



TUDOR HALL

GCSE CURRICULUM

2024 - 2025

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Taking the step from ILLs to GCSE is an exciting time. You will focus on the areas of study you are passionate about and develop and hone your skills in the subjects you truly enjoy. We want you to achieve your very best and to love what you are studying - to be intellectually curious, to strive for excellence and to reflect on how to improve. We know you all strive for success and we are here to help you along the way. No one knows what the future holds, so preparing yourself with an open and agile mindset and a good work ethic will equip you for anything!

You can shape your own future and that begins here. It really is worth you taking the time to consider all of the choices available. At Tudor we are committed to offering a broad curriculum at this stage to enable all options open for the future.

There are two parts to the curriculum, the Core Curriculum and optional subjects. The Core Curriculum contains subjects that everyone will study, including English Literature. You are then able to choose a further four subjects to allow you to study a balanced curriculum. There are also many exciting new opportunities to extend your passions beyond the curriculum too!

Remember, the subjects you choose to study are up to you; make sure you seek information, ask questions, and feel confident in the choices you make. You have people who want to support you. You will be interviewed by your Tutor and offered individual advice. As the options deadline approaches – 31st January - drop-in sessions will be offered with the SLT, Housemistress and Head of Careers.

We will make every effort to ensure you are able to study all your chosen options, but we cannot guarantee this. There may have to be compromise and we will support you with this, in line with your future aspirations.

We hope you are excited about the next stage in your learning journey. It will be tough at times, but we are here to help you along the way. Enjoy the journey!

Simon Smith Deputy Head (Academic)

GCSE Core subjects

To ensure a balanced education, we have a common core of subjects for all pupils:

- English Language
- English Literature
- Mathematics
- Science

Options

We require most pupils to do one Modern Foreign Language (French, German or Spanish) and one Humanities subject (History, Geography or Religious Studies).

Pupils will study 9 full GCSEs (10 if they choose Triple Science), and will choose from the following list

Subject choices at GCSE

- Art
- Textile Design
- Dance
- Design and Technology
- Drama
- Food Preparation and Nutrition
- French
- Geography
- German
- History
- Computer Science
- Latin
- Music
- Physical Education
- Religious Studies
- Spanish
- Triple Science

Non-examination subjects

- PSHEE
- iDEA

All GCSEs are graded 9 - 1



English

There are two overwhelming reasons to study English Language and Literature – the first, that it is fun, and the second, that it is really useful in life! We look at a fantastic range of texts, from poems and plays to novels and non-fiction, and this includes some of the finest and most moving literature ever written. We also brush up on writing skills, both creative and transactional, and explore topics and themes which are hugely relevant in today's world.

English Language

Board – Edexcel

Exam (60%) 2 hrs 15 mins

Section A: Reading of non-fiction texts.

- Task 1: three short answer questions on an unseen text.
- Task 2: one extended response to a previously-prepared text.
- Task 3: one comparison question.

Section B: One piece of transactional writing (e.g. an article or a speech) – choice of two questions.

Coursework (40%)

- Task 1: one analytical essay exploring two poems.
- Task 2: one short commentary.
- Task 3: one piece of personal, imaginative writing.

English Literature

Board – Edexcel

Exam (60%) 2 hr 45 mins

Section A:

- Task 1: an essay on a modern, unseen poem.
- Task 2: an essay comparing two pre-prepared poems – choice of two questions.

Section B: an essay on *Of Mice and Men*.

Coursework (40%)

- Task 1: an essay on *An Inspector Calls*.
- Task 2: an essay on *Macbeth*.

