

# OASIS ACADEMY SILVERTOWN

## Year 9 Options Booklet 2018/2019



Be Proud

Be Independent

Be Professional

Be Nice

Be Resilient

## Welcome to the next phase of your education

This is a really exciting time for you, as you are in a position to begin shaping the rest of your life. The curriculum offer has taken into consideration your views, aspirations and interests; as well as the courses you will need in order to give you the best chance of achievement and progression for future opportunities. The information provided in this booklet will give you some guidelines to help you make informed decisions about the right courses for you to follow over the next two years.

It is important that you consider a number of things when making your choice about your GCSE courses.

You may have some idea of what you want to do in the future or you may be unsure. It is important to consider courses that will give the best chances to access further learning and give you a broad range of skills. When making your choice please consider the following:

- What are your strengths?
- What interests do you have?
- What do the option choices involve and what careers may they lead to?
- What are your post 16 plans?
- Which university would you like to go to? Remember to Aim High!

Your choice needs to be personal to you and support you in the next phase of your education. It is important that you also discuss your plans and concerns with family, friends and teachers. If you need any further support you can speak to your Learning Coach, or subject teachers and the teacher who conducts your one to one interview.

## Completing Your Options Form

You will be guided into one of two pathways:

### Pathway 1

Students whose data indicates they are expected to achieve the highest grades with this compliment of subjects; the Ebacc subjects (English, Maths, Science, History, Computer Science, Languages and Geography) and who are aspiring to go on to University.

Students will **continue** with a **language and either History or Geography** and make **two further** option choices.

### Pathway 2

This is a broad pathway with a more diverse compliment of subjects to meet the needs of students for whom it is more appropriate to gain high value alternative qualifications, alongside GCSEs, leading onto Sixth Form College, Further Education and University. Students will make **three** option choices.

You will be allocated a one to one interview with a member of the Academy Leadership Team. These interview dates will be sent out in a letter to you after the half term holiday. **Your Parent/Carer must be present at the interview. At this meeting you will complete your options form.** Non-attendance will result in options being chosen for you by your interviewer.

Please ensure you ask any questions you have about your options, as it is important to feel prepared and confident with the choices you make.

Wishing you all the best for your future



James Gordon  
**Assistant Principal**  
Oasis Silvertown

# Advice from Oasis Academy Silvertown Y10 Students

## Do

- Make sure you pick subjects that you are good at.
- Pick subjects that you enjoy and not just ones that you think would look good on your CV.
- Pick subjects that link with your future aspirations.
- Go for a variety of subjects; remember universities look for a balanced range of subjects.
- Talk to teachers about the subjects before picking them to make sure it is what you want.
- Think carefully about the subjects and don't rush your choices.
- Speak to your parents / family about your option choices.
- Look into the qualifications that your chosen career needs.
- Look at past reports and target grades to establish subjects that you are achieving in.
- Make sure you are 100% certain on your choices as you do not want to be changing options.

## Don't

- Don't choose an option because your friends are.
- Don't pick a subject because you like the teacher.
- Don't choose a subject because you think it is easy.
- Don't feel pressured by family to pick certain subjects.
- Don't be afraid to ask questions.

Your curriculum for the next two years is split into two halves: your core curriculum offer and your personal choices. Each student will have a different curriculum dependent on their interests, aspirations, ability/level and strengths. The core offer is the same for all.

The core offer for everyone is:

- Mathematics (GCSE)
- English Literature and Language (GCSE)
- PSHE (no exam)
- Science - one of two pathways dependent on interest and ability. (GCSE)
- PE (no exam)

**The Baccalaureate Subjects are those academic courses that the government have listed as key gateway subjects to further academic learning.**

During the information afternoon, consider which option choices you would like to take. Please also consider your reserve options, we will use this in the event of not being able to offer or match your preferred choices.

