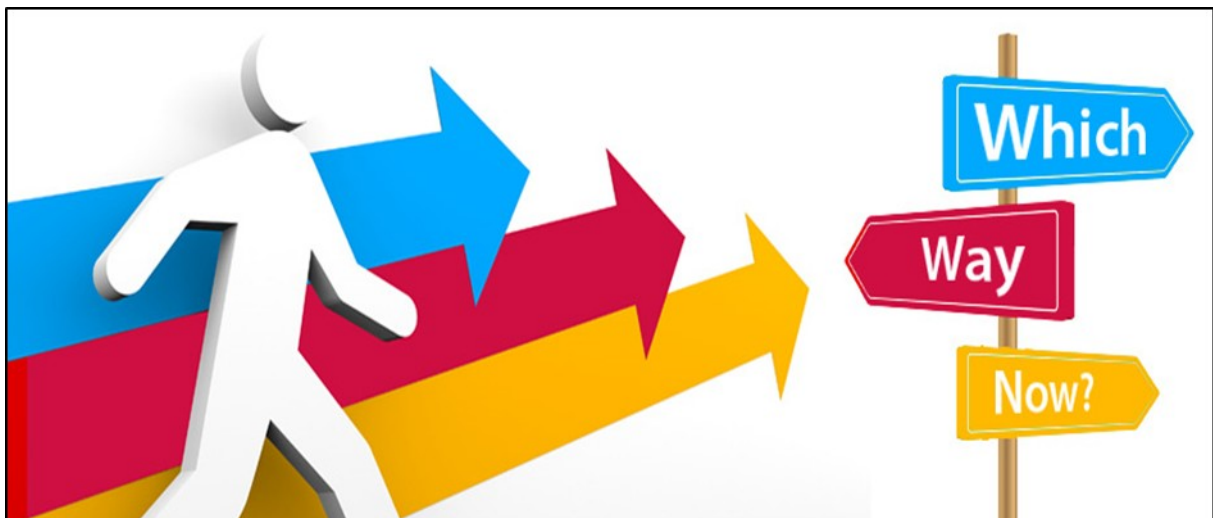


# **KS4 Options 2026**

## **Information, Advice and Guidance for Year 9 Students & Parents**



# Options 2026

The time has come for you to choose some of the subjects you wish to study for the next two years. This is a crucial decision for you. You need to ensure you strike the right balance of what you enjoy whilst keeping an idea on future career plans and what you will need to deliver them.

The choice of options helps you to study what you enjoy and what you are good at, although you might have to choose between two subjects when you would like to do both of them. Your tutors, Head of Year, teachers, Miss Cannam and our Careers Advisor are here to advise you at each stage. Obviously, you will do better and find KS4 easier to navigate, if you have a keen interest in the subject and the willingness to work hard to achieve your very best.

When making your decisions, consider the following to help you:

- Be clear about your own strengths and weaknesses in term of specific subjects;
- Aim for a balanced selection across different subject areas and faculties;
- Consider carefully what your possible career pathways might be. Aim to be flexible to keep your options open;
- Be sure to investigate the entry requirements for any Post-16 institutions you are considering;
- Talk to your parents, tutor and subject teachers for help and guidance;
- Read the information for each subject in this booklet very carefully. Consider how you will be assessed and what the course involves. This may help you to finalise your decision.

When making your decision, beware of falling into the following traps:

- Do not choose a subject because your friend is doing it. You may end up in different classes and their strengths and interest may not necessarily be yours!
- Do not choose a subject because you assume you will have a specific teacher. Timetables are complicated and we cannot advise of who will teach which groups or subjects before the options are finalised.

