presentational formats. Real life scenarios and case studies are used to put theory into practice. These are extended and explored using iPads to investigate issues of the moment in the business news. Class discussions, involving question and answer, draw out students' awareness and understanding and enable them to develop the key skills of analysis and evaluation. This GCSE therefore develops knowledge and a skills base that is of considerable academic value.

How will the course be assessed?

Assessment will be entirely by examination. Students will sit two papers of 90 minutes in length, with each contributing to 50% of the overall qualification. A minimum of 10% of the marks will be awarded for mathematical skills of calculation and interpretation.

Where could the subject lead?

This qualification gives students an insight into the world of business that will be more widely beneficial to them in the future. Studying Business at GCSE can lead to Economics at A-level, which is a natural academic progression. Students can then follow related degree courses at leading universities, providing an opportunity to pursue successful careers in a wide range of employment, including in finance, accounting, marketing and management.

Computing

AQA GCSE Computer Science specification 8525

GCSE Computing is a course that has real relevance in our modern world. While students will no doubt already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. As part of this, they will be introduced to computer programming.

What will I be studying?

The course provides students with a real, in-depth understanding of how computer technology works, and will also develop critical thinking, analysis and problem-solving skills through the study of computer programming.

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Cyber security
7. Relational databases and structured query language (SQL)
8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

What will I be doing in lessons?

In lessons, you will be:

- developing your understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts,
- acquiring and applying a knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming,
- learning to program in a high level language,
- using your knowledge and understanding of computer technology to become independent and discerning users of ICT, able to make informed decisions about its use, and aware of the implications of different technologies,
- acquiring and applying creative and technical skills, knowledge and understanding of ICT in a range of contexts,
- developing computer programs to solve problems,
- developing the skills to work collaboratively,
- evaluating the effectiveness of computer.

How will the course be assessed?

The course provides students with a real, in-depth understanding of how computer technology works. The course will also develop critical thinking, analysis and problem-solving skills through the study of computer programming.

Computing contd.

Unit 1	Computational thinking and programming skills	What's assessed? Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code. The content for this assessment will be drawn from subject content 1 and 2 above Written paper lasting 2 hours which equates to 50% of the qualification
Unit 2	Computing concepts	What's assessed? The content for this assessment will be drawn from subject content 3 to 8 above. Written paper lasting 1 hour 45 minutes which equates to 50% of the qualification.

Where could this subject lead?

With the information technologies continuing to have a growing importance there will be a bigger demand for professionals who are qualified in this area. If students want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping stone.

Design & Technology

The aims of the GCSE courses are to:

1. Encourage candidates to combine their designing and making skills with knowledge and understanding, in order to design quality products.
2. Give opportunities to develop the confidence to analyse products suitable for different client groups.
3. Encourage the development of candidates' critical and aesthetic abilities.
4. Utilise CAD/CAM and demonstrate its application in industry.
5. Provide a basis for a career in the industry.

Full details of the different Design and Technology options are given on the following pages.

D & T - Food Preparation and Nutrition

D & T - Art Textiles

D & T - Design Technology; Product Design

Controlled Assessments

The students choose from a selection of examination board set tasks which they may contextualise and tailor into their individual titles. These involve the making of practical outcomes and supporting written work.

Most of the practical and supporting written work needs to be completed under supervision at school although some can be completed outside lesson time if they have followed teacher guidance and that the teacher is satisfied that it is the work of the student.

Product Design each require one controlled assessment of approximately 30hrs. Food and Nutrition requires 2 short tasks of approximately 5hrs each and one of 20hrs. For each course, controlled assessment accounts for 50% of the overall marks, with the remaining 50% on written examination papers.

D & T - Food Preparation and Nutrition

OCR GCSE Food Preparation and Nutrition specification J309

The course is designed to enable students to apply their knowledge and understanding of nutrition and the working characteristics of food with processing techniques to design and make food products.

What will I be studying on the course?