### **English Baccalaureate Subjects**

GCSE English & English Literature - Compulsory

GCSE Maths – Compulsory

GCSE Science Trilogy Combined - Compulsory

GCSE French

GCSE Geography

GCSE History

\*\*GCSE Computer Science – Pathway 1 only

### **Other Options**

GCSE Fine Art

GCSE Music

GCSE PE

GCSE RE

GCSE Separate Science - Biology, Chemistry, Physics

\*\*GCSE Drama

**\*\* Please note these options will only run if there is sufficient uptake from students and any necessary advertisements for posts enable us to recruit teachers of the highest quality.**

# Changes to education & the new Progress 8 measure: A Parent's Guide

Previously, schools and students were measured by the achievement of 5 GCSEs at A\* to C including English and Mathematics.

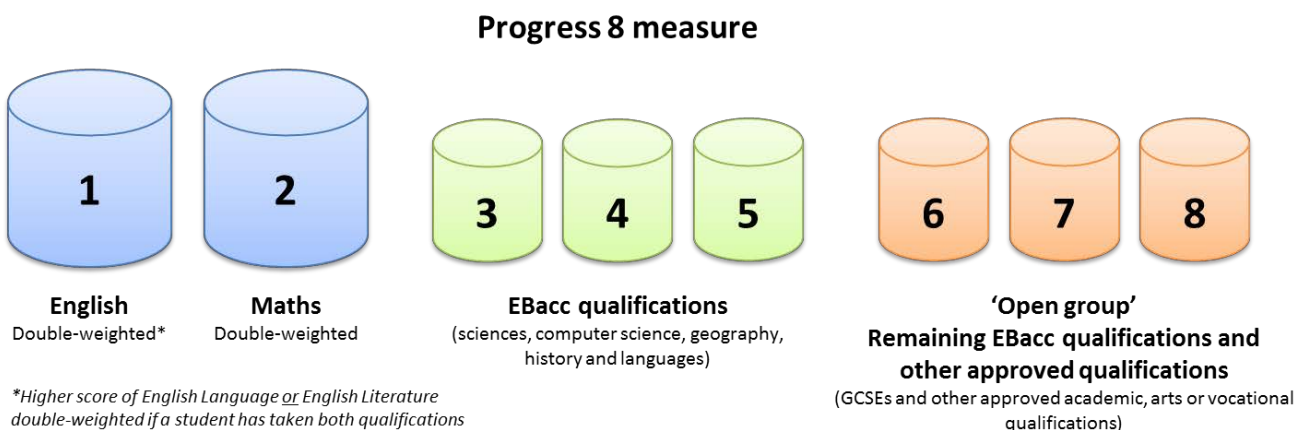
From 2016 there will be four separate measures: Progress 8, Attainment 8, English and Mathematics and EBacc.

## Progress 8

Progress 8 is the average progress that your child will make from year 7 to 11 in eight subjects, above or below the national achievement of similar students.

The Progress 8 measure is designed to encourage all students to study a **broad and balanced curriculum**.

For each student the **8 subjects must be a combination from the diagram below**.



The Progress 8 score will always be determined by dividing the points total by 10 (the eight best suitable qualifications with English/English Literature and Mathematics counting double), regardless of how many qualifications your daughter sits or in which subjects.

- **Attainment 8** – shows the students' total achievement in the same group of subjects as the Progress 8 measure. The attainment and score is calculated by simply adding the value of each subject grade together.
- **English and Mathematics** – If your child achieved a 5 or better in both English (either Language or Literature) and Mathematics.
- **The EBacc** – If your child achieved good grades 9 to 5 across a range of specific subjects.
- **English Baccalaureate** – consists of English, Mathematics, 2 x Science, History or Geography and a Language.

# English Language

## AIMS OF THE COURSE

The English Course is designed to develop:

1. Understanding of the spoken word and the ability to express ideas effectively in a variety of forms.
2. Understanding of the written word and the ability to respond to, compare and evaluate a wide range of texts.
3. The ability to write appropriately and accurately in a range of forms.