Your options are an important step for you but remember, you are not alone. Guidance and support is available throughout the process. The following key dates need to be uppermost in your mind as we move through this process:

Week Beginning 2nd February	<ul style="list-style-type: none"> <li>• <b>Y9 Options Week</b> – a focused week with activities designed to support you. Your parents will have received letters and you will receive your options handbook to share with your parents.</li> </ul>
Tuesday 3rd February	<ul style="list-style-type: none"> <li>• Tutor time/Assembly devoted to Options and supporting your decision-making.</li> </ul>
Thursday 5th February	<ul style="list-style-type: none"> <li>• Y9 Options Evening for parents</li> </ul>
Tuesday 26th February	<ul style="list-style-type: none"> <li>• Y9 Subject Parent Evening</li> <li>• Y9 reports issued</li> </ul>
Friday 7th March	<ul style="list-style-type: none"> <li>• <b>Final deadline for Option Form returns</b></li> <li>• Any received after this date will reduce the chance of you receiving your preferred option choices. It's important you do all you can to meet this deadline.</li> </ul>



## Other Factors to Consider

### English Baccalaureate Subjects

The 'Ebacc', as it is known, is not an additional qualification. It is, rather, a group of subjects the government recommends as representing a broad, balanced and academically rigorous suite of qualifications. To achieve the 'Ebacc' you would need to study the following GCSE subjects:

- English, Maths and Science (all of which you will study as **core** subjects)
- A Modern Foreign Language (either Spanish **OR** French at TK)
- **EITHER** History **OR** Geography.

It is important to note that one of the current Government's key reforms is the removal of the EBacc—further information can be found [here](#).

At Thomas Keble, we do not insist every child takes the Ebacc suite of qualifications. However, the opportunity is there for those who feel they wish to pursue this study route. We would encourage all students to consider it, we do recognise it is not right for everyone and we aim to provide flexibility for all students to consider it within the Options process.

### **Are Vocational Subjects as rigorous as GCSE Subjects?**

GCSE routes are not the ideal pathway for every student. In a small number of subject areas, we offer high quality, vocational alternatives. These are Level 2 courses and **are** accepted by our Post-16 Providers as supplementary qualifications, outside of the core 'academic basket.' They do not close any doors and students can choose to study them, confident they will support applications to local Post-16 providers—all entry requirements can be found on their websites.

# Your Route to Success

Your KS4 course is very important. It is made up of a number of different elements. The details below will help you to understand these elements:

## Core subjects

These are compulsory and are studied by all students. At Thomas Keble, the following subjects are CORE:

- English Language and English Literature;
- Mathematics;
- Science: Choosing between the different pathways that are suited to your Science ability;\*
- Core Religion, Philosophy and Ethics (Non-examinable);
- Core PE lessons (not examined but vital to maintaining a healthy balance of body and mind!). (Non-examinable);
- Relationships and sex education (RSE) and health education ( Year 10) (Non-examinable).

Your **CORE** subjects will count as 5 or 6 qualifications.

In addition to the core subjects, you will need to choose another FOUR option subjects. This will mean you will achieve either 9 and 10 qualifications by the end of Year 11.

## **\*Triple Science selection process—A maximum of 32 students can be accommodated in one Triple Science group.**

We offer 32 students the opportunity to take Triple Science. If any of these students decline, then we will offer the spare space to another student until we have a full class of 32.

Students will then be selected based on:

- Their final Y9 Pathway Assessment;
- Average score of their end of unit Y9 tests;
- Science Effort scores on Y9 reports 1-4;
- Science Hwk scores on Y9 reports 1-4;
- Not having 'progress' concerns on their Y9 reports.

These criteria will be made clear when parents are offered the choice by the end of June. They will also be flagged up at the Options Evening.

## **There are some rules...**

To provide equal access for all and to ensure you study a broad and balanced programme of subjects, the following 'rules' apply to your choices:

- You cannot choose the same subject more than once (e.g. you can't study both GCSE PE and OCR PE);
- You CAN combine iMedia and Computer Science (both computing based);
- Your option form choices cannot contain more than one Design Technology subject. This is due to the large amount of coursework contained within the GCSE Design subjects.