Topics include:

- **Nutrition and Health** - Nutrients are examined in terms of their chemical structure and how this structure determines their performance with other ingredients, and their effect on human health. Students learn how to engineer recipes in terms of nutritive value to suit a range of special diets from vegetarian to coeliac.
- **Food, Provenance and Security** – Food sources and how they are grown, reared, caught, processed. Regional and seasonal produce, sustainability and organic issues related to foods. .
- **Food Science** – Working characteristics and the functional and chemical properties of ingredient groups.
- **Technological developments to support better health and food production** – Fortification of foods, use of additives together with a study of new and emerging foods.
- **Food Preparation, sensory properties and food safety** - Properties and functions of major ingredients in a range of food products. Students are encouraged to enter the CIEH Level 2 Award in Food Safety and Catering which acts as an additional qualification
- **Food Preparation Skills**

What will I be doing in lessons?

Throughout the course emphasis is placed on the use of ICT and the Design and Technology ICT suite allows this to be an integral part of learning. A high proportion of practical work is incorporated, other activities include: recipe sourcing; new product trends in supermarkets and skills development. In order to gain first-hand experience, industrial visits and speakers form a key element. Visits in the past have included: Masterfoods, Tesco's in-store bakery, BBC Good Food Show. Visiting speakers have included Environmental Health Officers, dieticians, retail managers and packaging designers.

How will the course be assessed?

- **Nutrition**
50% of the total GCSE: Examination Paper of 1hr 30mins duration.
- **Food Investigation Task**
15% of the total GCSE: to investigate through practical food science experimentation, to investigate and evaluate an understanding of the working characteristics of commodities. A 1500-2000-word report.
- **Food Preparation Task**
35% A practical task- duration of 3hrs to prepare 3 outcomes. Supporting written evidence justifying choices, planning and analysis of outcomes.

Where could this subject lead?

The subject itself provides a good background for a wide range of careers from dietetics, medicine and the prevention of disease, food photography, food styling, journalism, product development, food science, consumer science, hospitality, environmental health, retail marketing, public relations to food technology and sports science. This is an interesting, lively subject to take at GCSE level which is highly regarded

and can lead to an AS level or A2-level course. It is an excellent GCSE to combine with Science, PE, Art and humanity subjects.

D & T - Product Design

AQA GCSE Product Design specification AQA 8552

Product Design is the design and manufacture of products with creativity and originality, covering a variety of practical activities, materials and skills. Candidates will develop designing and making skills looking at a range of materials, design issues, processes and manufacture.

What will I be doing in lessons?

- **Modelling based project**

Students need to be able to model ideas effectively; accurate sketching and rendering of ideas in isometric and perspective drawings are crucial for designs to be produced accurately as working prototypes. A knowledge of the properties of a wide range of materials can be combined with the use of ICT to produce scaled prototypes that can be tested before production. Software and hardware used includes: 2D Design, Pro Desktop, Pro Engineer, Roland engraver, laser cutter and 3D printer.

- **Wood based project**

This unit is used primarily to increase knowledge of working with wood as a sustainable material, different construction methods, finishing, composite materials and the incorporation of smart materials. Students will investigate the form and function of existing outcomes and how the market forces and technological advances influence the evolution of design. Classic designers and their iconic designs are examined and used as design stimuli.

- **Plastic based project**

Students will learn about the properties of thermoplastics and thermosetting plastics, how their form can be altered by using the vacuum former and line bender and finished from the use of acrylic polish to flame finished edges. Students will examine the use of commercial construction kits for modelling designs and will incorporate considerations of functionality and design for maintenance in their finished products.

- **Drawing techniques**

Students are taught different techniques eg 3rd angle orthographic projection of objects, perspective drawing, isometric drawing and rendering.

- **Packaging of a product**

The investigation of packaging allows for a focus on different methods of manufacture and methods of construction. The importance of sustainability, planned obsolescence and related environmental issues are all examined in this project.

How will the course be assessed?

50%: Unit 1- Written Paper 2hrs

50%: Unit 2 One controlled assessment of 35hrs comprising of a student designed and make product and an accompanying A4/A3 design folio. The task is chosen from a selection of exam board set design briefs.

