



# **YEAR NINE OPTIONS**

**2021-2022**

# **GCSE COURSES TO BE OFFERED IN 2022**

## **(A) COMMON CORE**

### **1. English**

The study of English will lead to two separate GCSE qualifications. Students will follow the AQA specification for English Language. This will be assessed by two terminal examinations, one based on twentieth century literature reading and creative writing and the other based on nineteenth and twenty-first century non-fiction reading and transactional, persuasive writing. In addition, there is a spoken language component.

Students will follow the AQA English Literature qualification. This specification consists of two terminal exam papers. The first focuses on Shakespeare and the nineteenth century novel, worth 40% of the total marks. Here, students will be required to explore an extract from a Shakespeare play, Romeo and Juliet, and then answer on the text as a whole. They will follow the same procedure for a nineteenth century fiction text. The second paper is based on modern texts and poetry. Here, students will explore a twentieth century play, "An Inspector Calls" by J B Priestley and answer on both prepared and unseen poetry.

### **2. Mathematics**

All students will be working towards the GCSE Mathematics (1MA1), examined at the end of Year 11. We use Edexcel examination board for both Higher Tier entry (which covers GCSE grades 4-9) and Foundation Tier (covering GCSE grades 1-5). Students will continue to work in sets based on current attainment in mathematics and movement may take place between sets as a result of tests and teacher assessment.

The aims of the Mathematics GCSE are to enable students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

The content of the course is divided between the topics of:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and Measures
- Statistics and Probability

The GCSE qualification is assessed by three equally weighted written examination papers (one non-calculator and two calculator). The Foundation Tier targets grades 1 to 5 and the Higher Tier targets grades 4 to 9, with 50% of the marks at Higher Tier addressing grade 7 and above. Final decisions on tier of entry will be made during Year 11.

### **3. Science**

All students in Years 10 and 11 will study Science according to the National Curriculum at Key Stage 4. Students will be invited to follow one of two routes:

#### **(a) Separate Sciences**

Biology, Chemistry and Physics are offered as a suite of three GCSEs. Students will be invited to select this course based on their attainment in Science throughout year 9. This is based on end of topic assessments and the end of year assessment.

These three GCSEs will be assessed at the end of Year 11. Each GCSE is assessed 100% by external examinations. Students are entered for the higher (grades 4 to 9) level. We follow the AQA syllabus for each GCSE.

#### **(b) Science Combined Science**

Students achieve one qualification which is the equivalent of 2 GCSEs. The qualification consists of equal quantities of Biology, Chemistry and Physics. Students will be assessed at the end of Year 11 and the qualification is assessed 100% by external assessment. Students can be entered for either higher (grades 4/4 to 9/9) or foundation (grades 1/1 to 5/5) level depending on teacher assessment of their progress. We follow the AQA Combined Science: Trilogy syllabus.

### **3. Modern Language Choices**

There are six good reasons for learning languages. They get you a job, they are exciting, they get you places, you'll meet loads of new people, you can enjoy new cultures and you'll find out more about yourself. All students study one language and have the rarer opportunity to study GCSE in both of their KS3 languages. French, German, Italian and Spanish are following the new GCSE 9-1 AQA specification and Russian the Edexcel specification.

Here is a quick and simplified overview to show you what you will be learning. French, German, Spanish, Italian and Russian are taught as linear courses.

The language will be taught developing the skills of listening, speaking, reading and writing leading to a GCSE grade 9-1 with 9 being the highest grade.

#### **(a) Assessment:**

The new GCSE is linear which means there will be ONE final exam in each skill, FOUR exams in total at the end of Year 11 which count towards your GCSE grade. All skills will be equally weighted: Listening 25%, Speaking 25%, Reading 25%, Writing 25%. The exam can only be taken either at Higher or at Foundation level.

#### **(b) Themes:**

The specification covers three distinct themes. (in Russian organized slightly differently in 5 themes but basically the same topic areas) These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where the target language is spoken.