## **Please note the following:**

- Whilst we endeavour to allocate students their first choice preference, in a small number of cases this will not be possible. Reasons for this include: staffing and timetable restrictions, limited number of places available for some subjects due to health and safety (eg. DT Food), insufficient number of students opting for a subject, rendering a course unviable to run;
- If it is the case that we cannot allocate a student their first choices, they will be spoken to by Mrs Rossiter during the summer term;
- Option choices will be confirmed to students in the summer term;
- Only in exceptional circumstances will a student be allowed to change their options — If a student wishes to change their options, a parent/carer will need to make a formal request, for the attention of Mrs Rossiter, by the end of September 2026. Students and their parent/carer will be notified, within 5 working days, of the final decision as to whether any changes can be made. No pupil will be allowed to change their options after the 30th September 2026.

# Your Route to Success



## Further Information, Advice and Guidance

Whilst this booklet will give you details for all of the courses on offer next year, there will undoubtedly be occasions where you want more advice and guidance. We can certainly help with that! Take full advantage of all the resources on offer:

- Your teachers - they are the best source of information on the courses themselves;
- Our Careers Advisor- book an appointment by speaking to Mrs Lowe in Reception;
- The school website;
- Options Evening;
- Parents' Evening;
- The exam board websites - these are listed under each subject area in this booklet.

Remember, the support you will receive does not stop in Year 9. During Y10 and 11, we aim to ensure you are fully aware of all the opportunities available so you can make plans for your life beyond Thomas Keble. You will be invited to a host of activities, events and information packages and will have a chance to meet with a wide range of Post-16 providers to make those all important decisions.

Please also find below links to our top post-16 providers (2024 data) so you can look at their general entry requirements and the entry requirements for specific subjects.

Cirencester College - <https://www.cirencester.ac.uk/>

Stroud College - <https://www.sgscol.ac.uk/>

Hartpury College - <https://www.hartpury.ac.uk/>

Marling Sixth Form - <https://www.marlingsixthform.org/>

Stroud High Sixth Form - <https://www.stroudhighsixthform.co.uk/>

Gloucestershire College - <https://www.gloscol.ac.uk/>

# Examinations 2028

Subject	Board	Code	Tiers	Award	Grading
English Language	AQA	8700	1	GCSE	9-1
English Literature	AQA	8702	1	GCSE	9-1
Maths	Edexcel	IMA1	2	GCSE	9-1
Entry Level English	Edexcel	NENO		Entry level	EL1 EL2 or EL3
Entry Level Maths	AQA	5930		Entry level	EL1 EL2 or EL3
Entry Level Science	AQA	5960		Entry level	EL1 EL2 or EL3
Combined Science Trilogy	AQA	8464	2	GCSE Double Award	99-11
Biology	AQA	8461	2	GCSE	9-1
Chemistry	AQA	8462	2	GCSE	9-1
Physics	AQA	8463	2	GCSE	9-1
Art	AQA	8201	1	GCSE	9-1
Citizenship	OCR	J270	1	GCSE	9-1
Computing: Computer Science	Edexcel	1CP2	1	GCSE	9-1
Creative iMedia	OCR	J834	1	Cambridge National Award	P1, M1, D1, P2, M2, D2, D*2
Employability Skills/CoPE	ASDAN	100/3559/X	1	Level 1/2 Certificate	Pass
Dance	AQA	8236	1	GCSE	9-1
Drama	AQA	8261	1	GCSE	9-1
DT Food & Nutrition	Eduqas	C560P1	1	GCSE	9-1
DT Hospitality & Catering	WJEC	5409	1	Level 1/2 Award	P1, M1, D1, P2, M2, D2, D*2
DT Timbers	Edexcel	1DT0	1	GCSE	9-1
DT Textiles (Art and Design)	Edexcel	1TE0	1	GCSE	9-1
Geography	AQA	8035	1	GCSE	9-1
History	OCR	J411	1	GCSE	9-1
MFL: French	AQA	8652	2	GCSE	9-1
MFL: Spanish	AQA	8692	2	GCSE	9-1
Music	OCR	J536	1	GCSE	9-1
PE GCSE	AQA	8582	1	GCSE	9-1
RE Full Course	WJEC	3120QS	1	GCSE	9-1
Sport Science	OCR	J828	1	Cambridge National Award	P1, M1, D1, P2, M2, D2, D*2

