



KEY STAGE 4 PATHWAYS 2024-2026



Thursday 25th January 2024

Dear Year 9 Students and Parents,

This Pathways Booklet for Key Stage 4 courses is an important document in helping to make informed decisions over which subjects to study for the next stage of students' learning. Please take time to sit down together and discuss what will be the most suitable choices.

Students in Year 9 have followed a broad curriculum during Key Stage 3, with everybody having had the opportunity to experience the same wide range of subjects.

From September 2024, there will be opportunities to study new subjects and create your own timetable; however, you will still be expected to follow the Core Subjects that are prescribed by the Government as part of the National Curriculum.

Within the booklet you will find a list of the Core Subjects, as well as information about the different choices available. It is important you consider the information carefully - especially about how it fits with further study opportunities or careers after Year 11.

There is plenty of advice available from Staff in school. Tutors and Subject Teachers are always willing to discuss choices with students, and information will be available on subjects that have not been studied before on our options evening.

We have tried to make this booklet as clear and informative as possible. If you are in any doubt about the options open to you, or how the process is decided, then ask – you won't be the only one!

Your options form should be completed by **no later than Tuesday 27th February. These should be completed online and will be open to you from 1st February 2024.**

We hope to be able to allocate you most, or all, of your preferred subjects, and aim to send letters out to you once the options process is complete. If at any point you have questions regarding the options process, please email me: 4179dh@mysnhs.net

Mr D Harris
Deputy Headteacher

YEAR TEN OPTIONS

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The EBacc Subjects

17	French GCSE
18	Geography GCSE
19	History GCSE

Other Option Examination Subjects

20	Art and Design GCSE – Fine Art
21	Art and Design GCSE – Photography
22	Business Studies GCSE
23	Cambridge National level 1 & 2 Child Development
24	Computing GCSE
25	Drama GCSE
26	Product Design – three dimensional
27	Textiles
28	Food Preparation and Nutrition GCSE
29	Media Studies GCSE
30	Music GCSE
31	BTEC Level 2 First Award Sport
32	Religious Education GCSE

CHOOSING YOUR OPTIONS

Key Stage 4 Curriculum

The curriculum is divided into 'core' subjects which everyone studies, and 'options' where you have some choice in the subjects you take.

Core Subjects

English Language
English Literature
Mathematics

Physical Education (non GCSE Subject)
PSHE (non GCSE Subject)

Science
Either Combined Science (2 GCSEs)
OR Triple Science: Biology, Chemistry and Physics (3 GCSEs)

Option Subjects

Art and Design (Mr Pallett)
Photography (Mrs Cammidge)
Business Studies (Mrs Alner)
Child Development (Miss Jackson)
Drama (Ms Sumner)
Design Technology Textiles (Mrs Williams)
Design Technology Food (Mrs Williams)
Design Technology Resistant Materials (Mr McCarthy)
French (Mrs Woods)
Geography (Mr Pettit)
History (Miss Allen)
Computing (Mrs Broughton)
Media Studies (Mr Dodman)
Music (Miss Osbourne)
Physical Education (Mr Rocca)
Religious Education (Mrs Phipps/Mrs Cavalier-Hirth)

English Baccalaureate

There is now a renewed emphasis on students achieving the English Baccalaureate (EBACC), which requires students to achieve certain levels in English Language and English Literature GCSEs, Maths GCSE, at least 2 Science GCSEs, History or Geography GCSE and a GCSE in a Modern Foreign Language.

This is an appropriate aspiration for many students at Sturminster Newton High School. For the 2024-26 curriculum, all students study either History, Geography or RE and then choose a further set subject to complete their timetable.

Your timetable will consist of the following:

Core Subjects

English Language (4 lessons)

English Literature (4 lessons)

Mathematics (8 lessons)

Physical Education (non GCSE Subject) (2 lessons)

PSHE (non GCSE Subject) (1 lesson)

Humanity

Choose one of Geography, History OR RE

Science

Either **Combined Science (2 GCSEs)**

Choose THREE subjects from this list

Art

Photography

Business Studies

Child Development

Drama

Textiles

Food

Resistant Materials

French

Geography

History

Computer Science

Media

Music

BTEC Sport

RE

Triple Science (3 GCSEs)

Choose TWO subjects from this list

Art

Photography

Business Studies

Child Development

Drama

Textiles

Food

Resistant Materials

French

Geography

History

Computer Science

Media

Music

BTEC Sport

RE

You cannot study any two of Art, Textiles and Resistant Materials.

You will need to talk to the Head of Science Dr King about your suitability for Triple Science. This will need to be agreed with the Science Staff; usually this means you have been in Set 1 or Set 2.

Things you should consider:

You may have heard of the “English Baccalaureate” (EBacc). This is not a qualification in itself, but it applies to students who have achieved GCSE Grade 5 or above in each of these five areas: English, Maths, Science, Geography or History and French.

At SNHS, we do not believe in encouraging students to follow an inappropriate course. It is clear that the EBacc is not suitable for all and although you still have the option of choosing a language, we are not requiring you to do this.

Submitting your choices

You will be submitting your choices via a google form. The link will be emailed out to you and you will need to log in with your school email to access the form.

The form will look like this:

1st Choice

History, Geography or RE

--

2nd Choice

Combined Science

Choose 3 more subjects plus 2 reserves

1	
2	
3	
R1	
R2	

Triple Science (Set 1 or Set 2 students only)

Choose 2 more subjects plus 2 reserves

1	
2	
R1	
R2	

Mr Harris will use this information to create option blocks, so that the maximum numbers of top choice options are met. With such a large number of choices to be made it will not be possible to give everyone their top 3 choices.

An **example only** of what the final blocks could look like is shown below;

Block A	Block B	Block C	Block D
Child Development French Geography History Resistant Materials Triple Science	French Business Studies Drama Geography Media	French Art Computing Geography History	Food Technology Sports and Coaching Photography Resistant Materials Music Religious Education

Once the blocks are created, students will have one subject from each block to make up their timetable.

EXTERNAL EXAMINATIONS AND QUALIFICATIONS

The courses you start in September will lead to two main types of public (external) accreditation leading to recognised certificates.

GCSE – the General Certificate of Secondary Education
or
BTEC/Cambridge National, equivalent to a GCSE.

GCSE Subjects

Most of the subjects you study in Years 10 and 11 will lead to GCSE examinations.

At the end of the course, you will be awarded a GCSE grade between 1 (low) and 9 (high) for the GCSEs.