## **Theme 1:**

Identity and culture covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

Topic 2: Technology in everyday life

- Social media
- Mobile technology

Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

Topic 4: Customs and festivals in the Target Language -speaking countries/communities

**Theme 2:** Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

Topic 3: Global issues

- The environment
- Poverty/homelessness

Topic 4: Travel and tourism

**Theme 3:** Current and future study and employment covers the following four topics:

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

## **(B) HUMANITY CHOICES**

### **1. Geography**

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why this is and helps to prepare you for these changes.

Geography helps you to tackle the big issues:

- Environmental responsibility
- The changing world of trade and industry
- Global interdependence
- Cultural understanding

The transferable skills which Geography fosters are an asset in the complex world of employment today. The nature of peoples' working lives is changing; it is less likely that you will spend all your life with one company or organisation. Geographical study fosters a range of qualities and skills and provides a firm basis for life-long learning.

Geographers can:

- Make a concise report
- Handle data
- Ask questions and find answers
- Analyse material
- Manage themselves
- Solve problems
- Good communicators

Geographers are:

- Socially, environmentally and spatially aware
- Problem solvers
- Good team players
- Computer literate
- Well rounded, flexible

Geography is a subject that combines very well with others in the curriculum and that aims to develop a range of skills, as well as breadth of knowledge.

## **Course Outline**

The course studied is AQA 1-9 GCSE Geography. It brings in current geographical concerns, as well as a sound grounding in key ideas. It will allow students to deepen their knowledge of a range of contemporary topics drawing from physical, human and environmental aspects of the discipline. Some of the material builds on topics and skills taught during Key Stage 3.

The topics we study include:

- Tectonic hazards
- Tropical storms
- Extreme weather in the UK
- Climate change
- Coastal landscapes in the UK
- River landscapes in the UK
- Ecosystems
- Tropical rainforests
- Cold environments
- Urban issues and challenges
- The changing economic world
- The challenge of energy resource management

This course not only equips students with a wide range of geographical skills, but also many generic skills that will be useful in other subjects. Students consider various viewpoints and learn how they can help create a positive geographical future. Issue evaluation and decision making exercises help

students develop critical thinking and problem solving skills.

## **Fieldwork**

Fieldwork is an integral part of Geography GCSE and will actively develop research skills and reinforce ideas that we cover in the classroom. It is a requirement of the exam board that all students participate in two fieldwork days, where they will develop fieldwork techniques through the collection of primary data. Their understanding of this will be assessed in Paper 3. We will be exploring the physical environment, human world and the interaction between the two. Within school we will be offering weekly support clinics and masterclasses which aim to consolidate prior learning and aid revision.

## **Assessment**

Students will be assessed on their exam performance only, there is no coursework. All exams will take place at the end of the course. Students will take three exams: one on physical geography (1 hour 30 mins), one on human geography (1 hour 30 mins) and one on issue evaluation and fieldwork (1 hour 15 minutes). The issue evaluation aspect of Paper 3 will involve pre-release material which will be available from March, allowing students to feel more confident about the content of that exam. Questions include multiple choice, resource-response, short answer and extended answer styles.

## 2. History

History is, at its heart, the study of human experience and human interaction. The Edexcel History GCSE specification builds on students' knowledge and skills from Key Stage 3. The course covers a range of periods of history, and blends overview and depth to strengthen students' knowledge and understanding of key themes and developments from the Middle Ages to the present day. Knowledge and understanding of the past enables students of History to understand the world as it is today.

### **Knowledge and skills for the future**

Studying History at GCSE builds on the knowledge and skills students have already been developing in History since Year 7, including:

- oral and written explanation and analysis;
- identifying and deploying relevant evidence;
- constructing an argument in response to a question;
- researching and using sources critically;
- making sense of the experiences and cultures of other people, other countries and other periods of time.

The knowledge and skills developed in the study of History GCSE are an invaluable basis for A-level courses in humanities, social sciences such as sociology and politics, languages, arts, and even sciences. They are equally essential in the workplace. Successful past Presdales students of GCSE History are now doctors and dentists, as well as lawyers, politicians and journalists, historians and archaeologists, and many other roles besides.