# Core Subjects Contents



- . English Language
- . English Literature
- . Maths
- . Science
- . Core Religion, Philosophy and Ethics (RPE)

# English Language



## Why study English?

This course is an exciting opportunity to explore a range of fiction and non-fiction texts from different times. Students will have an opportunity to write pieces of narrative and descriptive writing, as well as a range of non-fiction texts such as newspaper articles, speeches and formal letters. Students will also complete a certificate in Speaking and Listening, and this will take the form of a formal speech.

## English and the World of Work

The English Language GCSE has always been important in equipping students with the core skills of reading, writing, speaking and listening, and these are vital in every aspect of your child's future.

## Personal Skills Development

Students are encouraged to actively engage in lessons, working individually and in groups. The course will enable them to think critically about a range of texts so you can work out the key ideas and the writer's intentions. It will also allow them to utilise strategies so they can articulate their own opinion in a clear and concise manner.

## Course Content

We follow the AQA English curriculum. English GCSE, students will study traditional English Language fiction and non-fiction extracts, identifying, and then analysing, the techniques a writer has used. They will then apply these techniques in their own fiction and non-fiction writing.

Students will also be expected to deliver an individual speech on a topic of their choosing, which will result in a certificate of Speaking and Listening.

## How will I be assessed

AQA English Paper 1 - 1hour 45 minutes and

AQA English Paper 2 – 1hour 45 minutes

There is no coursework for English Language.

## Further information

AQA : [www.aqa.org.uk](http://www.aqa.org.uk)

# English Literature



## Why study English?

The English Literature GCSE is a challenging and rewarding study of important cultural and historical literature texts. Students will study a range of texts from a classic Shakespeare play to modern poetry by the current Poet Laureate. We hope to enhance this experience by using visiting theatre companies and, where possible, watching the texts performed in local theatres.

## English and the World of Work

The purpose of the English Literature GCSE is to introduce our students to texts that challenge their place in the world and make them aware of their cultural history, as well as encouraging a lifelong love of reading. Each of the texts we study explores culturally and historically important topics and themes.

## Personal Skills Development

Students are encouraged to explore these texts individually, and in their classes, and will gain insight and understanding of a challenging number of 'classic' texts. The course will enable them to think critically about a range of texts so they can ascertain the key ideas and the writer's intentions.

## Course Content

There are two English Literature exams.

In Paper 1 students will answer questions on 'Macbeth' by William Shakespeare and 'A Christmas Carol' by Charles Dickens.

In Paper 2 students will answer a question on 'An Inspector Calls' by JB Priestley.

Students will also study fifteen poems about Power and Conflict from the AQA English Literature Poetry Anthology and a range of unseen poetry.

## How will I be assessed

There are two English Literature exams.

Paper 1 (1 hour 45 minutes)

Paper 2 (2 hours 15 minutes)

There is no coursework for English Literature

## Further information

AQA : [www.aqa.org.uk](http://www.aqa.org.uk)

# Maths



## Why study Maths?

Whichever way you look at it, a good understanding of Mathematics is essential. You need it for everyday life (cooking, shopping and travelling etc.), to get into college or university and most jobs need it too. You will be surprised at how many of the basic mathematical skills you are taught at school, will crop up in your future career, whatever that may be.

## Maths and the World of Work

The majority of careers include the need for mathematical skills to some degree. Numeracy skills and problem-solving are in great demand from a wide range of prospective employers. Everything from hairdressing (use of ratio and proportion for dyes) to construction (3D understanding, scale drawing and measures) involves some mathematics; other careers such as Engineering and Architecture require a strong mathematical base. The more obvious career choices would include engineering, accounting, finance, teaching and insurance; less obvious would be architecture, business studies, psychology, game design, air traffic control and medicine.