## CONTENT AND ASSESSMENT/OTHER INFORMATION

All texts in the examination will be unseen

<b>Paper 1: Explorations in Creative Reading and Writing</b>		
<b>Written Exam</b>	<b>50% of the total GCSE marks</b>	<b>1 hour 45 minutes</b>
<b>Section A: Reading (40 marks) (25%)</b>	-one single text	
One literature fiction text	<ul style="list-style-type: none"> <li>• 1 short form question (1 x 4 marks)</li> <li>• 2 longer form questions (2 x 8 marks)</li> <li>• 1 extended question (1 x 20 marks)</li> </ul>	
<b>Section B: Writing (40 marks) (25%)</b>	• 1 extended writing question (24 marks for content, 16 marks for technical accuracy)	
Descriptive or narrative writing		

<b>Paper 2: Writers' Viewpoints and Perspectives</b>		
<b>Written Exam</b>	<b>50% of the total GCSE marks</b>	<b>1 hour 45 minutes</b>
<b>Section A: Reading (40 marks) (25%)</b>	-two linked texts	
One non-fiction text and one literary non-fiction text	<ul style="list-style-type: none"> <li>• 1 short form question (1 x 4 marks)</li> <li>• 2 longer form questions (1 x 8, 1 x 12 marks)</li> <li>• 1 extended question (1 x 16 marks)</li> </ul>	
<b>Section B: Writing (40 marks) (25%)</b>	• 1 extended writing questions (24 marks for content, 16 marks for technical accuracy)	
Writing to present a viewpoint		

<b>Non-examination Assessment Spoken Language</b>
<b>What's assessed</b> (AO7-AO9) <ul style="list-style-type: none"> <li>• Presenting</li> <li>• Responding to questions and feedback</li> <li>• Use of Standard English</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Assessed</b></li> <li>• Teacher set throughout course</li> <li>• Marked by teacher</li> <li>• Separate endorsement (0% weighting of GCSE)</li> <li>• We follow the AQA 8700 course</li> </ul>

# English Literature

## AIMS OF THE COURSE

The GCSE English Literature enables students to develop:

1. The ability to understand and respond to a range of literature texts and to appreciate the ways in which different authors achieve their purpose.
2. The ability to compare and evaluate a range of literary texts.
3. Understanding how form and style is suited to the particular audience and purpose.

## CONTENT AND ASSESSMENT/OTHER INFORMATION

All assessments are closed book: any stimulus materials required will be provided as part of the assessment.

All assessments are compulsory.

<b>Paper 1: Shakespeare and the 19<sup>th</sup>-century novel</b>			
<b>Written paper</b>	<b>40% of the total GCSE marks</b>	1 hour 45 minutes	64 marks
<b>Section A:</b> 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.		
<b>Section B:</b> The 19 <sup>th</sup> -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		

<b>Paper 2: Modern texts and poetry</b>			
<b>Written paper</b>	<b>60% of the total GCSE marks</b>	2 hours 15 minutes	96 marks
<b>Section A:</b> Modern text	Students will answer one essay question from a choice of two on their studied modern prose or drama text.		
<b>Section B:</b> Poetry (Comparative question)	Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.		
<b>Section C:</b> Unseen Poetry (Comparative question)	Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.		

We follow the AQA 8702 course



# Mathematics

## AIMS OF THE COURSE

The aims of the Mathematics course in Years 10 and 11 are:

1. To ensure that all students study mathematics to the highest level of which they are capable.
2. To provide interesting lessons for all students, which will develop their skills in using and applying a range of mathematical knowledge.

## CONTENT

The Mathematics Curriculum Area uses the AQA specification and units taught through building on existing Key Stage 3 learning, whilst also introducing new mathematical knowledge, understanding and skills. All students follow the National Curriculum to their appropriate level, covering Statistics & Probability, Number, Algebra and Geometry & Measures. Within each of the themes, they use and apply their knowledge and skills to real-life situations as well as investigating new areas of mathematics. Recognising the importance of Mathematics in their own lives and in society, students learn to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

Students experience a variety of types of lesson: teacher-led sessions which introduce new ideas, individual work where they improve their skills and group or paired work where pupils collaborate and develop their understanding of Mathematics. Students use calculators and computers in lessons and need to learn when it is or is not appropriate to do so.