Mathematics

Board – Pearson Edexcel

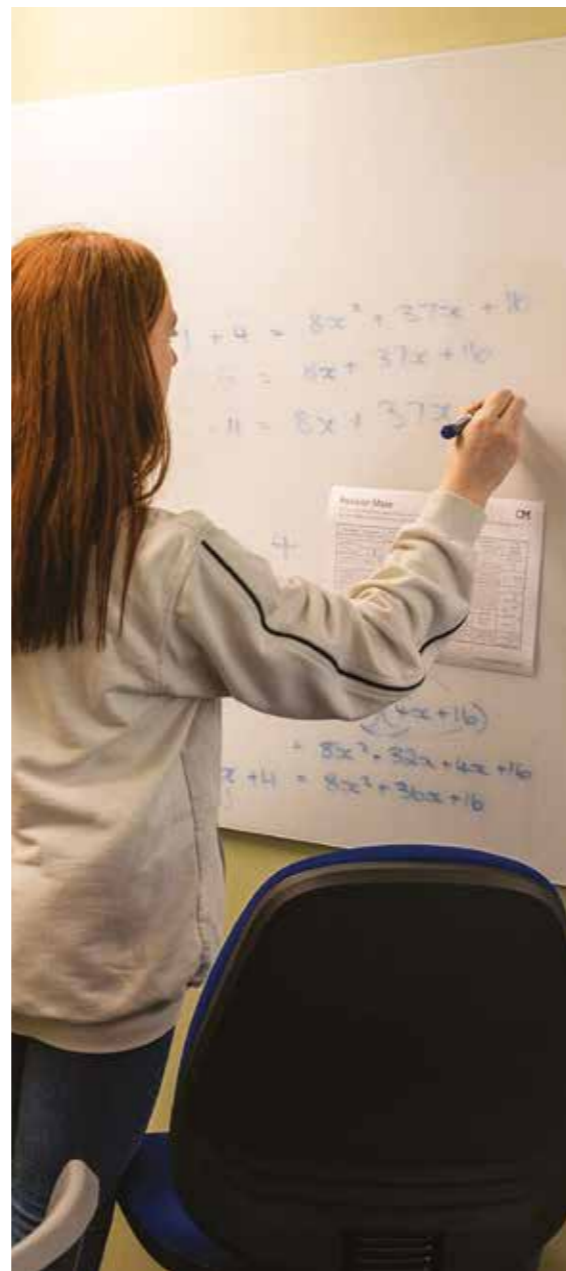
The course followed is the IGCSE Maths Specification A culminating in two papers at the end of the Vs, each of which is 2 hours long. Each examination paper is equally weighted towards the final grade and, unlike the traditional GCSE course, both examination papers permit the use of a calculator. It is therefore essential that each pupil learns to use her calculator effectively throughout the course. There is a range of calculators available, some of which are not particularly user-friendly. We therefore recommend the Casio FX-83 GT Plus. This calculator is both affordable and incredibly useful. The advantages of bringing the right calculator to each lesson to support the mathematics taught in the IGCSE classroom cannot be overstated. The departmental staff are always happy to offer advice to the pupils and parents about the purchase and use of calculators.

The core content for the IGCSE course begins to be explored from the start of the IIIs, but much of this material is revisited and developed in the IVs and Vs to ensure that it is recalled and retained in preparation for the final examination.

Throughout the course, the pupils' understanding of each module is assessed by booklets containing tiered questions often based on past paper questions. These booklets are designed to give the pupils a good understanding of their progress, feedback about how to make improvements as well as important exposure to IGCSE examination style questions.

The course covers a range of topics that fall into four categories: number, algebra, geometry and statistics.

This course is available at the Foundation and Higher Tier but we do aim to enter all our pupils for the Higher Tier.



Science (Combined Science or Triple Science)

Board – AQA

Combined Trilogy GCSE Science (worth two GCSEs).

Triple Award GCSE Science (GCSE Biology, GCSE Chemistry and GCSE Physics).

All pupils at Tudor Hall start their GCSE science content in the IIIs. They will study a common course of Biology, Chemistry and Physics. At the end of the IIIs, students choose their science pathway in consultation with their science teachers and Director of Studies.

Combined Trilogy GCSE Science

Pupils will take two examinations in each subject at the end of the Vs year. Each examination lasts 1 hour 15 minutes. The examination results will combine together, so pupils completing Combined Trilogy GCSE will be awarded a double grade.