**FACT:** those with a good Maths qualification have the potential to earn more money.

Whatever your career choice, a good grounding in Maths will help you along the way. None of us know what the future holds and many change career paths several times; help to keep your choices open and take your mathematical studies seriously.

## Personal Skills Development

Although numeracy skills are essential to everyday adult life, some of the thinking skills involved in learning about algebra and more abstract topics will really help you to develop good problem-solving skills. You will be able to look at problems and break them down, think about what information you know and where you could get started. If you can just make a start on a problem, you can often work on one step at a time to achieve a meaningful solution.

## Course Content

The content of the course builds on the knowledge and skills developed during Key Stage 3. The curriculum is divided into six mathematical areas: Number; Ratio & Proportion; Algebra; Geometry & Measure; Probability and Statistics. Problem-solving using the skills learnt is a really integral part of the course, with real life problems being used, whenever possible, to put Maths skills into context.

## How will I be assessed

Code: Edexcel 1MA1

You will do three exams at the end of Year 11; these are all 1 hour 30 minutes long. Paper 1 is non-calculator; Papers 2 and 3 both allow the use of a calculator.

During the course you will be assessed to ensure you have a full understanding and are on track to achieve your target grade. Final entry for the GCSE can be at either Foundation or Higher tier. Decisions as to tier of entry will be made during the course.

There is no coursework for GCSE Maths.

## Further information

Edexcel <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

DrFrostMaths [www.drfrostmaths.com](http://www.drfrostmaths.com) (*We have school subscription to this site, you should know login details*)

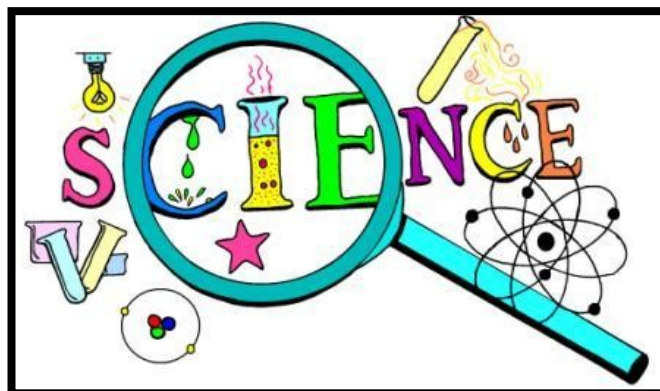
MathsGenie [www.drfrostmaths.com](http://www.drfrostmaths.com)

CorbettMaths [www.corbettmaths.com](http://www.corbettmaths.com)

OnMaths [www.onmaths.com](http://www.onmaths.com)

Diagnostic Questions [diagnosticquestions.com](http://diagnosticquestions.com)

# Science



## **Why Study Science?**

Everyone, instinctively, wants to understand and explain what is going on around them and know how it could affect their daily lives. Are processed foods harmful? Is global warming real? Why do I need to allow more distance between me and the car in front during poor weather? How much is too much screen time? How are vaccinations made and tested? Science helps to explain these everyday things!

## **Science & the World of Work**

A vast number of jobs and careers involve Science. Science knowledge and skills form an integral part of so many things. Science is crucial for jobs such as medical research, forensic science, engineering etc. However, jobs such as hairdressing, car mechanics and so on, often require a GCSE in Science too. Remember, GCSE Science opens many career options.

## **Personal Skills Development**

The Science specifications will allow you to link what you learn in lessons to the world around you. You will not only have to work on the theory aspects, but also your practical skills, so you are able to answer questions on the required practical's and will appear in the examinations. You will need to develop independence throughout the course, and also be able to work as part of a small group at times.

Mathematics skills also appear throughout the course, as well as your ability to write coherently, using good scientific terminology in longer, more structured answers. It will also be essential for you to evaluate information given to you and be able to form justified conclusions.