Where could this subject lead?

The GCSE option will lead on to the AS and A level in Product Design which give candidates valuable knowledge, understanding and skills. These in turn could lead on to a variety of Higher Education courses. There is a high element of design included in the specification and it therefore links well with Art and Design but also Mathematics and Science in terms of the engineering and product design elements. Graphic designer, layout artist, game designer, copywriter, architect, production artists, multimedia developer and creative director are all possible career paths. The subject combines well with both science and arts subjects.

D & T - Art Textiles

Edexcel GCSE Art and Design Spec reference 1TE0/01/02

This is a highly creative new course being offered at the school. The course enables students to develop a wide range of textile skills experimenting with colour, shape, texture and pattern.

The course consists of 2 units.

Component 1: Personal portfolio (60%)

Display boards are produced to present students art textiles work showing knowledge, understanding, skills, supporting studies and personal responses

Component 2: Externally Set Assignment (40%)

The exam board give students a theme. Students do preparatory studies and produced a personal response in a 10 hours.

What will I be doing in lessons?

Based on chosen themes, they will develop observational skills and extend their use of art and textile techniques. Students are expected to research the work of artists, textile artists, craftspeople and designers. They are encouraged to become independent learners as they progress through the course. Students can develop work in one or more of the following areas of study:

- Constructed textiles
- Digital textiles
- Dyed fabrics
- Printed fabrics
- Fashion design
- Textile installations
- Soft furnishings
- Stitched and/or embellished textiles

A basic set of equipment required for the course will be available to purchase from the school.

Visits will be arranged so students can view the work of textile artists. The most significant show is in the autumn at Alexandra Palace in north London.

Where could this subject lead?

Art Textiles can be studied at A Level which leads to a range of university courses. There are a wide range of careers where creativity is necessary. This could be within the fashion and clothing industry as a designer, retail management or merchandising. Other career choices range from interior design, costume design or being involved in technological innovation within the textile industry. Marketing managers are required to use creative judgement when specifying packaging and advertising. Other creative industries such as public relations and events management need people with creative ability.

Please note, students may not choose both Art and Art Textiles as both courses lead to a GCSE in Art.

Drama and Theatre Arts

AQA GCSE Drama and Theatre Arts specification 8261

What will I be studying on the course?

Drama enables young people to develop life skills in both practical and written form. Teamwork, communication, negotiation and creativity together with analytical and evaluative skills are but a few skills used in each lesson. Drama engages and enhances the imagination. Drama builds a student's confidence. It enables the student to utilise and manipulate different modes of communication and creativity to create meaning; using the voice, the body and writing. The students will be asked to consider how acting, set design, make-up, costume, lighting and sound can have an intended effect on an audience. They will explore a variety of styles and materials to develop both practical and written expression. It is expected that the student will be enthusiastic, reliable, self-disciplined and willing to take risks in creating and performing work. The candidate will also be expected to commit some time for rehearsals and theatre trips. The experience of Live Theatre is a component of the exam, but also informs and develops the student's own practical work, and their understanding of the elements of Drama.

What will I be doing in lessons?

Drama encourages the student to develop:

- an understanding and response to a wide range of play texts, an appreciation of the ways in which playwrights achieve their effects and the ability to communicate the playwright's intentions to an audience;
- an awareness of social, historical and cultural contexts and influences through an investigation of plays and other styles of dramatic presentation;
- increased self and group awareness and the ability to appreciate and evaluate the work of others;
- skills of creativity, self-confidence, concentration, self-discipline and communication.

How will the course be assessed?

Component 1: Understanding Drama (40% of GCSE)

This component is assessed through a written exam taken at the end of year 11. Split into three sections, the exam will test your knowledge of a set text, your views on a live production seen as well as your basic understanding of the theatre and how it works.

Component 2: Devising Drama (40% of GCSE)

This component is coursework and will be assessed through a devising log (60 marks) and a devised performance (20 marks). You will be required to show your understanding of the process of creating theatre as well as your ability to analyse and evaluate your work.