Content studied:

Biology: cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology

Chemistry: atomic structure and bonding, quantitative chemistry, chemical changes, energy changes, organic chemistry, chemical analysis, chemistry of the atmosphere

Physics: energy, electricity, atomic structure, particle model of matter, forces, waves, electromagnetism

Triple Science

Triple scientists will have extra lessons in the IVs and Vs in order to cover additional content in each of the three science areas. Pupils will sit two papers in each science, each one lasting 1 hour 45 minutes.

Each science will be awarded a separate GCSE grade, giving pupils a grade in each of Biology, Chemistry and Physics. Grades awarded for each subject area are entirely independent of one another, i.e. Biology 8, Chemistry 7, Physics 9.

Content studied (Triple only):

Biology: cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology

Chemistry: atomic structure and bonding, quantitative chemistry, chemical changes, energy changes, organic chemistry, chemical analysis, chemistry of the atmosphere

Physics: energy, electricity, atomic structure, particle model of matter, forces, waves, electromagnetism, space



Art – Art, Craft and Design

Board – AQA

Pupils who want to develop skills in art and design and expand their creativity and imagination will enjoy GCSE Art and Design. If pupils wish to pursue a career in art and design, then taking GCSE Art and Design is a vital step in their career, enabling them to take A Level Art and then go on to do an Art Foundation. Art Foundation is a one-year course prior to doing a degree, which is designed to introduce a pupil to skills they may not have encountered during their GCSE and A Level courses and to help them to choose one area to in which to specialise at degree level.

The vital ingredient to success is to develop a good understanding of the creative process. A successful art portfolio or piece of work is underpinned by inspiration from research into the work of artists and designers and combining this with their own observations and imagination using a variety of skills developed over the course to develop their own ideas.

The Art and Design Course:

- Coursework (60%) containing two units plus an extension project based on a theme linked to a European city e.g. Venice, Barcelona and Bruges.
- Externally set task (40%) which includes a 10 hour examination.

Areas of study

Pupils will have the opportunity to try all the following skills and materials, as the department has a 2D specialist and a 3D specialist:

Three-Dimensional Work

Ceramics, clay modelling, wire sculpture, plaster work and mould making, jewellery design and enamelling, wood carving.

Two-Dimensional Work

Students will have the opportunity to develop skills in oil painting, watercolour, drawing, and painting in a variety of materials including mixed media, etching and lino printmaking as well as glass painting.



Textile Design

Board – OCR

Through studying Textile Design, pupils will develop excellent skills, thinking creatively and thereby solving problems. They will develop research and communication skills and gain the ability to refine their ideas, presenting a final response that realises their intentions. These transferable skills are highly regarded by universities and employers.

Pupils are taught about the visual and tactile qualities of materials and methods of decoration, so that they can translate this knowledge into their own ideas. The pupils are introduced to a variety of experiences, exploring a range of textile media, techniques and processes. Fabric decoration, creative stitch work, fashion and 3D design projects allow pupils to experiment with a variety of skills such as screen printing, batik, design transfer and machine embroidery.

Coursework

Pupils will produce a portfolio of work during the first term, the focus of which is the exploration, research and acquisition of techniques and skills.

Unit 1 (60%)

Pupils produce one coursework project in the style of a portfolio demonstrating accrued skills; the choice of subject is selected by the department staff. This controlled assessment portfolio will be carried out over 45 hours and includes a final outcome.

Externally set task

Unit 2 (40%)

Pupils select one starting point from the OCR set paper and are given 10 hours to produce their individual developed outcome.



Design and Technology – Product Design

Board-CIE

The Design and Technology syllabus aims to:

- enable learners to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials, and tools to manufacture products.
- give learners technical and design awareness and develop skills such as initiative, resourcefulness, enquiry, and ingenuity. They also develop the communication skills central to the design process.
- accommodate a wide range of interests, materials, and resources. It provides an ideal basis for further study and equips learners with technical knowledge and practical designing and making skills.

Product Design (25%)

Component 1: a 1 hour 15mins writing and drawing paper. Candidates choose from one of three design challenges according to their favourite materials and chosen specialism.

Design Project (50%)

Component 2: Pupils choose their own contextual challenge and follow the design process to complete one A3 project presentation consisting of analysis, research, design, development, and evaluation, supporting a final product prototype manufactured in their chosen materials.