### **Course content**

The course is composed of four units:

- Thematic Study and Historic Environment: Medicine in Britain c.1250 to the present, with the British sector of the Western Front, 1914 – 1918: injuries, treatment and the trenches.
- British Depth Study: Early Elizabethan England, 1558-1588
- Modern Depth Study: Weimar and Nazi Germany, 1918-1939
- Period Study: Superpower relations and the Cold War, 1941 – 1991

The study of these units provides opportunities for students to develop their knowledge and understanding of history and human experience in a range of ways, including:

- An overall story of change and continuity in British history
- The historical origins of modern politics, through the political changes introduced by the Tudors
- The development of scientific and social and cultural attitudes, through the study of medicine and health
- The role of key individuals, both in politics and in social and scientific fields
  - Elizabeth I, Mary Queen of Scots, Hitler, Stalin and a number of US Presidents
  - William Harvey, Edward Jenner, Louis Pasteur, Florence Nightingale, Elizabeth Garrett Anderson, Alexander Fleming
- An understanding of the nature of politics and international relations in the modern world, through the study of twentieth century democracies and dictatorships, the role of modern superpowers and the crises of the nuclear age and the Cold War.

We answer questions such as:

- Why was it so difficult to treat diseases such as the Black Death and the Plague?  
How healthy was the Industrial Revolution for Britain?
- What were the major breakthroughs in medicine after 1500?
- Why was there such rapid progress in medical treatments and medical technology in the twentieth century?
- Did Elizabeth I overcome the challenges of female rule?

- How did England and its relationship with the wider world change in this period?
- Did democracy make Germany great again in the 1920s?
- Why did Hitler gain power in 1933 (but not before)?
- Was anyone better off under the Nazis?
- How close did the world come to nuclear war?
- Why was there a crisis over Cuba in 1962?

### **Assessment**

The course is assessed through three examinations at the end of Year 11. Many questions require short answers of a few sentences or one or two paragraphs; some require a more extended response of three or four paragraphs. Students are familiar with writing these kinds of answers in Key Stage Three lessons. Some questions provide stimulus prompts or source material which support the students' recall. The Historic Environment study always focuses on the Western Front in the First World War, allowing students to become familiar with the source material available for this topic, in advance of the exam.

### **Trips**

Students studying GCSE History are offered the opportunity to participate in a 4-day residential study visit to Berlin. This supports and develops their knowledge and understanding of the Modern Depth Study and the Period Study, which together make up 50% of the GCSE. It also provides the opportunity for students to reflect on the relationship between a modern city and its people, and traumatic events in its recent history. The trip normally takes place in June of Year 10, and is always very positively evaluated by students.



## **(C) FREE OPTIONS**

### **1. Art**

The AQA two-year Fine Art course is designed to encourage and motivate students through a diverse range of vibrant and dynamic materials and topics. Students will become more self-directed through research and problem solving. There is great emphasis on fine drawing skills and written annotation. The course is assessed through two components (i) portfolio 60% externally set assignment 40%. Final assessment takes place through the marking of ALL work produced. Deadlines and checklists are issued at the start of each project.

It is expected that homework will be continuous at 3 hours per week. The GCSE exam is in April following a limited preparatory period studying a chosen theme set by AQA. The exam is ten hours of sustained focus study.

#### **What skills will be developed?**

Areas covered in the syllabus are:

- Observational studies
- Composition skills
- Painting/Drawing
- Printing
- Mixed media experimentation
- Art History/analysis and evaluation of images
- Modifying/reviewing work
- Evaluation skills

#### **Who would this subject suit?**

Students will need to be:

- Well motivated
- Able to work independently to research ideas and artists
- Able to work to deadlines and organise their time
- Dedicated and enthusiastic and able to put in a lot of time out of school hours.

#### **What could I do next with this subject?**

Go on to study Art at A level, Photography at A level or Art BTEC at college

#### **Do I need to know anything else?**

- Sketchbooks and Art materials will be needed for the course. The Art department offers an Art Pack of materials at a discount price.
- The Art department runs a coursework club on three lunchtimes
- The department runs trips according to the projects theme. All trips are of tremendous educational value. We encourage students to visit galleries in their own time to develop links with the work of artists' assessment objectives.
- The department invites artists/printmakers etc. to carry out workshops/talks to introduce new techniques and media.