Various methods of examining will be used to find out what you know, understand and can do – and what standard you have reached by the end of the course.

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

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

AWARDING
4 and above = bottom of C and above

BTEC/Cambridge National Qualification

These qualifications are made of a number of units. This number is dependent on the level and size of qualification being taken. To complete each unit, your work is assessed along the way, pulling together skills, knowledge and understanding. This on-going assessment allows you to analyse and improve your performance throughout your course in much the same way as you would in the workplace.

This teacher assessment is complemented by an external assessment to give a clear and robust view of your real abilities and performance. Unit results are graded as Pass/Merit/Distinction. A level 2 pass is equivalent to a GCSE grade 4.

Career Pathways

Level 2 Entry Requirements (NVQ, Diplomas etc.)

The general entry requirement for study at Level 2 is five GCSEs at grades 9-3 and suitability for the individual components of the pathway that you have chosen.

Level 2 qualifications include:

Intermediate apprenticeship

Level 2 Award

Level 2 Certificate

Level 2 Diploma

Level 2 National certificate

Level 2 National diploma

Level 2 NVQ

Level 3 Entry Requirements (A Levels & BTECs)

The general entry requirement for study at Level 3 is five GCSEs at grades 9-4 including English Language and Maths. Many subjects require grades 9-5 at GCSE in the relevant subject.

A-levels and Level 3 BTECs are at the same academic standard. Each qualification is worth the same number of university entrance points and both are widely recognised by employers. Most universities accept both A-levels and BTECs, however some of the most competitive universities may prefer A-levels for courses such as Law and Medicine.

Level 6 Entry Requirements (Degree with Honours, Graduate Diploma and Degree Apprenticeship).

The general entry requirement for study at Level 6 is 3 A-Levels. Entry requirements can be listed in different ways however, they mostly appear like this: BCC, ABB or A*A*A. Each grade carries a point score so achieving higher grades will potentially give you a wider variety of University choices.

Apprenticeships

Entry requirements for Apprenticeships

Applicants need to be over 16 years old, and show they have the ability to complete the programme.

Entry requirements can include at least five GCSEs grades 9 – 4 on the new grading system however, some industries will accept apprentices who have a minimum of three.

For higher and degree apprenticeships, employers are generally asking for A levels and other Level 3 qualifications.

Some will expect or require applicants to have subjects related to the particular apprenticeship.

If you start with an intermediate or advanced apprenticeship, you can progress your career and work your way up through the higher level apprenticeships to achieve a master's degree in some career areas.

Each apprenticeship vacancy will specify the entry requirements and qualities the employer is looking for.

The types of apprenticeship are:

- Intermediate apprenticeships (Level 2)
- Advanced apprenticeships (Level 3)
- Higher apprenticeships (Level 4 and above)
- Degree apprenticeships (Levels 5 — 7)

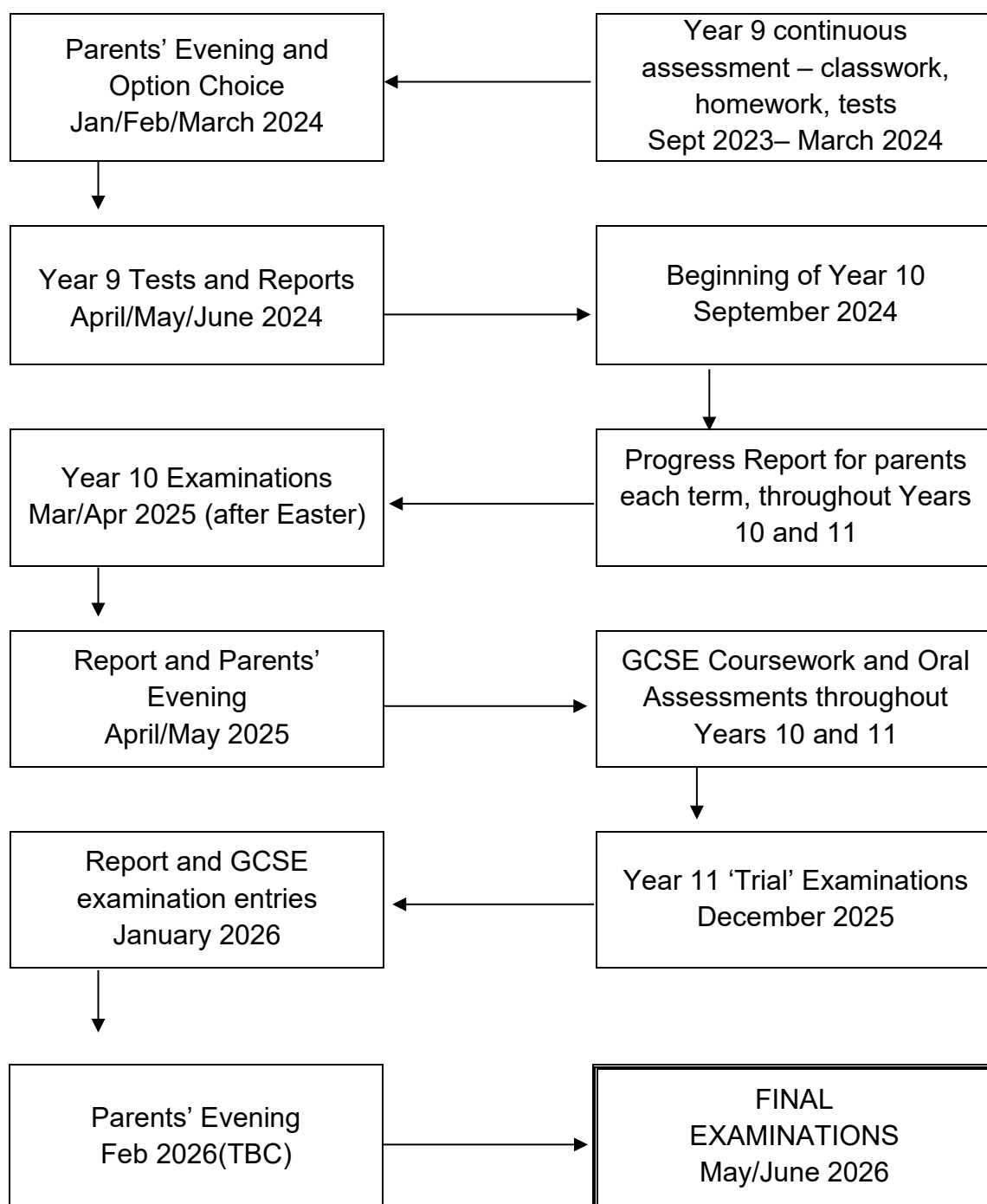
The level of apprenticeship you start at will depend on the qualifications you have, the job role, and apprenticeship standard the employer wants to use.