The New 9-1 GCSE is more demanding and covers more material than the previous specification, it requires more class time to be delivered and as a result it is examined over 3 papers rather than 2 as in the old specification

## ASSESSMENT/HOMEWORK/EQUIPMENT

**Assessment:** all students will be entered for a GCSE in Mathematics from the AQA exam board. The students will be entered for one of two tiers depending on their progress over the course:

Higher Tier

Foundation Tier

There are three exam papers for each tier each lasting 1.5hrs long:

Paper 1: Non-Calculator paper

Paper 2: Calculator paper

Paper 3: Calculator paper

### Equipment

Students will use scientific calculators, rulers, compasses and angle-measurers throughout the course and in the GCSE examinations: we recommend they have their own set of equipment which they should bring to each mathematics lesson so they become familiar with using it in preparation for their exams.

# Separate Science (Triple) – AQA

## (Physics, Chemistry and Biology)

**Separate Science** is a subject you should pick if you are passionate about Science and want to follow a Science related career. You will gain three separate GCSE's (Triple Science) in Physics, Chemistry and Biology

Please see details below for course structure.

### Subject Content

#### Biology

- 1. Cell biology
- 2. Organisation
- 3. Infection and response
- 4. Bioenergetics
- 5. Homeostasis and response
- 6. Inheritance, variation and evolution
- 7. Ecology

#### Chemistry

- 1. Atomic structure and the periodic table
- 2. Bonding, structure, and the properties of matter
- 3. Quantitative chemistry
- 4. Chemical changes
- 5. Energy changes
- 6. The rate and extent of chemical change
- 7. Organic chemistry
- 8. Chemical analysis
- 9. Chemistry of the atmosphere
- 10. Using resources

#### Physics

- 1. Forces
- 2. Energy
- 3. Waves
- 4. Electricity
- 5. Magnetism and electromagnetism
- 6. Particle model of matter
- 7. Atomic structure
- 8. Space physics (physics only)

#### Examinations

- 2 x 1hr 45minute exams for Biology, Chemistry and Physics
- 100% exams-Multiple choice, structured, closed short answer and open response.

**These qualifications are linear. Linear means that students will sit all their exams at the end of the course.**

## **Combined Science: Trilogy – AQA (referred to as Double Science)**

Compulsory for all students. You will gain two GCSE grades. Please see details below for course structure.

### **Subject Content**

#### **Biology**

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

#### **Chemistry**

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

#### **Physics**

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure

#### **Examinations**

- 2 x 1hr 15minute exams for Biology, Chemistry and Physics
- 100% exams-Multiple choice, structured, closed short answer and open response.

**These qualifications are linear. Linear means that students will sit all their exams at the end of the course.**

# Computer Science

## (This course is only available as a Pathway 1 option)

This carefully planned course gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

### AIMS OF THE COURSE

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to Computer Science

### CONTENT

Assessment model, consisting of two papers, one focusing on the theory of **Computer Science** and one with a focus on **programming and algorithms**.

#### Computer systems

Systems Architecture | Memory Storage | Wired and wireless networks | Network topologies | Protocols and layers | System security | System software | Ethical, legal, cultural and environmental concern

#### Computational thinking, algorithms and programming

Algorithms | Programming techniques | Producing robust programs | Computational logic | Translators and facilities of languages | Data representation

#### Programming project

Programming techniques | Analysis | Design | Development | Testing and evaluation and conclusions

### ASSESSMENT

There are two parts that contribute to the final grade;

1. **Computer Systems: 50%** -1 hour and 30 minutes **Written paper**
2. **Computational thinking, algorithms and programming: 50%** - 1 hour and 30 minutes **Written paper**
3. **Programming project: - 20 hours Project (compulsory but not part of the assessment)**

Students create solutions to computing tasks chosen from a set of options supplied by OCR.