Component 3: Texts in Practice (20% of GCSE)

This is an entirely practical component that results in a performance in front of a visiting examiner. You will perform two different extracts from one published play of your choice. This element will require you to learn lines, make artistic decisions and through your performance of each extract, show you have a clear understanding of the play as a whole.

Assessment

Written Examination 40%; Coursework 40%; Practical Examination 20%

Where could this subject lead?

This is a vibrant and exciting subject that complements and clearly leads to the A-level course. It combines well with any other subject due to the diverse range of skills it encourages, skills that will prepare the students for careers in such diverse vocations as management, law and medicine. Drama-specific career paths can be found in the industries of Theatre, Film, Television, Events and Computer Entertainment.

Geography

Edexcel GCSE Geography B specification 1GB0

What will I be studying on the course?

GCSE Geography continues to place a strong emphasis on explaining the world around us. You will cover a huge variety of places examining the issues that face us in today's world. It could be the impact we as humans have on places or the implications of climate change, cyclone hazards and plate tectonics. In addition how we are becoming more connected through globalisation and trade, increasing urbanisation and rapid economic change

You'll examine the challenges of megacities and land use while considering the needs of managing global conservation. You'll be given engineering design problems to solve on the coast of Britain. As you do, you'll need to think both about the technical and numerical information in front of you but also people's values and attitudes. You'll be forced to discover whether you can be objective enough to tackle the big moral issues associated with cultural changes from migration into Britain, or the environmental consequences of expanding Heathrow. You'll get your head around the growth of China and consider what means for the rest of the world, not least us in the UK

We always aim to deliver stimulating and challenging lessons, encouraging you to develop higher-order thinking through investigating, solving problems and making judgements about the world around you.

How will the course be assessed?

We will continually assess your progress in lessons and use homework tasks to consolidate your learning. We avoid doing end of unit tests in year 10. Rather than regular weekly homework, you'll complete homework portfolios that consolidate your understanding, give you a choice of open-ended thinking skills activities and incorporate practice questions and key skills. Then in year 11 we ramp up your knowledge even further with Rapid Topic Tests on each topic so you feel totally secure in your knowledge. The final exam includes a decision-making element that LGS students have always done well on, because the GCSE is skewed towards your ability to think, not just regurgitate memorised facts and figures.

Component 1: Global Geographical Issues (Paper 1: 37.5% of the qualification)

- Topic 1: Hazardous Earth
- Topic 2: Development dynamics
- Topic 3: Challenges of an urbanising world

Component 2: UK Geographical Issues (Paper 2: 37.5% of the qualification)

- Topic 4: The UK's evolving physical landscapes including subtopics on Coastal Change and River processes.
- Topic 5: The UK's evolving human landscape including a case study – Dynamic UK cities.
- Topic 6: Geographical investigations – including physical and human geography fieldwork questions based on our fieldtrip to Slapton (Devon) in the summer of year 10.

Geography contd.

Component 3: People and the Environment Issues – Making Geographical Decisions (Paper 3: 25% of the qualification)

- Section A: People and the biosphere
- Section B: Forests under threat
- Section C: Consuming energy resources
- Section D: Making a geographical decision

The exam includes multiple-choice questions, short open, open response and extended writing questions. Section C will include 8-mark extended writing questions and Section D will offer a choice of one from three decisions assessed through a 12-mark extended writing question.

Where could this subject lead?

Anywhere - depending on your attitude and hard work! Edexcel Geography is a forward thinking and dynamic course and receives many accolades from university geography departments. Geography is a facilitating subject that universities value. By focusing on current geographical issues and thinking skills rather than simply the learning of case study details, the emphasis is on what prospective employers want. Geography graduates have one of the higher employment rates in the country, with the subject opening access to a broad spectrum of careers. For example, Langley Grammar Geographers have also gone on to use their geography studies to do university courses in International Relations, Geology and Earth Sciences, Human Sciences (Anthropology), Architecture, Law and Journalism, amongst many others.

History

Edexcel GCSE History specification 1H10

The course that we follow is specially chosen to provide an opportunity for a broad and diverse study of the history of Britain and the wider world.