Over 70 universities, and around 200 colleges, are approved to deliver higher and degree apprenticeships.

What's involved in an apprenticeship in England?

- You'll spend at least 50% of your time at work over the course of the apprenticeship. This is usually 30 hours each week, where you'll focus on learning to do the job. You could be learning from colleagues across all levels of the business, typically working closely with someone more senior who will coach you and review your progress. Your employer will also give you time off to study during your working hours.
- You'll spend time attending college, university, training provider, or training at work. The learning and part-time study element of an apprenticeship fits around the job commitment, and will be agreed with the employer. You might attend one day per week ('day release'), in blocks of a week or more ('block release'), or study online. Some schemes use a combination.
- Apprentices complete assessments during and at the end of the programme, which tests both academic learning and occupational competence developed through on-the-job training.

PLOTTING YOUR PROGRESS IN YEARS 9, 10 AND 11



HOMEWORK

As you begin GCSE courses it is inevitable that the amount of work you are expected to do at home will increase. Tackling this work carefully in the quiet conditions needed for proper study will be essential if you are to do well.

The kind of homework you will get will vary enormously, ranging from written work of various types to researching a topic, from reading to making the preparatory drawings for a design project, from learning to preparing an argument for a class debate in the next lesson. Each piece needs to be worked at thoroughly both for the sake of your eventual examination results and because learning to work on your own is important preparation for the more independent style of work you will find if you go on to further education. Recent research reinforces the long held view that there is a close relationship between homework and success in exams.

OTHER ACTIVITIES

Working hard for examinations does not mean that you will have to give up all your other activities! We hope that you will play a full part in the many activities which take place in school and also continue to develop the recreational and leisure interests which you have outside. Some of you, too, will have small part-time jobs such as delivering newspapers.

All of these things help to develop you as a person and can sometimes tell an employer or college interviewer just as much about you as your examination results. However, it will be important to get the right balance between school work and your other interests. You will need to plan your time and prioritize carefully so that you can meet deadlines for homework and coursework assignments. There will be times, too, such as the build-up to examinations when it may well be wise to cut back on activities such as part-time jobs, if you are to do justice to your work and still leave time for essential relaxation.

CAREERS GUIDANCE

Throughout Years 10 and 11 you will receive information about the opportunities open to you post 16 as well as guidance on the world of work. In July of Year 10 you will have the opportunity to participate in the Work Experience programme which has led in the past to many students gaining valuable experience and part time jobs. Visits are arranged to local employers, other educational establishments and guest speakers discuss their careers with students when available. We engage with the Young Enterprise company in order to encourage teamwork and create a sense of the world of work.

Our Careers Adviser, Steve Martin, will interview every student on a one-to-one basis at least once during this time to give advice on the next steps in their learning. A mentoring programme is in place using local business volunteers to further assist our students.

Parents are more than welcome to discuss careers and opportunities for their children; please get in touch via the Careers pages of the school website.

Your parents will naturally want to assist and encourage you in these vital choices for your future and in this they can be assured of every help from your tutor.



The Core Examination Subjects

These are subjects which all students have to take as part of the National Curriculum.

Subject: English Language and English Literature GCSE

Exam Board: (AQA, 8700 QAN code: 601/4292/3 English Language and 8702 QAN code: 601/4447/6 English Literature) From 2017 (first teaching Autumn 2015) there will be no coursework element to the English examinations. These outlines are taken from the AQA prospectus, which the English Department are intending to follow, and may be subject to change as directed by the exam board.

English Language: Paper 1: Explorations in Creative Reading and Writing, one literature fiction text and descriptive or narrative writing with a written exam - 1 hour 45 minutes (80 marks 50% of GCSE). Paper 2: Writers' Viewpoints and Perspectives, one non-fiction text and one literary non-fiction text Section Writing: Writing to present a viewpoint. With a written exam - 1 hour 45 minutes (80 marks 50% of GCSE).

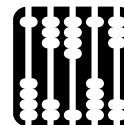
English Literature: Paper 1 – Shakespeare and the 19th century novel: Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole. Written exam: 1 hour 45 minutes, 64 marks, 40% of GCSE

Paper 2 – Modern Texts and Poetry: Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text. Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. Section C Unseen poetry: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem. Written exam: 2 hour 15 minutes, 96 marks, 60% of GCSE.

Students will follow courses in both English Language and English Literature. This allows for an integrated approach to the National Curriculum targets of reading and writing. Students will be expected to continue their own private reading to extend the reading habit beyond the classroom.

Skills needed to study this subject: All students are expected to make progress in the subject and there is a high expectation of achieving above the students' potential. The Department liaises closely with Mathematics and senior staff in order to ensure that the highest possible number of students leave Sturminster Newton High School with passes in both subjects.

Possible Careers + Future Study: Students with a love of English may progress in many directions; most immediately it can lead into our very successful A Level Literature course. The subject can lead to careers in journalism, writing, librarianship and many other areas where the quality of written expression is important and valued.



Subject: Mathematics GCSE

Exam Board: (Edexcel) 1MAO

Coursework None

Exam: 100%

Units – Linear

Course Summary + Controlled Assessment/Overview of content:

The course offered follows guidelines set out in the National Curriculum for Mathematics. All students will cover a basic core of work, which includes number, money, percentages, time, measurement, graphical representation, spatial work involving shape, area and volume, ratio and proportion and simple graphical ideas.

Depending upon measures of potential and achievement, many students will tackle the work at higher levels of complexity and will subsequently be entered at the appropriate level (Higher or Foundation).

The new examination tests more than just memory and skills. Candidates will have to show that they can apply what they have learnt. Problem solving will also be tested in the written examinations.

There is no coursework element to this course. All students will sit three linear papers at the end of Year 11, two calculator papers and one non-calculator paper at either Higher or Foundation tier. Each paper will last for 1½ hours.

Skills needed to study this subject:

This Edexcel specification encourages students to:

- Consolidate their understanding of mathematics
- Be confident in their use of mathematics
- Extend their use of mathematical vocabulary, definitions and formal reasoning
- Develop the confidence to use mathematics to tackle problems in the work place and everyday life
- Take increasing responsibility for the planning and execution of their work
- Develop an ability to think and reason mathematically
- Learn the importance of rigour and precision in mathematics
- Make connections between different areas of mathematics
- Realise the application of mathematics around them
- Use ICT appropriately
- Develop a firm foundation for further study

Possible Careers + Future Study: Accountancy, Law, Business, Economics, Teaching... mathematics can open many doors!