## AIMS OF THE COURSE

1. To develop language-learning skills both for immediate use and to prepare students for further language study and use in school, higher education or employment.
2. To develop student's ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.
3. To acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts.
4. To develop awareness and understanding of the culture and identity of the countries and communities where French is spoken.

## TOPICS STUDIED:

- Identity and Culture- family and relationships, festivals and celebrations, technology in everyday life, free time activities
- Local, national, international and global areas of interest- home town and area, social issues, the environment, travel and tourism
- Current and future study and employment

All topics will be studied in the context of both the students' home country and that of countries and communities where French is spoken.

## OTHER INFORMATION

More than 220 million people speak French and it is the sixth most widely spoken language in the world. It is associated with a rich literary and artistic heritage and is an official language of international diplomacy.

Students with knowledge of French are highly sought in the job market. France itself is the world's fifth largest economy and knowledge of French is invaluable for working in emerging markets. The GCSE in French is also a rigorous academic qualification that is highly respected by colleges and the UK's top universities.

## ASSESSMENT

All four skills (Speaking, Writing, Reading and Listening) are assessed at the end of year 11 and carry an equal weighting of 25% each. We follow the AQA GCSE specification.

# Geography

## IS GEOGRAPHY THE RIGHT COURSE FOR ME?

The world is always changing. Geography gives you an opportunity to get to grips with some of the big questions which affect our world and the influence we all have. It is a good study choice if:

- You want to understand some of the big current global issues such as population change, hazards and global warming.
- You want to be a leader in the wider society. We will help you to develop the skills you need to think critically about the world around you, process information presented in a variety of ways, think about issues from different perspectives and develop your own viewpoints.
- You are keen to increase your appreciation and awareness of the world you live in.
- You want to improve your skills in written and verbal communication and deepen your abilities in critical thinking.
- You are preparing for college, university and the world of work (for example, jobs involving people, current affairs or engineering). Geography is well respected by universities and employers alike - geographers are very employable!

## COURSE CONTENT

We use the new **AQA specification**. Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

**Module 1: Living with the physical environment** (Section A: The challenge of natural hazards; Section B: Physical landscapes in the UK; Section C: The living world). This section is worth **35%** of your total GCSE.

**Module 2: Challenges in the human environment** (Section A: Urban issues and challenges; Section B: The changing economic world; Section C: The challenge of resource management). This section is worth **35%** of your total GCSE.

**Module 3: Geographical applications** (Section A: Issue evaluation; Section B: Fieldwork). This section is worth **30%** of your total GCSE.

### What can you expect from the course?

We aim to provide every student with every opportunity to achieve their full potential. Lessons will be challenging and engaging with learning resources that will help you achieve success.

### What do we expect from students?

You will need to aim high, work hard, and be enthusiastic and enquiring.

# History

## AIMS OF THE COURSE:

The students will develop:-

1. Historical Analysis – Cause & Consequence, Change & Continuity, Similarity & Difference, Interpretations of the past, & evidential understanding.
2. An understanding of how events in the past have shaped the modern world.
3. A breadth of knowledge spanning the last 1000 years as well as a depth of knowledge in relation to specific elements of British, European and World history.

A History qualification demonstrates critical thinking, analytical skills and the ability to make connections between social, economic and political issues.

## CONTENT

**The GCSE course studied in Years 10 and 11 will be the Edexcel course**

The following topics will be covered:

- Paper 1:** Thematic study and historic environment Option 10: Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.
- Paper 2:** Period study and British depth study Part A: Period study- Options 26/27: Superpower relations and the Cold War, 1941–91, Part B: British depth study B4: Early Elizabethan England, 1558–88
- Paper 3:** Modern depth study, Option 31: Weimar and Nazi Germany, 1918–39

## ASSESSMENT/OTHER INFORMATION

There will be three examination papers. There is no coursework or controlled assessment element.