## **2. Business**

The new GCSE course we have opted for is the Edexcel/Pearson Business GCSE (9-1) 1BS0

The course is split into two broad complementary themes called Investigating Business and Building a Business. In this respect it is very similar to the course that it is replacing with the notable exception of any coursework. Theme one develops the concepts of entrepreneurship and the practicalities of setting up a new business including external economic influences.

Theme two then explores how businesses grow and looks at operational and financial decision making along with human resource management and recruitment. Both themes are examined with two 90 minute terminal examinations split into 3 sections, A, B & C and requiring skills of calculations, multiple choice, short answer and extended writing

The course is a good base for progression to Year 12 where we offer Business A level and Economics A level separately. It is also useful to prepare students for the concepts and knowledge required for vocational study such as BTEC. Those considering their own business one day in the future will find the grounding that this rigorous GCSE gives useful.

### **3. Computing**

Computer Science is the study of how computers work, how to program them and how to think logically.

Students will develop their computing skills over the two-year course using a variety of programming projects. They will use this knowledge in the programming languages aspect of their exam.

The course is 100% exam and are split as shown in the table below.

<b>Content Overview</b>	<b>Assessment Overview</b>
<p><b>J277/01: Computer systems</b></p> <p>This component will assess:</p> <ul style="list-style-type: none"><li>• 1.1 Systems architecture</li><li>• 1.2 Memory and storage</li><li>• 1.3 Computer networks, connections and protocols</li><li>• 1.4 Network security</li><li>• 1.5 Systems software</li><li>• 1.6 Ethical, legal, cultural and environmental impacts of digital technology</li></ul>	<p><b>Written paper: 1 hour and 30 minutes</b> <b>50% of total GCSE</b> <b>80 marks</b></p> <p>This is a non-calculator paper.</p> <p>All questions are mandatory.</p> <p>This paper consists of multiple choice questions, short response questions and extended response questions.</p>
<p><b>J277/02: Computational thinking, algorithms and programming</b></p> <p>This component will assess:</p> <ul style="list-style-type: none"><li>• 2.1 Algorithms</li><li>• 2.2 Programming fundamentals</li><li>• 2.3 Producing robust programs</li><li>• 2.4 Boolean logic</li><li>• 2.5 Programming languages and Integrated Development Environments</li></ul>	<p><b>Written paper: 1 hour and 30 minutes</b> <b>50% of total GCSE</b> <b>80 marks</b></p> <p>This is a non-calculator paper.</p> <p>This paper has two sections: Section A and Section B. Students must answer both sections.</p> <p>All questions are mandatory.</p> <p>In Section B, questions assessing students' ability to write or refine algorithms must be answered using <b>either</b> the OCR Exam Reference Language <b>or</b> the high-level programming language they are familiar with.</p>

## **4. Design and Technology**

The aim of this course is to prepare young people to participate in the rapidly changing technology of the future. It develops different ways of thinking which enable people to be adaptable, autonomous and creative problem solvers.

GCSE Design and Technology prepares students to participate confidently and successfully in an increasingly technological world. Students will:

- Gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors
- Have the opportunity to work creatively when designing and making and apply technical and practical expertise
- Study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment
- Have the opportunity to study specialist technical principles in greater depth taught by a specialist teacher of **Graphics and Textiles**.

The majority of the course will be delivered through a mix of theory and practical application of knowledge and understanding of Design and Technology.

**The Topics and themes will include the following:**

1. Core technical principles covers core technical principles
2. Specialist technical principles covers specialist technical principles where students will go into greater depth in their selected material area – **Graphics or Textiles**
3. Designing and making principles

Students must also demonstrate mathematical and scientific knowledge and understanding, in relation to design and technology.

For each material area candidates must complete a Non-exam assessed project and sit a written examination paper:

- Non-exam assessment 50% of the total marks (100 marks)
- Written Examination 2 hours 50% of the total marks (100 marks)

### **Year 10 Design and Technology**

In Year 10 students we undertake several mini projects (using wither Graphic Products or Textiles as the leading material) during which they will acquire knowledge and develop a range of practical skills. They will also explore the theory of Design and Technology to prepare them for the written GCSE exam in Year 11.