Subject: GCSE Combined Science: Trilogy

Exam Board: AQA Science 8464

Exam: 100%

Course Summary: Combined Science consists of six externally examined papers. These are available at foundation tier and higher tier. Students must complete all assessments in the same tier in Y11.

Qualification Content:

Subject	Paper 1 Content (1hr 15mins)	Paper 2 Content (1hr 15mins)
BIOLOGY	Cells Systems Plants Diseases	Homeostasis Inheritance Variation Ecology Human impact Food production
CHEMISTRY	Fundamental chemistry The Periodic Table Metals Energy changes Acids, bases and salts Electrolysis Chemical calculations	Hydrocarbons Rates of reactions Equilibria The Earth's resources Chemistry of the atmosphere Chemical analysis
PHYSICS	Particle theory and thermal energy Nuclear Physics Electricity	Forces and motion Forces and energy Waves Electromagnetism

Course Aims & Objectives:

The GCSE in Combined Science: Trilogy enables students to:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.
- Develop understanding of the nature, processes and methods of Science, through different types of enquiry that help them to answer scientific questions about the world around them.
- Develop and learn to apply observational, practical, modelling, enquiry and problem solving skills in the laboratory, in the field and in other learning environments.
- Develop their ability to evaluate claims based on Science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Possible Careers + Future Study: From Electrician to Astrophysicist via A Levels and onto University.

Subject: GCSE Triple Science (Biology, Chemistry, Physics)

Exam Board: AQA Biology 8461, Chemistry 8462, Physics 8463

Exam: 100%

Course Summary: Triple Science consists of six externally examined papers and results in 3 separate GCSE grades which are examined at the end of Y11. Students who wish to study triple science must have followed the programmes of study for sets 1 or 2 at KS3. Further discussion will be through Mrs Thompson – Head of Faculty for Science.

Qualification Content:

Subject	Additional Triple Content	
BIOLOGY 8461	Cell Structure: Culturing microorganisms Monoclonal antibodies Plant disease The brain, the eye, control of body temperature Water and nitrogen balance	Plant hormones Reproduction DNA structure and cloning The theory of evolution Decomposition Trophic levels in the ecosystem Food production
CHEMISTRY 8462	Properties of transition metals Nanoparticles Yield and atom economy of chemical reactions Chemical cells and fuel cells Reactions of alkenes and alcohols	Synthetic and naturally occurring polymers Identification of ion by chemical and spectroscopic means Using materials The Haber Process and the use of NPK fertiliser
PHYSICS 8463	Static electricity Pressure in gases Hazards and uses of radioactive emissions Nuclear fission and fusion Moments, Levers and Gears Pressure and pressure differences in fluids	Changes in momentum Reflection of waves, sound waves and waves for detection and exploration Induced, potential transformers and the National Grid Solar System and Red Shift

Course Aims & Objectives:

The Separate Sciences should build on the Combined Science course to enable students to further:

- Develop scientific knowledge and conceptual understanding.
- Develop understanding of the nature, processes and methods of Science, through different types of enquiry that help them to answer scientific questions about the world around them, and learn to apply observational, practical, modelling, enquiry and problem solving skills in the laboratory, in the field and in other learning environments.
- Develop their ability to evaluate claims based on Science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Possible Careers + Future Study: From Electrician to Doctor/Vet via A Levels and onto University.

Subject: French GCSE

Department contact email: 4179lw@mynhs.net – Mrs Woods

Examination Board / Syllabus: (Edexcel 1FRO)

Introduction

The course is designed to help students develop their ability to use French for practical communication i.e. to speak French, to understand spoken and written French and, where appropriate, to write in French. It will count towards the English Baccalaureate and is also a prerequisite for entrance in some universities.

What will I study?

The course aims to encourage interest in language-learning. The language skills developed will form the basis for further study, not just for those who wish to continue at Sixth Form level, but also for those who might resume their study of French, or even embark on another language, at some later date.

In addition, the ability to use a foreign language, and gaining a recognised qualification, will be an asset for employment in a wide range of jobs. This is particularly important in view of the intensified competition for vacancies and the increasing contact with Europe in the worlds of work and leisure. Being able to speak and understand French and knowing something of the French way of life as a result of this course will make holidays in France, and other French speaking countries, far more enjoyable.

As the emphasis is on communication, the course is skill-based and students will be prepared for examinations in the four skills of listening, speaking, reading/translation and writing/translation as they might be used in a variety of situations in real-life.

All groups in French will be following the new Edexcel syllabus with the opportunity to take the exam at Foundation or Higher Level, and candidates being eligible for the award of different grades according to the level for which they are entered.

The best way to practise communication in French is to visit France or a French speaking country, and for this reason students are actively encouraged to visit France. Whenever possible we try to organise a trip to France during KS4 to give students this opportunity.

Skills needed to study this subject: Academic skills, using a dictionary and developing their own vocabulary knowledge, memory skills and presentation skills.

How will my work be assessed?

- Listening 25%
- Speaking 25%
- Reading Translation 25%
- Writing + Translation 25%

What would this subject enable me to do when I leave school?

Possible Careers + Future Study: Translating, teaching, business, commerce, finance, law, pharmaceutical, scientific research, engineering, armed forces, civil service, media and entertainment, as well as tourism.

Subject: Geography GCSE

Department contact email: 4179rp@mynhs.net – Mr Pettit

Examination Board / Syllabus: (AQA 8035)

Introduction

Geography is an exciting and dynamic course, perfect for students who are interested in the changing world around them. It is split into three parts as outlined above. All of the study areas build on knowledge, themes and skills developed initially at KS3.

What will I study?

Unit 1 focuses on the physical environment and considers some key geographical processes, for example, formation of landforms such as stacks on the coast, volcanoes, the formation of tropical storms and climate change. The course looks at natural environments and completes a case study of the Sahara Desert contemplating the opportunities and challenges of development there. The impact of physical processes are then considered on people in both the UK and wider world through brief examples and extended case studies.

Unit 2 focuses on the human environment considering characteristics and challenges in both the richer and poorer world. It considers the development and changes within cities with case studies of Mumbai in India and Liverpool in the UK. It also considers how globalisation is impacting on the richer and poorer world and how poorer countries can be helped to develop more quickly. The course studies India as a case study to explore this. The course also considers the world's resources. The world needs to find new ways of creating, storing and transporting resources and a study of the resources of "water" is included.