## **Course Content**

The good news is you've already started GCSE course during Year 9! Pathways are not decided until the end of Year 9 using assessment data throughout the year, knowing the curriculum and most importantly, knowing our students. Generally, one set follows the Triple Science course (3 GCSEs) and all other students follow the Trilogy Science course (2 GCSEs). All three sciences still need to be studied.

# Science continued



## How Will I Be Assessed

### Examination

The course content for each Trilogy Science pathway and the knowledge for the majority of the Triple Science pathway is exactly the same. There is an additional 50% content for each discipline needed to be taught and learnt for the Triple Science students, to enable the GCSEs to be worth one each. This means these lessons will be at a faster pace and there will be a greater importance placed on independent study.

All examinations for all pathways are taken in the summer of Year 11. The number and duration of these examinations will depend on the specific pathway being followed. The course content is split differently for each pathway, however, it will be clear what you will be doing and when! Further details on this can be found by accessing the information using the web links below.

### Coursework

There are no controlled assessments in the new Science GCSEs. However, there are set pieces of practical work that must be completed prior to the end of the course to ensure all pupils are fully prepared for their examinations. There are 8 Required Practical's for each subject in the Trilogy Sciences and 16 in total for the Triple Sciences. These will take place at regular intervals over years 9, 10 and 11 when the appropriate course content is taught. In addition to this, there will be regular end of unit tests to ensure that all students are progressing well.

### Exam Board

<https://www.aqa.org.uk/subjects/science/gcse>

### Further Information

#### Triple Science

Biology— <https://www.aqa.org.uk/subjects/biology/gcse/biology-8461/specification>

Chemistry— <https://www.aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/specification>

Physics— <https://www.aqa.org.uk/subjects/physics/gcse/physics-8463/specification>

#### Trilogy Science

<https://www.aqa.org.uk/subjects/science/gcse/science-8464/specification>

# Religion, Philosophy and Ethics



Students will be challenged with questions about belief, values, meaning, purpose and truth; enabling them to develop their own attitudes towards religious, philosophical and ethical issues. The students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. Students will consider different beliefs and attitudes to religious and non-religious issues in contemporary British society.

Core RPE is unexamined and will be timetabled once a week for all year 10 students. This is in line with government statutory requirements.

# Option Subjects

## Contents Page

Art

Citizenship

Computing: Computer Science

Dance

Drama

DT Food Preparation and Nutrition

DT Hospitality and Catering

DT Timbers (formerly Resistant Materials)

DT Textiles

Geography

History

Creative iMedia

Modern Foreign Languages

Music

PE (GCSE)

PE (OCR Sport)

RE

# Art



## Why study Art?

It's enriching, inspiring and immersive.

It will help you understand a new language - that of visual communication.

It will allow you to investigate your interests and enable you to explore cultures, traditions and pastimes.

Art can help you enjoy making and creating personal outcomes of which you will feel proud. The GCSE Art course at Thomas Keble will provide you with an opportunity to work with a very wide range of materials, including sculpture, ICT, photography, printing, textiles, drawing and painting as appropriate, to name but a few.

## Art and the World of Work

Please don't think you can only be an artist with this qualification. A creative thinker, who can pursue a personal line of enquiry, is a valuable and potentially desirable employee, be they a beautician, boxer or brain surgeon.

More directly related careers include: fashion, publishing, architecture, film, software development, web design, set design, advertising, illustration, jewellery design and making, product design and development, marketing and teaching... the list goes on...

## Personal Skills Development

Studying Art at Thomas Keble will help to:

- **Organise** your thoughts by pursuing a line of enquiry;
- **Investigate** problem-solving by exploring the creative process;
- **Understand** the viewpoints of others by exploring a range of cultures;
- **Explore** materials and processes.

## Course Content

Essentially GCSE Art extends what you've been learning in Year 7 to 9 in a more mature and personal way.