Students will acquire a valuable historical insight into crime and punishment over time, Elizabethan England and some of the events that have shaped the world today.

What will I be studying on the course?

The course is divided into three papers. Papers 1 and 2 comprise two parts.

Paper 1a *Crime and punishment in Britain, c1000 to the present day (20%)*

Changing attitudes to crime and punishment over time looking at key themes, eg the changing nature of criminal activity, how punishments changed, how suspects were tried and why the police emerged.

Paper 1b *Whitechapel, c1870-c1900 (10%)*

There will be a special focus on inner city crime and policing in Whitechapel, c1870-c1900, and the streets that led to Jack the Ripper.

Paper 2a *British depth study on Early Elizabethan England, 1558-88 (20%)*

Early Elizabethan England will focus on key questions, like how did Elizabeth secure power, what did Elizabeth do about religion, why did the north rise in rebellion in 1570, why did Elizabeth execute her cousin Mary Queen of Scots and why did Elizabeth face the Spanish Armada and how did she win?

Paper 2b *Period study on Superpower relations and the Cold War, 1941-91 (20%):*

The evolution of the Cold War, focusing on why the Cold war occurred, why Stalin's blockade of Berlin failed, how close the Cuban missile crisis came to nuclear war, why there were uprisings in Hungary and Czechoslovakia, what prompted the USSR invade Afghanistan and whether Reagan and Gorbachev helped to end the Cold War.

Paper 3 *Modern Depth Study on Russia and the Soviet Union 1917-41 (30%)*

This will focus on some important historical questions, such as why was the Tsar forced to abdicate in 1917, how did the Bolsheviks seize control of Russia, why did the Bolsheviks win the Civil War, how was Stalin able to defeat his rivals for power, how successful was Stalin's collectivisation of farms, why did the purges and the Great Terror occur, how was propaganda used and did the Revolution change women's lives?

What will I be doing in lessons?

Students will carry out a variety of activities. Some of the activities will develop their knowledge and understanding of key developments in the modern world e.g. Russia, 1917-39 and the Cold war.

Students will also increase their understanding of one of the major themes and a significant period in the evolution of Britain. They will develop their research methods, carry out an historical enquiry and learn to make critical judgements on historical issues. Students will develop their source evaluation techniques, using a wide selection of sources both written and visual, such as newspapers reports, photographs, films and cartoons. In recent years GCSE study visits, have been organised to Berlin, Moscow, St Petersburg, Munich, Vienna and Bletchley Park.

History contd.

How will the course be assessed?

All of the papers will be assessed through a written examination at the end of the course:

- Paper 1, Crime and punishment in Britain, one hour 15 minutes, 30% of the marks
- Paper 2, Early Elizabethan England, 1558-88 and Superpower relations and the Cold War, 1941–91, one hour 45 minutes, 40% of the marks
- Paper 3, Russia and the Soviet Union, 1917–41, one hour 20 minutes, 30% of the marks

Where could this subject lead?

History is highly regarded as a qualification by both employers and universities because it is an established academic subject based on clearly defined standards, it improves writing skills and powers of critical analysis, and develops a mature understanding of how the modern world has developed. History provides a general preparation for a variety of careers such as management, administration and journalism. The subject is traditionally recommended to those who plan to study Law. It also helps to broaden the outlook of anybody who ultimately intends to specialise in science and technology.

Music

Edexcel Music specification 1MU0

Why should I study Music?

Musicians can follow directions, solve technical and stylistic challenges, analyse and solve problems logically, work hard for excellence in performance, listen with heightened sensitivity, work in team situations, negotiate, co-operate, appraise and communicate, and cope well under pressure. GCSE Music is an exceptionally rewarding and enjoyable course which promotes the development of a huge range of skills.

What will I be studying on the course?

Component 1: Performing: You will perform **one solo piece** and **one ensemble/group piece** during the course. This can be singing, instrumental, technological or an arrangement of an existing piece of music. You will be expected to be receiving individual music lessons to help you reach the top grades, and there will be individual support in lessons in performance technique. Both of your performances must be longer than four minutes in total.