Graphic Products (25%)

Component 5: a 1 hour writing and drawing paper. The subject content covers formal drawing techniques, projections, views and developments presenting and communicating information, materials and modelling, use of instruments and ICT, and the manufacture of graphic products.



Dance

Board – AQA

The aims of GCSE Dance are:

- to develop understanding and appreciation of a range of dance styles
- to develop aesthetic and artistic sensitivity to dance works
- to develop knowledge, skills and understanding needed to perform, choreograph and appreciate dance, including an awareness of its artistic contexts
- to develop life skills and attributes, including decision making, critical and creative thinking, aesthetic sensitivity and the ability to co-operate with others

There are no pre-requisites for this course, but previous experience gained through contemporary, ballet and jazz lessons would be beneficial.



Component 1: Performance (30%)

- Solo performance of approximately 1 minute.
- Duet/trio performance of approximately 3½ minutes.

Choreography (30%)

- Solo – 2 to 2½ minutes
or
- Group dance for two to five dancers – 3 to 3½ minutes.

Component 2: Dance appreciation (40%)

- Written paper of 1 hour 30 minutes. Based on pupils' own practice in Performance and Choreography and the GCSE Dance Anthology.

Drama

Board – AQA

The GCSE Drama course is an excellent choice for any pupil with a genuine interest in the theatre. The AQA course combines the educational aspects of the drama work with the development of theatrical skills. It places emphasis on individual growth, creativity, sensitivity and the capacity to contribute successfully within a group.

The course is divided into three components:-

Component 1: Understanding Drama (40%)

A written paper that assesses knowledge and understanding of drama and theatre including the study of one set play and the analysis and evaluation of live performance.

Component 2: Devising Drama (40%)

This component assesses the process of creating devised drama and combines practical performance with ongoing analysis and evaluation of the work in progress.

Component 3: Texts in practice (20%)

This is a practical component, which allows pupils to demonstrate their knowledge and understanding of one play through their acting skills. Pupils perform two extracts from the same play (the play must be a contrasting text to that studied for Component 1). Pupils are able to explore a variety of theatrical styles and genres through practical exploration in lessons. They are also coached in many technical and design elements of performance including set design, costume, lighting and sound. It is possible for pupils to opt for a technical skill as part of their practical work, if this is their area of interest. All practical work must be polished and performed as if for presentation to an audience. Pupils are expected to organise and attend after-school and lunchtime rehearsals during practical assessment periods, in order

to facilitate access to the top band mark range.

All assessment is linear, with the written examination taking place at the end of the course. The written examination begins with four multiple choice questions before moving on to extended questions with regards to the set play and live performance. The devised work is marked by the teacher and externally moderated by AQA, whilst the scripted work is marked externally by a visiting examiner from AQA.

The course is demanding and challenging but extremely rewarding for those willing to show commitment. Drama is an excellent GCSE subject and many of today's employers appreciate how pupils are encouraged to be independent thinkers and co-operative team members.



Food Preparation and Nutrition

Board: Eduqas

GCSE Food Preparation and Nutrition is an exciting course and offers a perfect mix of practical and academic study. It equips pupils with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Pupils gain a greater understanding of wider environmental issues associated with food production and consumption.

Studying this course could lead to a career in food product development, sports nutrition, teaching, or customer research analyst, to name but a few.

Main subject content

- Food commodities
- Principles of nutrition
- Diet and good health
- Science of food
- Food provenance
- Cooking and food preparation

Assessment

The GCSE is assessed by Non-Examined Assessment (NEA) and written examination at the end of the course.

Non-Examined Assessment (NEA): (50%)

All assessments take place in the Vs.

Assessment 1: The food investigation assessment (15%)

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The food preparation assessment (35%)

Pupils will prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

Written examination: (50%)

The paper is 1 hour and 45 minutes in length and tests the theoretical knowledge of food preparation and nutrition.

The paper is made up of a combination of multiple choice, short answer and extended writing questions.