The assessment criteria fall into the following four skill sets:

**Exploring and refining** ideas and processes through a themed and logical approach, **recording** from life (for example photos and drawings), referring to the work of an artist or cultural influence and finally **producing a personal response** as the conclusion to the project.

# Art continued



## How Will I Be Assessed?

Written and drawn components feature as part of the assessment (in exam and non-exam content). All work produced in Year 10 and Year 11 is submitted for assessment.

The exam preparation period runs from January in Year 11 until the exam piece is produced (in exam conditions) during the summer exam season at the end of Year 11; this is the only 'exam'. It will be 10 hours long, although it will be broken up, usually over a few days. The preparation material, produced since January, will be brought into the exam and referred to as you make your final piece.

## Coursework details: Modules and brief overview

The course begins with our '**Taster Project**' (September to January). Here pupils begin by responding to initial observational drawings, followed by investigations into the work of a chosen influence (an art, craft or design practitioner). This 'taster project' concludes with pupils designing a personalised response/ outcome. Recording (drawing) and written analysis underpin their developments.

January sees the setting of the '**Extended Project**', and this runs for a year, until the exam period. Here, pupils deeply explore a variety of appropriate methods of working, through researching an influence (practitioner) and combining this understanding with their self-selected themes/ interests.

**Work is assessed through the use of four assessment criteria:**

**Exploring and refining** ideas and processes through a themed and logical approach, **recording from life** (for example photos and drawings), referring to the work of an artist or cultural influence and finally **producing a personal response** as the conclusion to the project.

Exam Board

[www.aqa.org.uk](http://www.aqa.org.uk) GCSE Art, Craft and Design

More information can be found on the Thomas Keble School Website.

GCSE Art, Craft and Design

# Citizenship



## Why study Citizenship?

Active citizenship underpins this course, helping you to understand and make sense of the legal, political, economic and social aspects of your lives, to encourage you to take an interest in these matters and to help you develop the skills and confidence to deal with situations as required.

In addition to learning details regarding the law, government and economy, our lessons involve discussing controversial legal and political issues such as immigration, the age of criminal responsibility, prison reform, media freedom, community cohesion and voting ages. We visit court rooms, talk to Magistrates, meet with MPs and launch our own campaign to improve our society.

## Citizenship and the World of Work

This subject is accepted in the main basket of subjects for post-16 providers, such as Cirencester College. Through Citizenship, you have the opportunity to acquire the necessary skills to succeed further in subjects such as politics, economics, law, criminology, psychology, history and business studies. It links to a wide range of careers such as local government, the forces, the emergency services, accountancy, law, teaching or media.

## Personal Skills Development

Key skills developed within Citizenship are the ability to organise yourself and others in a team, to learn to engage with leaders of our community, the ability to argue viewpoints in a clear written format and confidence in debating in class.

## Course Content

Our rights, responsibilities and the law

- Rights and responsibilities, the law, the legal system, policing and prisons.

Citizenship in Action

- Democracy, elections and voting in the UK, national, local and devolved government, the British constitution, the economy, finance, the role of the media and free press, citizenship participation in the UK and active citizenship.

Our society and our links with the wider world

- Identities and diversity in UK society, the UK and its relations with the wider world and politics beyond the UK.

## How will I be assessed?

Exam 1 = Our rights, responsibilities and the law – 50mins – 25% of the marks - Mix of multiple choice questions

Exam 2 = Citizenship in Action – 1hr 45mins – 50% of the marks - Mixture of short answer and extended response items. You will be required to reflect upon the Citizenship action you undertook during the course and apply that knowledge to a question

Exam 3 = Our society and our links with the wider world – 1hr – 25% of the marks - Mixture of short answer and extended response items.

Further Information

## Exam Board OCR

**Key Textbook—Citizenship Studies OCR (9-1) OCR Hodder Education, By Johnson and Roffe**

Please email Mrs Haynes [jhaynes@thomaskeble.gloucs.sch.uk](mailto:jhaynes@thomaskeble.gloucs.sch.uk) if you have any further questions.