Unit 3 is one of the most exciting units as it includes a day's fieldwork at Swanage to collect data on coastal processes and patterns of change in an urban area. The unit also includes an in depth study using an information booklet. Students do not know the topic of this until two months before the exam but previous pre-release foci have been squatter settlements, the location of a reservoir and the construction of a road in the Amazon Rainforest.

Every single lesson for the course is currently available online alongside detailed knowledge organisers for every unit and past exam papers and comprehensive online and home learning tasks giving students and parents an opportunity to explore the course. Please email 4179rp@mynhs.net if you would like access to this.

Skills needed to study this subject: A combination of skills are required. Geography will challenge your literacy, numeracy and scientific understanding. The use of ICT and electronic communication to support out of school learning is integral to the course.

How will my work be assessed?

- 100% - 3 papers Speaking 25%
- Unit 1 – National Hazards, The Living World and UK Physical Landscapes
- Unit 2 – Urban Challenges, Changing Economic World and Resource Management
- Unit 3 – Geographical Skills including fieldwork

What would this subject enable me to do when I leave school?

Possible Careers + Future Study: More top company executives (people who earn the most money) at leading UK companies studied Geography at University. You don't have to become a geography teacher to use your geography!

Subject: History GCSE
Department contact email: 4179ka@mynhs.net – Miss Allen
Examination Board / Syllabus: (OCR History B) J411 BB
<p>Introduction</p> <p>OCR's GCSE History B is an exciting new history course that will fire students' curiosity for the study of the past. It has been constructed in partnership with the Schools' History Project and reflects our commitment to offering worthwhile and inspiring school history. Students build a deeper understanding of the present by engaging with and questioning the past.</p>
<p>What will I study?</p> <p>The thematic study provides students with the opportunity to immerse themselves in successive periods of history, from the Middle Ages to the present day. The focus of the study is The People's Health. Students will explore government responses to a range of health challenges including the Great Plague of 1665, the Gin Craze of the 1700s and cholera epidemics in Industrial Britain.</p> <p>The depth study encourages students to learn about a fascinating aspect of British history: <i>The Elizabethans</i>. Students will analyse a wide range of interpretations to explore the concept of a Golden Age in Elizabethan England.</p> <p>The <i>History Around Us</i> module is an essential part of the course. Students will visit a site of interest and consider how the historic environment has changed over time.</p> <p>The period study follows the unfolding narrative of the expansion of the Viking world from the first Viking settlement in Russia around 750 to the end of the Viking age around 1050, with a focus on their homelands, expansions into the East and West and evaluating the impact of mixing with other cultures as their kingdom unfolds.</p> <p>The World depth study will enable learners to understand the impact of the Nazi dictatorship on people's lives, both within Germany and across occupied Europe.</p> <p>Skills needed to study this subject: Academic skills, using a dictionary and developing vocabulary knowledge, memory skills and presentation skills.</p>
<p>How will my work be assessed?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Component 1 – The People's Health & The Elizabethans (40%) <input type="checkbox"/> Component 2 – History Around Us (20%) <input type="checkbox"/> Component 3 – Viking Expansion, Living Under Nazi Rule (40%)
<p>What would this subject enable me to do when I leave school?</p> <p>Possible Careers + Future Study: Apart from enjoying the course, and being much more aware of the world around you, GCSE History will provide you with a solid foundation for further study or employment. Many people working in law, media, tourism and education have studied History. This is because the subject helps you to develop reasoning skills and the ability to argue your point using evidence.</p>

Subject: Art and Design GCSE Fine Art GCSE

Department contact email: 4179dp@mynhs.net – Mr Pallet

Examination Board / Syllabus: (AQA 8202)

Introduction In Component 1 and Component 2 students are required to work in one or more area(s) of fine art, such as: drawing, painting, sculpture, installation, lens/light-based media, photography and the moving image, printmaking, mixed media. They may explore overlapping areas and combinations of areas.

What will I study?

Component 1 : Portfolio

A portfolio that in total shows explicit coverage of the four assessment objectives (Develop, Refine, Record, Present). Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken. The portfolio is completed and handed in at the end of January in Year 11.

Component 2: Externally Set Assignment

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time. Students begin developing ideas in lessons from the beginning of January of Year 11 and complete the project in practical exam conditions of 10 hours spread over a period of time in May.

Skills needed to study this subject: You will need to be creative, open minded, curious, persistent, hardworking, risk taking, problem solving, motivated, with a passion for mark-making and other art techniques.

How will my work be assessed?

- Coursework: 60% 1:Portfolio
- Exam: 40% Component 1: Externally Set Assignment

What would this subject enable me to do when I leave school?

Possible Careers + Future Study: A Level Art, Photography, Graphics, Textiles. Foundation Degree, Honours Degree in all areas of Art and Design leading to careers in the Creative Industry including Multi media/Graphic/Product/Interior/Fashion Design, Fine Art, Photography, Landscape Design, Ceramics, Jewellery and many more! Combine with physics and maths to study Architecture/Computer Programming/ Computer Design. Post graduate degree leading to teaching. Art also contributes to other areas that require visual literacy such as child care, hair and beauty and many other areas.

Subject: Art and Design GCSE Photography

Department contact email: 4179jrc@mynhs.net – Mrs Cammidge

Examination Board / Syllabus: (AQA 8206)

Introduction

Areas of study

In Component 1 and Component 2 students are required to work in one or more area(s) of photography, such as: portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography, dark room techniques.

What will I study?

Component 1 : Portfolio

A portfolio that in total shows explicit coverage of the four assessment objectives (Develop, Refine, Record, Present). Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

1. A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.
2. A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

The portfolio is completed and handed in at the end of January in Year 11.

Component 2: Externally Set Assignment

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Skills needed to study this subject: You need a desire to explore the world around you photographically and a wish to use photography as an art form. Photography at SNHS is really the study of a wide range of light and lens-based media. We teach you how to use a camera and to think like a photographer. Our approach to photography is essentially creative. You will learn specific technical skills but also learn how to see the world through looking harder to create images in unique ways.

How will my work be assessed?

- Coursework: 60% Component 1: Portfolio
- Exam: 40% Component 2: Externally Set Assignment

What would this subject enable me to do when I leave school?