Geography

Board – AQA

GCSE Geography is based on a balanced framework of physical and human content. It allows students to investigate the link between the two disciplines, and approach and examine the connection between the man-made and natural worlds. It is a skills-based course, which is contemporary and relevant to all. Students who complete the course will have the skills and experience to progress to A Level and beyond.

Overview of the new specification content:

Paper 1: Living with the physical environment (35%)

Section A: The challenge of natural hazards

Section B: The living world

Section C: Physical landscapes in the UK

Paper 2: Challenges in the human environment (35%)

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

Paper 3: Geographical applications (30%)

Section A: Issue evaluation

Section B: Fieldwork

Geographical skills and fieldwork:

In the specification content, pupils are required to study case studies and examples. Case studies are broad in context and require breadth and depth of knowledge. Pupils need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. The two enquiries will be carried out in contrasting environments and will show an understanding of both physical and human geography. In at least one of the enquiries, pupils are expected to show an understanding of the interaction between physical and human geography. The cost of fieldwork is subsidised by the school as it forms a compulsory part of the course. However, there may be a small charge to parents, depending on the location chosen each year.

History

Board – CAIE

The course gives History IGCSE pupils the opportunity to investigate a range of topics so they are sure to find something that really inspires them.

The study of History trains pupils to select relevant information, assess the validity of an argument, think and write logically, make informed judgements about controversial issues and present a well-ordered case backed by supporting evidence thereby equipping them for a wide variety of careers. History is considered a worthwhile subject for entry to almost all degree courses. History also includes a number of cross-curricular skills and links with subjects like English and RS and can provide greater academic breadth for those focusing on the Sciences and other Arts subjects.

The course covers:

- Versailles Settlement
- The League of Nations
- Origins of World War II
- The United States, 1918-41

Assessment

Paper 1: Versailles Settlement, League of Nations, USA 1919-41 (40%)

Paper 2: Why do events in the Gulf matter 1970-2003? (33%)

Paper 4: USA 1919 – 41 (27%)



Computer Science

Board – OCR

Computer Science is at the centre of our lives today. Computers are everywhere and understanding how they work is becoming increasingly important. It is not just about writing programs. Careers as diverse as mechanical engineering, biology, archaeology and music technology are all using elements of Computer Science. This course explores the principles of digital technology. It introduces students to several concepts including understanding the components that make up digital systems, and how they communicate with one another and with other systems, as well as developing programming skills and understanding computational thinking through algorithms, programming techniques, and computational logic.

The course covers a wide range of topics including:

- How computers work
- Internet technologies
- System security
- Wired and wireless networks
- Ethics
- Problem solving
- Algorithm design
- Programming

Assessment

There are two examination papers:

Paper 1: Computer Systems (80 Marks)

1 hour 30 minutes.

This is a written paper containing short answer and structured questions (50%).

Paper 2: Computational thinking, algorithms and programming (80 Marks)

1 hour 30 minutes.

This is a written paper containing short answer and structured questions (50%).

The Duke of York Digital Enterprise Award (iDEA) (Bronze Award)

Pupils who do not choose Computer Science as an option will study for the Duke of York Digital Enterprise Award.