- Exam 1:** Crime and Punishment in Britain c.1,000-present and Whitechapel c1870-1900.
- Exam 2:** Superpower relations and the Cold War 1941-1991 AND Early Elizabethan England, 1558-88
- Exam 3:** Weimar and Nazi Germany, 1918–39

# Drama

## AIMS OF THE COURSE

This qualification is designed for learners who wish to develop a range of transferable practical and academic skills, and to develop clear understanding of drama and theatre. Due to its focus on academic as well as practical skills, the course is accepted by Russell Group Universities. 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, both practically and in their written work. The GCSE offers opportunities to:

- develop an understanding of plays in practical performance and under academic study
- improve written and oral communication skills
- participate in a range of performances and rehearsals, and reflect on them through writing
- attend and evaluate a piece of live theatre

## What Do I Need To Do This Course?

You should have a real interest in practical drama and theatre, both in terms of scripted and devised drama, and the evaluation of live theatre.

You also need to have a willingness to work out of hours as you will be expected to rehearse independently for performances and on coursework projects, as well as to answer a wide range of written questions about drama.

You also need to have good attendance as you will often work in groups and your assessments will take place within curriculum time.

### Why this course?

- Students who study Drama develop a wide range of transferrable in addition to theatrical skills. Students who complete GCSE Drama often follow career paths in industries including but not limited to; acting, theatre, online, print and broadcasting media, teaching, law, business and a range of other professions.

## ASSESSMENT AND OTHER INFORMATION

There are three components in the GCSE Drama:

### **Component 1: Understanding drama (40% of GCSE)**

What's assessed • Knowledge and understanding of drama and theatre • Study of one set play from a choice of six • Analysis and evaluation of the work of live theatre makers

How it's assessed • Written exam: 1 hour and 45 minutes • Open book

### **Component 2: Devising drama (practical) (40% of GCSE)**

What's assessed • Process of creating devised drama • Performance of devised drama (students may contribute as performer or designer) • Analysis and evaluation of own work

How it's assessed • Devising log • Devised performance

### **Component 3: Texts in practice (practical) (20% of GCSE)**

What's assessed • Performance of two extracts from one play (students may contribute as performer or designer)

How it's assessed • Performance of Extract 1 and Extract 2

The course we follow is AQA.



# Fine Art



## Are you a creative individual?

Are you interested in a career in.....

- Design (product, web design, clothes, games, jewellery, graphic or interior design etc)?
- Art (Artist, curator, educator, teacher, gallery work)?
- Photography?
- Illustration?
- Animation?
- Architecture?

## If so a Fine Art GCSE may be for you!

### AIMS OF THE COURSE

- To develop creativity and imaginative thought.
- To develop skills as an independent learner.
- To use a range of Art materials and techniques with skill and confidence.
- Develop an understanding of the work of Artists and Designers and how they affect us.
- To develop a portfolio of work for further education or employment.

### CONTENT

- You will create a portfolio of work, consisting of a number of smaller projects.
- Initial themes and questions are set by the teacher but you are expected to work towards developing your own ideas as artists and designers.
- You will have the opportunity to work with a range of materials such as: tonal pencil, paints, textiles, sculpture, printing, ICT, collage, photography, ceramics etc.
- You will have the opportunity to study artists and designers through trips to galleries, artist studios and museums and through workshops and projects with artists.

### ASSESSMENT

Controlled Assessment/Coursework: 60%

Externally Set Task/Exam: 40%

All work is assessed to the Edexcel Assessment Objectives.

We follow the Edexcel Art GCSE.