Possible Careers + Future Study: A Level Photography, Graphics, Textiles. Photography is particularly useful if you wish to study Photography, Film, Video Production, Graphic Design, Fine Art or Media at HND/Degree or for those wishing to do an Art Foundation course first. Some students have found employment directly as a Photographer's Assistant or an Editorial Assistant on a magazine.

Subject: Business Studies (9-1) 1BSO
Department contact email: 4179aw@mynhs.net – Mrs Alner
Examination Board / Syllabus: (EDEXCEL 603/0121/1)
<p>Introduction</p> <p>This course is structured in two themes, taking students from how entrepreneurs start businesses through to growing and global businesses.</p>
<p>What will I study?</p> <p>Investigating small businesses concentrates on the key business concepts, issues and skills involved in starting and running a small business, providing a framework to explore core concepts through the lens of an entrepreneur setting up a business.</p> <p>Building a business examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.</p> <p>The course provides a useful start to those students who wish to study Business at higher level and also those who wish to enter employment.</p> <p>Skills needed to study this subject: An interest in business current affairs, good numeracy skills for calculations and data analysis, and good literacy skills.</p>
<p>How will my work be assessed?</p> <ul style="list-style-type: none"> • Exam 100% <p>Units: Assessment:</p> <p>Theme 1 Written Paper: Paper 1. Investigating Small businesses (1hr 30 mins) - Year 11 (1BS0/01)</p> <p>Theme 2 Written Paper: Paper 2. Building a Business(1hr 30 mins) - Year 11 (1BS0/02)</p>
<p>What would this subject enable me to do when I leave school?</p> <p>Possible Careers + Future Study: GCSE Business Studies is a good starting point for A Level/BTEC Business Studies, A Level Economics or A Level Accounting leading on to Business, Management and Accountancy degree courses and apprenticeship schemes.</p> <p>It also provides a good background for all jobs and is useful for those who want to start their own business.</p>

Subject: Cambridge National level 1 & 2 Child Development

Department contact email: 4179aci@mysnhs.net – Miss Jackson

Examination Board / Syllabus: OCR J818

Introduction

Health and wellbeing for child development

- Create a safe environment and understand the nutritional needs of children from birth to five years
- Understand the development of a child from one to five years

Students who opt for this course will need to have access to a child on which to base their observations. The child should be between 6 months and 5 years at the start of the study.

What will I study?

The exam: One exam of 75 minutes, which will test a candidate's knowledge and recall of the compulsory topic "Health and Wellbeing for Child Development". Quality of written communication will also be assessed. This will be marked by the exam board externally.

School Assessed Tasks

Each student will be required to produce 2 extended coursework assignments;

- 1) An investigation to review and compare essential equipment for a nursery, identify and prevent accidents, recommend healthy meal choices and plan, prepare and evaluate a feed or meal.
- 2) Observe and compare a child (upon whom they have decided to base their studies) to developmental norms and plan and evaluate a suitable play activity.

The coursework assignment brief will be set by OCR yearly focussing on each learnt area of study. Students will have between 10-14 hours of class time to complete each piece. The tasks will be marked by the teacher and moderated externally by the exam board.

Skills needed to study this subject: You should be interested in and confident around young children and keen to observe and understand their stages of physical, intellectual and social development. Good literacy skills are required as there is a considerable amount of theory and written work. Higher marks are awarded for accurate spelling, grammar and punctuation. You need to have the ability to work independently on two extended coursework tasks.

How will my work be assessed?

- Coursework: 60%
- Exam: 40%

What would this subject enable me to do when I leave school?

Possible Careers + Future Study: This course can lead to: further study in Health and Social Care; a career working with children, for example Nursery Nurse, Early Years Teacher, Primary School Teacher, Social Worker.

Subject: GCSE Computer Science

Department contact email: 4179sbr@mynhs.net – Mrs Broughton

Examination Board / Syllabus: (OCR) J277

Introduction

The world depends on computers. In this GCSE you will learn about how computers work, the networks they use and how programming can create solutions to everyday problems and future challenges.

What will I study?

Component 01 – Computer Systems.

You will learn about digital systems and how they communicate with one another. This component introduces you to the computer processor, memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. You will also consider the ethical, legal, cultural and environmental concerns associated with computer science.

Component 02 – Computational Thinking, Algorithms and Programming.

The most important aspect of computer science is problem solving.

In this component, you will analyse problems in computational terms through practical experience including designing, writing and debugging programs. You will understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic and algorithms.

You will have the opportunity to complete a sizable programming project during this course, where you will design, write, test and refine programs using a high-level programming language. This will prepare you for the written examination, in particular component 02.

You will develop your ability to:

- Break down problems effectively
- Solve complex problems
- Think logically
- Learn through exploration

Skills needed to study this subject: Learners are expected to be familiar with the Key Stage 3 Computing curriculum as well as having strong Mathematical skills.

How will my work be assessed?

Component 01 – Computer Systems 50% (Exam)

Component 02 – Computational Thinking, Algorithms and Programming 50% (Exam)

What would this subject enable me to do when I leave school?

Possible Careers + Future Study: GCSE Computer Science lays the foundation for studying the subject at A Level and beyond.

It is a useful first step to a broad range of careers including Cyber Security, Software Developer, Games Designer, Network Manager, Systems Analyst, Artificial Intelligence, Software testing, web designer.

The qualification will also provide a good grounding for other areas that require logical thinking and analytical skills including healthcare, science and engineering.

Subject: Drama GCSE

Department contact email: 4179ds@mynhs.net – Ms Sumner

Examination Board / Syllabus: (AQA 8261)

Introduction

This is an interesting and exciting course which offers students the opportunity to approach drama from a variety of angles.

What will I study?

This course engages and encourages students to become confident performers and designers. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

Three components are offered for assessment:

COMPONENT 1 - Understanding drama, written examination paper 40%.

What's assessed

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

COMPONENT 2 - Devising drama, Performance 10% + Devising log 30%

What's assessed

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

COMPONENT 3 - Texts into practice, Performance 20%

What's assessed

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

Free choice of play but it must contrast with the set play chosen for Component 1.

Skills needed to study this subject: Vocal & physical skill, analytical ability, written skills, commitment & reliability, academic skills, using a dictionary and developing vocabulary knowledge, memory skills and presentation skills.

How will my work be assessed?

- Coursework 60%
- Exam 40%

What would this subject enable me to do when I leave school?

Possible Careers + Future Study: performing arts, script writing, designing, directing, media, business, law, advertising, sales, hospitality and tourism.