### **Year 11 Non-Examination Assessment (NEA)**

The controlled assessed project consists of a detailed design and make project and should demonstrate 35 hours work. Candidates are expected to develop a prototype for a commercially viable product. This involves researching a target group and design need, generating design ideas, making and testing a practical outcome and finally considering the market potential for their product. It is expected that students will have an awareness of the impact technology has on society and the environment.

**Success in any of the material areas at GCSE will enable pupils to continue into the Sixth Form and study A' Level Fashion and Textiles and Product Design.**

**Outlined below is the subject specific content for each of the Design and Technology GCSEs:**  
**Textiles Technology**

The aim of the course is to enable students to design and make quality, 3 dimensional textile products, using a range of materials, skills and processes. In Year 10 students concentrate on developing a range of basic practical techniques, for example printing and dyeing fabric.

Candidates will also develop their knowledge and understanding of fibres, fabrics, their characteristics and working properties and demonstrate the safe use of appropriate tools and equipment.

**Future education/career paths** could be a degree or HND in Art and Design, Fashion Buying and Marketing,

Fashion and Retail Management, Fashion Advertising, Fashion or Interior Design and Fibre and Fabric manufacture.

### **Graphic Products**

Is an opportunity for students to build on their Key Stage 3 experiences and continue to design and make quality products using a range of materials, skills and processes. There is a strong emphasis on design and the links it has with society and the environment. The use of computer graphics alongside traditional drawing skills is also studied to ensure students keep up with the technological developments. Students will understand the characteristics of and use a variety of materials including card, paper, plastic, wood, metal and textiles to design and make a selection of products.

### **Career Paths**

Product Designer, Engineer, Web Design, Animation, Illustration, Marketing, Graphic Design, Architecture, Material Manufacturer, Automotive Design and many more careers linked to Design.

## **5. Drama**

### **What is it?**

GCSE Drama is a highly appealing course due to the diverse range of activities, combining both practical and theoretical approaches to learning. The combination of academic and creative challenge with a practical focus makes for a dynamic and engaging course. GCSE Drama nurtures the use of transferable skills such as communication, public speaking, analysis and evaluation, problem-solving and collaboration, research and decision making.

### **What will I be studying?**

#### **Devising Drama 30%**

- Students work from a stimulus in groups to create their own performance inspired by research around their starting stimulus which could be Music lyrics, a key figure, a news article, art etc. The students write a supporting portfolio as assessed coursework that tracks their process.

#### **Presenting and Performing 30%**

- Students are directed in a scripted Drama performance, they learn their lines and work with their group and teacher director to present the play to a visiting examiner and live audience.

## Performance Response 40%

- A written examination lasting 1 hour 30 minutes. Students study a set text which is currently Blood Brothers, they prepare to direct a production of the play and respond to questions on acting, directing, designing. Section B of the exam the students write a response to a question on live theatre that they have recently seen. We will see a minimum of 1 live production each year to practise responding to.

## What will I get from GCSE Drama?

GCSE Drama is an excellent starting point for further study at A Level and for University degree courses. The study of GCSE Drama paves the way to a wide range of career possibilities, due the vast skills that you develop supporting public speaking and presenting, leadership and management, group co-operation and interaction, performing and communicating, teaching and learning, problem solving and investigation.

GCSE Drama is an enjoyable and memorable experience!

## **6. Food Preparation and Nutrition**

### What is it?

An exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. The qualification focuses on developing students' practical cooking skills to give them a strong understanding of nutrition.

### What will I be studying?

Food preparation skills are integrated into 5 topics:

Food, nutrition and health

- Food science
- Food safety
- Food choice
- Food provenance

How will I be assessed?

<b>Non exam assessment (NEA)</b>	<b>Written exam</b>
50% of qualification - assessed by teacher	50% of qualification
Task 1: Food investigation (1,500 - 2000 word report)	Theoretical knowledge of food preparation and nutrition from the core topics above
Task 2: Food preparation (includes a 3 hour practical exam)	100 marks, 1 hour 45 minutes

## Career Paths

A degree in Food Science, Nutrition, Dietetics, Marketing, Food Manufacture, Secondary and Primary Education, Health Service, Hospitality and the Catering Industry.