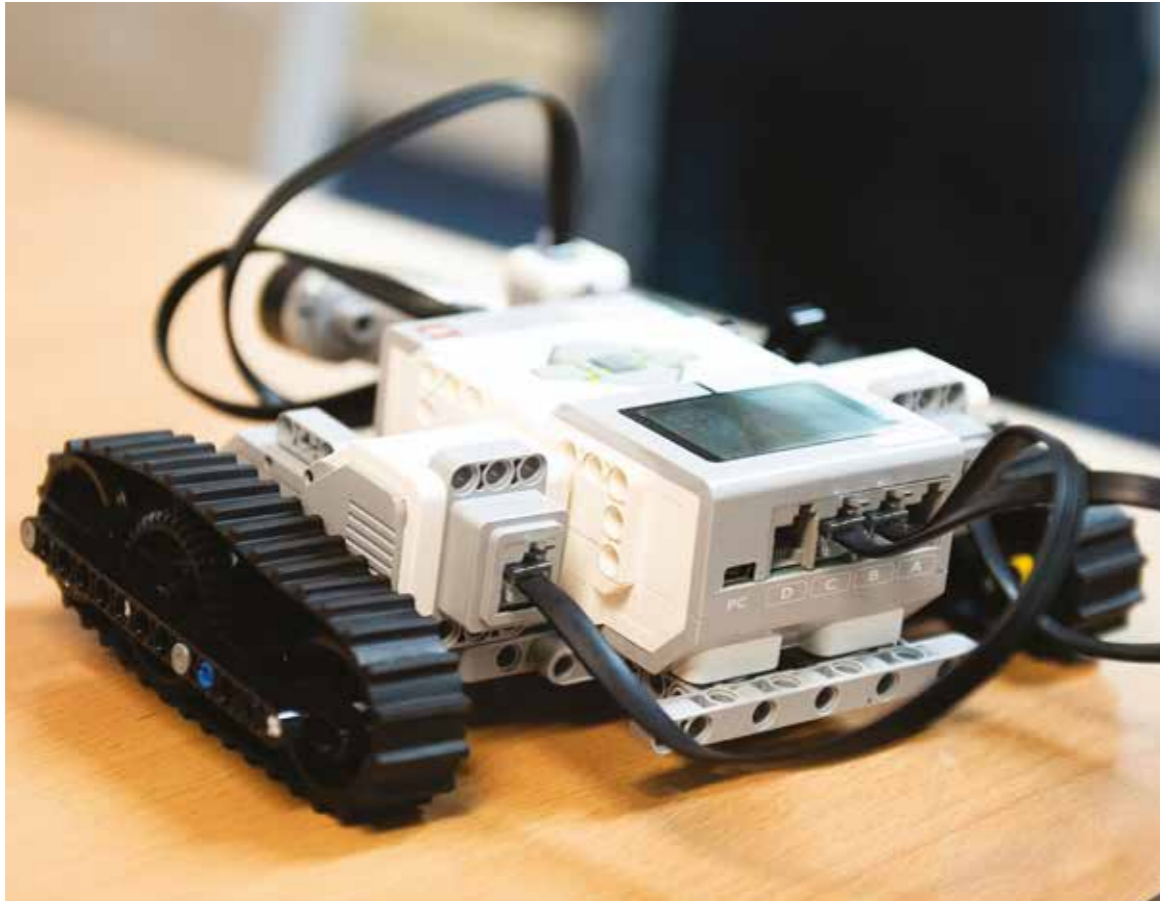
This award is an international programme aiming to help address the digital skills gap. The programme provides digital skills education in the form of engaging online modules (badges).

iDEA is a blended learning approach that aspires to be a digital and enterprise equivalent of The Duke of Edinburgh Award. Participants take on a series of

challenges which earn them points which aggregate towards their Bronze, Silver or Gold Inspiring Digital Enterprise Award.

Topics include: cyber security, cloud computing and e-safety, animation, growth hacking, customer relationship management and web development.

This award is recognised globally and forms an excellent foundation for the digital skills the pupils will require in the future.



Latin

Board – Eduqas

The pupils will continue to explore the Latin language and have the chance to study real Latin texts as they were written 2,000 years ago. We read selections of many of the best Roman writers, for example Cicero and Horace, which reveal life in ancient Rome, as well as highlights from Virgil, Ovid, Martial and more.

The language paper represents 50% of the examination mark, and the two literature papers represent 30% and 20% of the examination mark respectively.

Latin is an extremely rewarding and valuable subject, as well as being highly thought of by universities and employers. Alongside helping with modern languages, including English, the GCSE course opens a window onto another time and culture. The language work is challenging, but most pupils find this part of the fun, and the satisfaction they gain from translating a passage correctly is highly rewarding.

This course is examined in three papers: two literature-based and one language-based.



Modern Foreign Languages - French/German/Spanish

Board – CIE

This is a linear course which attaches equal weighting to the four skills of listening, reading, writing and speaking a language. The teaching of these skills is underpinned by a sound grammatical foundation. The course equips pupils to deal with everyday situations in the country of the language concerned, whether as a tourist or in social situations. It also provides an excellent basis for further study at A Level.