***NB - Students will be expected to attend Live Production visits.**

Subject: Three dimensional design: Product Design GCSE
Department contact email: 4179IM@mynhs.net – Mr McCarthy
Examination Board / Syllabus: AQA 8205 (Quan Code JA2)
<p>Introduction Three-dimensional design is defined here as the designing, prototyping and modelling or making of functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.</p>
<p>What will I study? - Component 1</p> <p>A portfolio that in total shows explicit coverage of the four assessment objectives (Develop, Refine, Record, Present). Each student must select and present a portfolio representative of their course of study. The portfolio must include both:</p> <p>A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with the theme, exploration of a brief, development of design ideas to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.</p> <p>A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; work placements; independent study and evidence of the student's specific role in any group work undertaken. The portfolio is completed and handed in at the end of January in Year 11.</p> <p>Component 2: Externally Set Assignment</p> <p>Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time. Students begin developing ideas in lessons from the beginning of January of Year 11 and complete the project in practical exam conditions of 10 hours spread over a period of time in May.</p> <p>Skills needed to study this subject: You will need to be creative, open minded, curious, persistent, hardworking, risk taking, problem solving, motivated, with a passion for designing and making products from a range of materials such as wood, metal, plastics and found materials.</p>
<p>How will my work be assessed?</p> <ul style="list-style-type: none"> • Coursework: 60% Component 1 : Portfolio • NEA: 40% Component 2 : Externally Set Assignment
<p>What would this subject enable me to do when I leave school?</p> <p>Possible Careers + Future Study: A Level Product Design, Foundation Degree, Honours Degree in all areas of Design leading to careers in the Creative Industry including Multi-media/Graphic/Product/Interior/Fashion Design, Fine Art, Photography, Landscape Design, Ceramics, Jewellery and many more! Combine with physics and maths to study Architecture/Computer Programming/ Computer Design. Post graduate degree leading to teaching.</p>

Subject: Textile Design GCSE
Department contact email: 4179im@mynhs.net – Mr McCarthy
Examination Board / Syllabus: AQA 8204 (Quan Code JA2)
<p>Introduction</p> <p>Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.</p>
<p>What will I study?</p> <p>Component 1</p> <p>A portfolio that in total shows explicit coverage of the four assessment objectives (Develop, Refine, Record, Present). Each student must select and present a portfolio representative of their course of study. The portfolio must include both:</p> <p>A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.</p> <p>A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; work placements; independent study and evidence of the student's specific role in any group work undertaken. The portfolio is completed and handed in at the end of January in Year 11.</p> <p>Component 2: Externally Set Assignment</p> <p>Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time. Students begin developing ideas in lessons from the beginning of January of Year 11 and complete the project in practical exam conditions of 10 hours spread over a period of time in May.</p> <p>Skills needed to study this subject: You will need to be creative, open minded, curious, persistent, hardworking, risk taking, problem solving, motivated, with a passion for designing and making products from a range of woven, knitted, stitched, printed or decorative textiles.</p>
<p>How will my work be assessed?</p> <p>Coursework: 60% Component 1 : Portfolio</p> <p>NEA: 40% Component 2 : Externally Set Assignment</p>
<p>What would this subject enable me to do when I leave school?</p> <p>Possible Careers + Future Study: A Level Textiles, Art and Design, Foundation Degree, Honours Degree in all areas of Design leading to careers in the Creative Industry including Textiles, Multi-media, Graphic, Product, Interior, Fashion Design, Fine Art, Photography, Landscape Design, Ceramics, Jewellery and many more! Post graduate degree leading to teaching.</p>

Subject: Hospitality and Catering
Department contact email: 4179nw@mynhs.net – Mrs Williams
Examination Board / Syllabus: WJEC Level 1 / 2 Vocational Award
<p>Introduction</p> <p>Ever wondered what it takes to work in a top hotel or restaurant? Does food and discovering new flavours in the kitchen inspire you? Maybe you're interested in developing the skills you need to work front of house? If so, it's time to find out more about this exciting qualification today!</p>
<p>What will I study? This qualification is made up of 2 units</p> <p>Unit 1: The Hospitality and Catering industry</p> <ul style="list-style-type: none"> Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry. Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health. <p>Unit 2: Hospitality and Catering in action</p> <ul style="list-style-type: none"> Learn about the importance of nutrition and how cooking methods can impact on nutritional value. Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.
<p>Skills needed to study this subject: Basic skills in food preparation and knowledge of a range of materials. Students will enjoy this course if they are organised and enjoy experimenting with food. This course will include theory based work where you will need to apply yourself to written coursework.</p>
<p>How will my work be assessed? You will be assessed through a written examination and an assignment. Unit 1 will be assessed through an exam, which is worth 40% of your qualification. In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.</p>
<p>What would this subject enable me to do when I leave school? Possible Careers + Future Study: Studying food preparation and nutrition can lead to exciting and well paid career options. Consumers are becoming increasingly reliant on the food industry to develop solutions for their nutritional needs. This course could lead you into roles such as Chef, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspector, Nutritionist, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist, working in food journalism, Concierge, Housekeeper, Front of House Manager.</p>

Subject: Media Studies GCSE
Department contact email: 4179pdmynhs.net – Mr Dodman
Examination Board / Syllabus: (AQA 8572)
<p>Introduction</p> <p>We will be studying the AQA GCSE which links practical coursework with the study of set Close Study Products (CSPs) from across the spectrum of the media. The media currently on the list of CSPs are <i>The Times</i> and <i>The Daily Mirror</i> newspapers, <i>Tatler</i> and <i>Heat</i> magazines, <i>Dr Who</i> and <i>His Dark Materials</i> television programmes, <i>Black Widow</i> and <i>I, Daniel Blake</i> films as well as various radio programmes and advertisements. The course also covers Marcus Rashford's campaigning for free school meals and aspects of gaming.</p>
<p>What will I study?</p> <p>The Media Studies course is all about acquiring the skills to read media messages, and making informed decisions as to how to react to them.</p> <p>Students will study how the media works through looking at the various forms and the coursework tasks allow them to show their skills in print (using Photoshop etc), website creation and filming short sequences and music videos (using Adobe Premiere Pro editing.) Student select their individual task from a selection of five provided by the exam board.</p> <p>Skills needed to study this subject: Team work, independent study skills, resourcefulness, creativity, basic IT skills and a keen interest in the world around us and current affairs.</p>
<p>How will my work be assessed?</p> <ul style="list-style-type: none"> • Coursework: 30% (1 practical) • Exam: 70%: (2 exams 1 hour 30 minutes each)
<p>What would this subject enable me to do when I leave school?</p> <p>Possible Careers + Future Study: This course leads into A2 Media Studies in the Sixth Form where the BTEC in Creative and Digital Media is a practical base course. Possible careers in film making, radio producing, graphic design, photography, marketing, video game promotion, TV producing, magazine and newspaper/web-based journalism.</p>