## **7. Music**

### **What will I study?**

This GCSE requires candidates to develop their ability in performing, listening and composing and to develop their listening and appraising skills.

The specification contains four areas of study, which define the subject content, through which students develop their knowledge and understanding of:

- the use of musical elements, devices, tonalities and structures.
- the use of resources, conventions, processes, music technology and relevant notations, including staff notation.
- the contextual influences that affect the way music is created, performed and heard including the effect of different intentions, uses, venues, occasions, available resources and the cultural environment.

Across the areas of study, students will study music from the past and present, from the western tradition and other world cultures. The areas of study also provide opportunities for candidates to further their understanding of musical styles of their own choosing.

The areas of study are:

- The Conventions of Pop,
- Rhythms of the World,
- The Concerto Through Time
- Film Music

## How Will I Be Assessed?

Integrated Portfolio	Students develop their understanding of performance and composition through exploration of their own instrument within styles and genres of their choosing. They demonstrate their playing skills and abilities by practising and performing a piece musically, accurately and with appropriate interpretation. In the composition element of this component, they demonstrate knowledge of composition techniques, use of musical elements and resources, including specific instrumental and technology techniques.	30%
Practical Portfolio	Students develop their skills and understanding of performance and composition. The focus of the performance aspect of this component is on the demands of performing with an ensemble. Students are also required to compose a piece of music appropriate for one of the areas of study in response to a set brief.	30%
Listening Exam	This component focuses on the areas of study. Students demonstrate their knowledge and understanding of musical elements, contexts and language.	40%

### TO DO WELL YOU NEED TO:

- have a creative mind.
- be able to open your mind to a variety of musical genres.
- have a natural musical ability and be able to express yourself through performing and composing tasks.



## **8. Physical Education**

GCSE Physical Education provides students with engaging knowledge in a wide range of topics. It also creates opportunities for students to lead a healthy, active lifestyle because the course requires a theoretical and practical element, therefore students participate in additional physical activity each week. The varied topics will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further education, such as A levels and to Higher Education in Sport, as well as to related career opportunities; for example; sports coach/manager, PE teacher, physiotherapist, fitness instructor, sports nutritionist, sports psychologist.

### **Topics covered within the theory element of the course include:**

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

### **How it's Assessed:**

- 2 written exams: 1 hour 15 minutes each. 78 marks per paper. Worth 60% of GCSE.
- Non-Exam Assessment (NEA): Worth 40% of GCSE.

### **What's Assessed in the NEA:**

- Practical performance in 3 different physical activities (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). (30%)
- Analysis and evaluation of performance (coursework) (10%)

### **Requirements:**

GCSE PE students are expected to attend a minimum of one extra-curricular club and represent the school in a sports team, showing commitment and enthusiasm. We also advise that students should be competing in at least one activity outside of school.

## **9. Philosophy, Religion and Ethics**

Studying GCSE Religious Studies enables students to explore a wide range of Philosophical and Ethical issues in addition to the study of key religious beliefs, teachings and practices.

This course will help students learn about and reflect on fundamental questions about human existence, and consider some of the most important questions about how people should behave and why: in doing so, this subject is not only academically rigorous, but also one that is relevant to the students' lives and encourages them to see nuance in some of the divisive issues in the modern world. Understanding other worldviews and perspectives is vital to good relationships, and helps to develop values such as empathy and compassion.

Students will deepen their knowledge on the differing responses (both religious and non-religious) to philosophical and ethical issues, and develop their skills in critical evaluation when considering which viewpoint is the most convincing. Students are encouraged to give full, articulate reasons for holding a point of view on philosophical and ethical issues, to appreciate a variety of views, and to reach conclusions based on a thoughtful and analytical evaluation of a range of ideas.

By the end of the course, the students will have:

- developed their knowledge of religions and non-religious beliefs, such as atheism and humanism. They will have a broad and deep understanding of the beliefs, teachings and practices of Christianity and Buddhism
- developed their ability to construct well-argued, well-informed, balanced and structured written arguments
- engaged with questions of belief, value, meaning, purpose, truth and how the answers to these questions impact on human life
- reflected on their own values, beliefs and attitudes in the light of what they have learnt, and in doing so will be more prepared for life in a global community.