**PLEASE NOTE YOU CANNOT STUDY FINE ART AND TEXTILE DESIGN TOGETHER**

# Music

## AIMS OF THE COURSE

Students will develop:

1. an enjoyment of **playing** and **listening** to music of different styles and cultures
2. an understanding of the **language of music** in terms of theory and structure
3. an enthusiasm for **composing** music in various styles individually and as part of a group
4. the confidence to **perform vocally and/or instrumentally**, solo or as part of an ensemble, from notation and by ear

## CONTENT

1. Performance pieces will be selected by the students with the guidance of the teacher and there will be ample opportunity to perform for school events.
2. Students will compose a variety of music using given or chosen stimuli. They can work both with acoustic instruments and/or modern recording and computer technology.
3. Music of many styles and cultures will be listened to and analysed with a view to developing critical listening skills and an understanding of music.
4. 60% of performance and composition work can be completed in students' own choice of style and medium (e.g. voice, piano – any instrument)

## ASSESSMENT/OTHER INFORMATION

- Most homework tasks are practical and therefore **all students must be prepared to give up extra-curricular time to develop their skills.**
- All music students will need to choose one instrument (or their voice) that they will perform on and will have free instrumental lessons provided on this instrument (or voice)
- Assessment will be an ongoing process culminating in:-
  - 2 compositions 30% }  
} Developed throughout the course
  - 2 performances 30% }
  - A 1 ½ hour listening exam 40%

The OCR GCSE Music course is followed.  
For further information please contact Ms Boxer or Mr Parrish.

## AIMS OF THE COURSE

- To promote physical activities and a healthy lifestyle throughout a variety of sports
- To develop knowledge and understanding as a competitor
- To recognise the relevant rules and safety procedures associated with different sporting activities
- To create numerous cross-curricular links with subjects like Science, English, Geography and History
- To increase skill level, overall performance in game play & tactical awareness in a wide range of practical activities
- To investigate the psychology of sport and how this can affect an athlete's/team's overall performance

## CONTENT

Students will study a range of practical activities, including Netball, Handball, Badminton, Dance, Rowing, football, Lacrosse and Athletics. If you are exceptionally strong in another practical activity (e.g. Equestrian Studies, Skiing, Snowboarding etc.), then that could also be assessed as one of your 3 sports.

- You must have an interest in Physical Education, sport and exercise
- **PE is 60% theory and 40% practical** (you will have to complete one sport that is a team game and one individual sport and then one of your choice). You will put forwards 3 sports.
- \* You must be prepared to join and remain committed to at least one extra curricular club
- \* You will be expected to contribute towards the organisation of Sports Day, Inter Form competitions or Athletics meets

The theoretical element of this course will cover elements of Anatomy and Physiology, factors affecting participation in physical activities, the demands of performance in sport (e.g. injuries and injury treatment), issues surrounding diet, sports psychology and safety aspects surrounding Physical Education/Sport.

## ASSESSMENT/OTHER INFORMATION:

We follow the OCR GCSE syllabus.

There is a final written examination, final coursework, as well as a practical moderation to determine your final marks. End of module tests/assessments will take place at the end of each half term throughout the course.

# Religious Studies

## AIMS OF THE COURSE

1. To investigate and respond to the fundamental questions of life raised by religious and human experience
2. To acquire knowledge and develop understanding of the beliefs, values and traditions in two religions
3. To engage with important religious, moral and philosophical issues facing the modern world
4. To explore their own beliefs and self-identity
5. To develop evaluative, analytical and thinking skills

## CONTENT

The course consists of two components:

**COMPONENT 1 - The study of religions, beliefs, teachings and practices.**

Students will study

- Christianity
- Hinduism

**COMPONENT 2 - Thematic Studies- ethical and world issues and religious and non-religious responses to them**

- Theme A – Relationships and families
- Theme B - Religion and life
- Theme D – Religion, peace and conflict
- Theme F – Religion, human rights and social justice

## ASSESSMENT/OTHER INFORMATION

All students who study the R.S. course will gain a full GCSE. There are two written examination papers which consist of short answer questions and short essay style questions.

There is NO coursework requirement.

Student discussion and reflection is an important element of the course.

Students will attend trips to local places of worship.

Students will follow the AQA GCSE Specification A (8062) Course.