Subject: Music GCSE
Department contact email: 4179lpo@mynhs.net – Miss Osbourne
Examination Board / Syllabus: (AQA 8271)
<p>What will I study?</p> <p>A keen interest in music and listening to music is recommended for anyone opting for this subject. It is not essential to play a musical instrument or be a singer to access GCSE Music; when performing students can use music technology on computers but can also DJ or play a musical instrument. The GCSE Music course is delivered in an exciting way giving students of all musical ability an excellent opportunity to develop their musicality through performing, composing and listening.</p> <p>Through performance, composing and listening activities, students are given insights into a vast selection of music from many different times and cultures, including Popular Music from the 20th and 21st centuries and World Music. The specification includes a flexible approach to performing, giving musicians of all abilities an opportunity to succeed in the subject.</p> <p>Performing coursework can be completed in many ways. Students can sing or use musical instruments, perform as DJ or use computers to programme their performances. Any piece from any genre can be performed there are no limitations.</p> <p>Skills needed to study this subject: Students must be good at working individually and as part of a team. They must be willing to take part in class performances. As in all subjects they must be good at meeting deadlines.</p>
<p>How will my work be assessed?</p> <ul style="list-style-type: none"> • Coursework 60% • Exams 40%
<p>What would this subject enable me to do when I leave school?</p> <p>Possible Careers + Future Study: The GCSE in Music is a good link to A Level Music, Music Technology and other further and higher education courses which can lead to a career in the arts/music. Taking part in music helps students develop confidence, self-belief, motivation, social skills and other important life skills of which all are useful for any career.</p>

Subject: Level 1/2 Vocational Award in Sport and Coaching Principles
Department contact email: 4179mr@mynhs.net – Mr Roca
Examination Board / Syllabus: WJEC (603/7017/8) Qualification Code: 5259QA
<p>Introduction</p> <p>The course offers exciting and interesting experiences that focus on study for 14-16 year-olds through applied learning. The qualifications are devised around a 'plan, do, review' approach, where learners are introduced to a concept, carry out activities and review outcomes.</p> <p>The WJEC Vocational Award in Sport and Coaching Principles is made up of three mandatory units – see below.</p> <p>What will I study?</p> <p>Unit 1 introduces learners to the adaptations that take place in the body following exercise, how training can lead to improvements in fitness, and the planning of training programmes. The aim of this unit is to develop the knowledge, understanding and skills needed to plan training programmes to improve the fitness of individuals.</p> <p>Unit 2 introduces learners to how different areas of sporting performance can be improved. The aim of this unit is to provide learners with the knowledge and understanding needed to be able to analyse sporting performance, identify strengths and weaknesses and plan for improvement.</p> <p>Unit 3 introduces learners to the principles involved in sports coaching. The aim of this unit is to provide learners with the appropriate knowledge and understanding to be able to plan, lead and evaluate a coaching session within a sporting activity.</p> <p>There is coursework throughout the two years of the course which involves creating power points, observational checklists, pamphlets as well as written (typed) reports. Coursework is completed as controlled assessments which must be done in school, under supervision and within a time limit.</p> <p>Skills needed to study this subject: An interest in all aspects of PE and sport, success at performing practical PE and sport with good general sporting knowledge. Students must also be playing, performing, coaching or officiating either within school or in the local community.</p>
<p>How will my work be assessed?</p> <p>Unit 1: Fitness for Sport Written exam 1 hr 20 mins 40% of qualification 80 marks</p> <p>Unit 2: Improving Sporting Performance Controlled assessment approx. 4 hrs 25% of qualification 50 marks</p> <p>Unit 3: Coaching Principles Controlled assessment approx. 6 hrs 35% of qualification 70 marks</p>
<p>What would this subject enable me to do when I leave school?</p> <p>Possible Careers + Future Study: There are a range of A-Level courses linked to Sports, in addition to a variety of Level 3 Vocational courses offered by further education providers.</p>

Subject: Religious Education GCSE (inc. Religion, Ethics and Philosophy)

Department contact email: 4179lap@mynhs.net – Mrs Phipps

Examination Board / Syllabus: (AQA 8062)

Introduction

Religious Studies offers students an exciting and unique opportunity to investigate the impact and influence that religion has on the lives of believers and society. The syllabus requires students to engage with current ethical and philosophical topics that are at the heart of modern society and cause much debate and often controversy. Religious Studies enables students to develop independence in their thinking as they analyse and reflect on the value and usefulness of different points of view. It is widely recognised that Religious Studies gives students valuable academic skills that can really help them with many of their other GCSEs, including the ability to write dynamic essays and express themselves clearly both orally and in writing.

What will I study?

The Religious Studies syllabus offers the opportunity to study the following topic areas, all of which are relevant and important in today's ever changing world:

- The treatment of animals and the ethics of medical testing on animals
- The origins of the universe and the treatment of the environment
- Ideas about the afterlife
- Human relationships, including sexuality, marriage and divorce
- Relationships within different families and the changing nature of the roles of men and women.
- Gender equality and prejudice and discrimination.
- Religion, peace and conflict, including ethics of war, violence, weapons of mass destruction, pacifism and terrorism.
- Religion, crime and punishment, including the aims of punishment and different beliefs about the treatment of criminals and the causes of crime.
- Beliefs and Practices of Christianity and Buddhism.

Topics are explored by studying a wide variety of views that include both atheist and religious ideas. Students are encouraged to think for themselves and try to assess the validity of these views.

This course gives students a good foundation for going on to study RS Philosophy and Ethics at A Level. The skills they develop are higher level thinking skills such as analysis of various arguments (religious and non-religious), and it helps them to be able to construct and justify their own arguments.

Skills needed to study this subject: Academic skills, using a dictionary and developing vocabulary knowledge, memory skills and presentation skills.

How will my work be assessed?

- Exam 100%

What would this subject enable me to do when I leave school?

Possible Careers + Future Study: The knowledge and skills gained through Religious Studies lend themselves to careers such as Law, Police, Teaching, Nursing, Paramedic, Medicine, Journalism, Armed Forces and any job that requires a certain ability to empathise, communicate and understand other people.