The course is divided into three components:

### **Component 1 (50% of qualification)**

Assessed by 2 hour written exam

#### **Religious, Philosophical and Ethical Studies in the Modern World**

1. **Issues of human relationships** - marriage; divorce; sexual relationships and contraception; same sex relationships; gender equality
2. **Issues of life and death** – origin of the world; environmental responsibility; evolution; value of human life; abortion; euthanasia; death and the afterlife
3. **Issues of good and evil** – free will; evil and suffering; crime and punishment; the death penalty; forgiveness
4. **Issues of human rights** – social justice; censorship and freedom of religious expression; prejudice and discrimination; racial discrimination; wealth and poverty

## **Component 2 (25% of qualification)**

Assessed by 1 hour written exam

### **Study of Christianity**

1. **Beliefs and teachings** – the nature of God; creation; the person of Jesus Christ; salvation; the afterlife, heaven and hell
2. **Practices** – forms of worship; sacraments; pilgrimage and celebrations; Christianity in Britain; the worldwide Church; the work of the Church in the world

## **Component 2 (25% of qualification)**

Assessed by 1 hour written exam

### **Study of Buddhism**

1. Beliefs and teachings – the life of the Buddha; the Dharma; the Four Noble Truths; human personality; human destiny and ethical teaching
2. Practices – places of worship in Britain and elsewhere; meditation; devotional practices; death and mourning; festivals and retreats

## **10. Sociology**

GCSE Sociology helps students to develop a wide range of knowledge and understanding about society, about how sociologists study and understand its structures, processes and issues. Studying sociology broadens students' minds, helps them to see their world from a different perspective and in new and thought provoking ways. It is exciting, interesting, up to date and relevant to students' lives. Sociology is a people based subject. It combines with a variety of subjects and is relevant to a wide range of careers including teaching, medicine, health and social care, media, politics, police and law.

Sociology is studied through a variety of methods including documentaries, films, newspapers, sociological research and surveys and students can expect to take part in group work, discussions, written assignments and presentation.

### **What skills do Sociologists have?**

By studying sociology, students will develop transferable skills including how to:

- Investigate facts and make deductions
- Develop opinions and new ideas on social issues
- Analyse and better understand the social world.

Students will also develop their analytical and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

### **Course Outline**

Students will follow the AQA Sociology (8192) course. The topics we study are:

- The sociological approach -debates within sociology, classical sociologists including Durkheim, Marx and Weber, different sociological perspectives such as feminism, functionalism, interactionism and Marxism, how to use sociological research methods and how they apply in particular contexts.
- Social structures, social processes and social issues - Critically evaluate and compare and contrast theories, explanations or methods. Explore and debate contemporary social issues
- Families – Function of the family, changing family forms, conjugal role relationships, divorce.
- Education – Roles and functions, link to capitalism, educational achievement, internal processes.
- Crime and deviance – social construction, social control, criminal and deviant behaviour, statistics.
- Social stratification– Functionalism, socio-economic class, Life chances, Poverty, Power/authority.
- Sociological research methods – Research design, types of data, Practical & ethical issues.

## Assessment

There are two papers examined at the end of the course in Year 11. Both papers make up 50% of the total marks. Each exam is 1 hour and 45 mins long. They consist of multiple choice questions, followed by a range of short and extended responses.

Paper 1: The Sociology of families and education

Paper 2: The Sociology of Crime and Deviance and Social Stratification

## **11. BTEC Health and Social Care**

### **Who is the qualification for?**

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care is for students who wish to acquire knowledge, understanding and technical skills through vocational contexts as part of their Key Stage 4 learning.

The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learner's experience and understanding of the varied progression options available to them.

### **What does the qualification cover?**

The Award gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

- Skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing
- Attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them
- Knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This qualification builds on and uses the knowledge and skills you are learning in your GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE Biology by allowing you to apply your knowledge and skills practically in a vocational context.

### **What can the qualification lead to?**

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning either generally or in this sector. The choices that a learner can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

A Levels as preparation for entry into higher education in a range of subjects

Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to: Study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, apprenticeships or to further study at Level 3.