The themes and topics introduced in the course help to encourage tolerance, awareness and understanding of people in other countries and an appreciation of their culture. Knowledge of a modern foreign language is essential for good communications in the 21st century and is useful in the workplace as well as for leisure purposes.

The four components are assessed by way of examination at the end of the two year course. The reading and listening papers consist of a series of texts in the target language with instructions and comprehension questions also in the language. In the writing paper, candidates answer three questions of increasing difficulty in the target language. The first question is always filling in a form and subsequent questions involve writing texts up to 140 words. The oral examination lasts for approximately eleven minutes and consists of a role play and a conversation covering topics from the syllabus. All papers cover the whole ability range.



Music

Board – Edexcel

GCSE Music builds on the knowledge, vocabulary and skills gained in years Todd – III.

The course encourages pupils to develop their analytical and practical skills further, whilst continuing to simply enjoy listening to and learning about music.

The three main elements of Music incorporate many different skills and cross over into other subjects. Musicians demonstrate a high level of skill in many areas, written, analytical and practical, and have many characteristics that future interviewers and employers find favourable.

Requirements

- Pupils must play at least one instrument/sing.
- Pupils need to have a basic understanding of music theory.
- Pupils must enjoy listening to all genres of music.
- Pupils must be prepared to involve themselves fully in our co-curricular activities.

Course breakdown

Composition (30%) coursework

- Two short pieces; one written to a given outline and one free choice with a combined length of at least three minutes.
- The computer program Sibelius may be used to notate the score, or it may be written by hand.
- The pieces are marked internally and then sent for external moderation.

Performance (30%) coursework

- Two performances to be recorded at any point during the second year. These may be re-recorded as necessary.
- One performance must be a solo and one an ensemble, with a combined length of at least four minutes.
- The pieces must adhere to given guidelines of difficulty but Grade IV – V ABRSM or Trinity Guildhall is an approximate standard for the highest marks.
- The performances are marked internally and then sent for external moderation.

Listening & Appraising (40%) examination

- 1hr 45 minute examination.
- Musical elements, musical contexts and musical language are learnt through studying set works from four areas of study:
 - Instrumental Music (1700 – 1820)
 - Vocal Music
 - Music for Stage and Screen
 - Fusions
- One short melodic/rhythmic notation.
- One question on an unfamiliar piece.
- One question comparing/contrasting one set work with one unfamiliar piece of music.
- The paper is marked externally.

Physical Education

Board – AQA

GCSE Physical Education is a challenging course that enables candidates to apply the theoretical framework to their practical activities and sport. The specification covers the structure and functions of the musculoskeletal system, cardio-respiratory system, aerobic and anaerobic exercise, lever systems, physical training, injury prevention, information processing, diet, mental preparation, commercialisation and socio-cultural factors in physical activity.

This will be assessed via two written papers comprising 60% of the GCSE.

Non-exam assessment

This is the controlled assessment and comprises 40% of the GCSE.

Candidates will need to be assessed practically in three sports in the role of player/ performer. One of these must be in a team activity and one from an individual activity. The third activity may come from either list. Candidates can only be assessed once in any activity e.g. they may not be assessed in both singles and doubles tennis.



Team Activity	Comments
Acrobatic gymnastics	Cannot be assessed with gymnastics.
Association football	Cannot be five-a-side. Cannot be assessed with futsal.
Badminton	Cannot be assessed with singles badminton
Basketball	
Camogie	Cannot be assessed with hurling
Cricket	
Dance	Can only be used for one activity. Cannot be assessed with figure skating.
Figure skating	Can only be used for one activity. Cannot be assessed with dance.
Futsal	Cannot be assessed with football.
Gaelic football	
Handball	
Hockey	Must be field hockey.
Hurling	Cannot be assessed with camogie
Ice hockey	Cannot be assessed with inline roller hockey
Inline roller hockey	Cannot be assessed with ice hockey.
Lacrosse	
Netball	
Rowing	Cannot be assessed with sculling, canoeing or kayaking. This can only be used for one activity.
Rugby League	Cannot be assessed with Rugby Union or rugby sevens. Cannot be tag rugby.
Rugby Union	Can be assessed as sevens or fifteen-a-side. Cannot be assessed with Rugby League and cannot be tag rugby.
Sailing	Royal Yachting Associated recognised sailing boat classes only. This can only be used for one activity. Students must perform in the role of helm.
Sculling	Cannot be assessed with rowing, canoeing, kayaking, or individual sculling.
Squash	Cannot be assessed with singles squash.
Table tennis	Cannot be assessed with singles table tennis.
Tennis	Cannot be assessed with singles table tennis.
Volleyball	
Water polo	