Component 2: Composing: You will create **two compositions** over **two years**. One will be a response to set brief by the exam board, and one will be a free choice composition. You will receive composition lessons, where techniques will be taught to enable you to compose with confidence, maturity and increased musicality. Both of your compositions must be longer than three minutes each.

Component 3: Appraising: You will be required to study and analyse the following pieces of music:

Area of Study	Set Works
Instrumental Music 1700–1820	<ul style="list-style-type: none">• J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major• L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'
Vocal Music	<ul style="list-style-type: none">• H Purcell: Music for a While• Queen: Killer Queen (from the album 'Sheer Heart Attack')
Music for Stage and Screen	<ul style="list-style-type: none">• S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)• J Williams: Main title/rebel blockade runner (from Star Wars Episode IV: A New Hope)
Fusions	<ul style="list-style-type: none">• Afro Celt Sound System: Release (from the album 'Volume 2: Release')• Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

What do I need to know, or be able to do, before taking this course?

To be successful in the study of music, you need to:

1. Understand basic theory, notation and how to read and write music
2. Listen to a wide variety of music, and have a genuine interest in listening critically
3. Be able to play an instrument or sing well enough to perform on your own in public
4. Be self-sufficient, organised and motivated

Music contd.

What will I be doing in lessons?

Lesson one each week will consist of developing your composing and performing skills for the coursework aspect of the course (components one and two). This will include solo and group performing practise, and developing the technical skills necessary to create your own music. *You will also be expected to take advantage of some of the many extra-curricular performance opportunities at the school to help refine and develop your musicianship.*

Lesson two each week will consist of studying and analysing the set pieces of music from a range of different genres and understanding the historical and cultural context of those works. You will also develop your theoretical and listening skills, and learn how to apply this knowledge to unfamiliar pieces of music.

How will the course be assessed?

Component 1: Performing (*Paper code: 1MU0/01)

- Students perform for at least four minutes combined duration
- Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces
- Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces
- Each performance will be out of **30 marks**.

Component 2: Composing (*Paper code: 1MU0/02)

- Students compose two compositions, of at least three minutes' duration
- One composition to a brief set by Pearson, of at least three minutes in duration.
- One free composition set by the student, of at least three minutes in duration.
- Each composition will be out of **30 marks**.

Component 3: Appraising (*Paper code: 1MU0/03)

- Section A – Areas of study, dictation, and unfamiliar pieces (68 Marks)
 - Six questions related to six of the eight set works
 - One short melody/rhythm completion exercise
 - One question on an unfamiliar piece
- Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks)
 - One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.

Where could this subject lead?

AS/A Level Music is available in the Sixth Form and GCSE Music provides excellent preparation for that. A good musical education is held in high regard by both universities and employers, as it is an indicator of a huge range of desirable skills and attributes, both technical and creative. Career opportunities are limited only by your imagination, but could include the following: journalist, producer, promoter, publisher, broadcaster, teacher, lecturer, music therapist, counselling, social work, DJ, events management, programme director, session musician, conductor, merchandising, record industry practitioner, music business, recording engineer, sound engineer, speech pathologist, booking agent, radio presenter, rock star!

Religious Studies (Christianity & Islam or Christianity & Hinduism)

OCR GCSE Religious Studies specification J625

What will I be studying on the course?

The aims of the Religious Studies course are to:

- Develop knowledge and understanding of religious and non-religious beliefs, such as atheism and humanism
- Develop the ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community

Religious Studies is allocated two hours each week.

What will I be doing in lessons?

Pathway 1: Christianity and Islam

Component:	Includes study of:
1. Beliefs and teachings & practices: Christianity (J625/01)	Nature of god, creation, evil & suffering, the life of Jesus, life after death, worship, pilgrimage and celebrations, the role of church in the wider world
2. Beliefs and teachings & practices: Islam (J625/03)	Core beliefs, prophethood, sources of wisdom, angels, life after death, public/private acts of worship, festivals, jihad, the five pillars
3. Religion, philosophy and ethics in the modern world from a religious perspective (J625/07)	Relationships and families, the existence of god, religion peace and conflict, dialogue between religious and non-religious beliefs and attitudes

Or students may choose the alternative, Pathway 2: Christianity and Hinduism:

Component:	Includes study of:
1. Beliefs and teachings & practices: Christianity (J625/01)	Nature of god, creation, evil & suffering, the life of Jesus, life after death, worship, pilgrimage and celebrations, the role of church in the wider world
2. Beliefs and teachings & practices: Hinduism (J625/05)	The eternal self, the cycle of birth, life and death, manifestations of the divine, the four margas, Hindu approaches to social and ethical concerns, the four aims of life, festivals and sacred writings
3. Religion, philosophy and ethics in the modern world from a religious perspective (J625/07)	Relationships and families, the existence of god, religion peace and conflict, dialogue between religious and non-religious beliefs and attitudes

Religious Studies contd.

Each lesson students will participate in a variety of activities to analyse and evaluate religious belief and practice. This may take the form of debates, individual research, group and individual class presentations as well as creating music, art and drama.

How will the course be assessed?

There are 3 written examinations to be completed at the end of Year 11. Students will be examined on 'Beliefs and teachings & Practices' for each religion studied. Each paper will be one hour long and is worth 25% of the overall grade. The 3rd exam is on 'Religion, philosophy and ethics in the modern world'; this will be two hours in length and is worth 50% of the overall grade. There will also be internal class assessments at the end of each topic which teachers will use to advise students and parents of personal progress in the course.

Where could this subject lead?

Because the subject analyses the behaviour and attitudes of people it is an excellent stepping stone to not only Religious Studies A level but also History, Sociology and Psychology. It is advantageous for future study in the fields of law, business, medicine and of course Philosophy, Politics & Economics. With the increasing focus on ethics and accountability in every field, the course offers students an opportunity to prepare themselves for real life decision-making wherever they choose to work in the future but is well matched to work in the civil service and with NGOs.

Physical Education

AQA GCSE Physical Education specification 8582

This is a subject area at GCSE which is very broad ranging in the areas it encompasses, and therefore suits a diverse range of students and will complement a variety of subject choices. Students will have three GCSE PE lessons per week in addition to their core PE allocation. Two of these will be a theoretical, classroom-based lesson and one will be a practical lesson.

What will I be studying on the course?

In the theoretical component topics studied include; applied anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio-cultural influences and health, fitness and well-being.

In practical lessons a wide variety of activity areas will be both taught and assessed enabling a high degree of personalisation in the final selection of activity areas. Students will be assessed practically as a player / performer in three different physical activities. Of these three different physical activities one has to be a team activity, one an individual activity and the third in either a team or an individual activity.

Students should be currently involved and competing in at least two sporting activities either in or outside of school. Sports participated in outside of school and not currently taught in school may count towards final marks, e.g. swimming, golf or dance.

Students should discuss their suitability for the course with their PE teacher prior to selection on the options form.

How will the course be assessed?

Theory – 2 written exam papers containing a mixture of multiple choice, short answer and extended answer questions.

Paper 1: The human body and movement in physical activity and sport. 78 marks.
30% of GCSE, 1 hour 15 minutes

Paper 2: Socio-cultural influences and well-being in physical activity and sport
78 marks - 30% of GCSE, 1 hour 15 minutes

Practical – Assessed throughout the course in lessons or assessed by video evidence if the activity is undertaken outside of school.

Three activities as a player/performer (one team, one individual and a third in either a team or individual)
Written analysis and evaluation, highlighting strengths and weaknesses in a performance, to bring about improvement in one activity
100 marks - 40% of GCSE

Where could this subject lead?

GCSE PE is not merely a sports-related course. Due to the wealth of cross curricular links e.g. to science, technology, sociology, psychology, GCSE PE sits in support of many subjects. It also offers a pathway forward at 'A' level both in the subject itself and in many others. GCSE PE constitutes an excellent course for individuals who are interested in sport both as a participant and in the wider world of sport.