Individual Activity	Comments
Amateur boxing	
Athletics	Long distance track running must not exceed 5,000 metres. Cross country running must not exceed 6,500 metres.
Badminton	Cannot be assessed with doubles badminton.
Canoeing/kayaking (slalom)	Cannot be assessed in both canoeing and kayaking. Cannot be assessed with canoeing/ kayaking sprint, rowing or sculling.
Canoeing/kayaking (sprint)	Cannot be assessed in both canoeing and kayaking. Cannot be assessed with canoeing/ kayaking slalom, rowing or sculling.
Cycling	Track (indoor/outdoor) road cycling or BMX (racing, not tricks) only. This can only be used for one activity.
Dance	Can only be used for one activity. Cannot be assessed with rhythmic gymnastics. Cannot be assessed with figure skating.
Diving	Platform diving only.
Equestrian	
Figure skating	This can only be used for one activity. Cannot be assessed with dance.
Golf	
Gymnastics	Floor routines and apparatus/specialism only. Can only be used for one activity. Students choosing rhythmic as their specialism cannot also be assessed in dance.
Rock climbing	Can be indoor or outdoor climbing.
Sailing	Royal Yachting Associated recognised sailing boat classes only. This can only be used for one activity. Students must perform in the role of helm.
Sculling	Cannot be assessed with rowing, canoeing or kayaking.
Skiing	Outdoor/indoor on snow. Cannot be assessed with snowboarding. Must not be on dry slopes.
Snowboarding	Outdoor/indoor on snow. Cannot be assessed with skiing. Must not be on dry slopes.
Squash	Cannot be assessed with doubles squash.
Swimming	Cannot be synchronised swimming. Cannot be personal survival. Cannot be lifesaving.
Table tennis	Cannot be assessed with doubles table tennis.
Tennis	Cannot be assessed with doubles tennis.
Trampoline	
Windsurfing	

Religious Studies

Board AQA

GCSE Religious Studies continues to develop the high-level critical-thinking skills which were nurtured in the lower school. Pupils will engage with a whole range of philosophical, theological and ethical debates and be encouraged to identify and justify their own viewpoints on many controversial issues. The similarities and differences between Worldviews will be investigated explored. It is an ideal course for those interested in developing reasoned argument and wish to pursue careers in law, medicine, education and social work.

Paper 2a: Themes (covered in the IVs).

Religious, philosophical and ethical studies themes:

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme D: Peace and Conflict
- Theme E: Religion, crime and punishment.

Assessment

- Written exam: 1 hour 45 minutes
- 50% of GCSE

Paper 1: Christian and Islamic Beliefs and Practices (covered in the Vs).

Beliefs, teachings and practices of:

- Christianity
- Islam

Assessment

- Written exam: 1 hour 45 minutes
- 50% of GCSE

PSHEE (Personal, Social, Health and Economic Education)

All pupils are taught one lesson a week throughout the IVs and the Autumn and Spring terms of the Vs and they build on the work already completed. Various topics will be studied in order to widen the pupils' horizons and to encourage them to become well-rounded, aware, confident individuals with an understanding of the world around them.

They have the opportunity to investigate the challenges and

opportunities of teenage life and the modern world through role play, discussion, group work, visits, guest speakers and individual assignments.

At the end of their studies they should understand democracy, diversity, the value of involvement in issues, local, national and global affairs and some of the realities of adult life.



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