# Computing: Computer Science



## Why study Computer Science?

Want to know how computers work? Then from hardware to software, this course delves into it all. You'll learn to code, solve problems, and develop valuable skills for a wide range of careers and further study in computer science.

## Computer Science and the World of Work

The GCSE is good preparation for an exciting career in technology. It can open doors to diverse roles like software development or cybersecurity, or paves a way to more advanced study, like an A Level or BTEC in Computer Science. The skills you gain will be transferable and always in demand.

## Personal Skills Development

You will develop your logical thinking and problem-solving skills, critical thinking ability, and confidence using technology studying this GCSE.

## Course Content

We will explore key computer science concepts like computational thinking and programming. Learn about the operation of computer systems and networks, and how data is managed and processed. Delve into cybersecurity and ethical issues in computing.

## How will I be assessed?

Assessment is by way of two exams at the end of Year 11:

- **Paper 1:** Principles of Computer Science (written examination, 1 hour 30 minutes, 50% of marks);
- **Paper 2:** Application of Computational Thinking (on-screen examination, 2 hours, 50% of marks).

## Further information

Pearson Edexcel

[GCSE L1 L2 Computer Science 2020 Specification](#)

Learn about the topics on the course here: <https://www.youtube.com/@craigndave#>

Talk to Mr Cook (a former software engineer) if you want more information.

# Dance



## Why study Dance?

The study of Dance, as an art form, develops students' understanding and appreciation of a range of dance styles. It also develops aesthetic and artistic sensibility to dance works. Students increase in confidence and self-esteem by developing the knowledge, skills and understanding needed to perform, choreograph and appreciate dance, including an awareness of its artistic contexts.

## Dance and the World of Work

Dance enables students to develop life-skills and attributes including decision-making, critical and creative thinking, aesthetic sensitivity and the ability to cooperate with others. This qualification is a recognised part of the National Qualifications framework. Dance at GCSE level provides progression from Key Stage 3 to Post-16 studies. It lays an appropriate foundation for further study of Performing Arts, Dance or other related subjects. In addition, it provides a worthwhile course for candidates from diverse backgrounds in terms of general education and lifelong learning.

## Course Content

This GCSE course looks at, not only individual performance, but also choreography, analysing performance, study of professional dance works, developing an understanding and appreciation of a range of dance styles. There are two components: Performance and Choreography (60%) and Dance Appreciation (40%).

## How will I be assessed?

**Component 1—Performance and Choreography 60%** internally marked and externally moderated

**Performance**—30% of GCSE (40 marks—12 marks for set phrases and 24 marks for duet/trio performance, additional 4 marks for mental skills based on both performances)

**Choreography**—30% of GCSE, 40 Marks

**Component 2—Dance Appreciation 40%, 80 Marks** - Written Exam, 1 hour 30 minutes—marked externally

# Drama



## Why study Drama?

Drama GCSE is a fantastically dynamic course encompassing essential soft skills that are transferable into different areas of your life. Your confidence improves as you experience many opportunities for performance, public speaking and independent learning. There are theatre trips across the UK and workshops with professional theatre practitioners and companies. The friends you make during the two-year course will be with you for life as being part of a team is central to Drama's ethos.

## Drama and the World of Work

Many students continuing with Drama after leaving school take either A- Level Drama and Theatre Studies, English Literature, Performing Arts or a Media course. As we now have in-house lighting and sound equipment, production is an area students may wish to pursue if they wish. A Drama GCSE can prepare students for a degree in law, politics, English, Acting and different areas of film and theatre production.

## Personal Skills Development

Drama GCSE is a course that develops the essential soft skills widely applied to all areas of life: communication, leadership, teamwork, initiative and problem solving. There is a large component that requires key research and critical thinking skills necessary for most University courses. The different areas of theatre we cover, and shows we experience, and eventually analyse and evaluate, increase the student's cultural capital. Finally, it is a course that encourages thinking, discussion, world views and creativity.

## Course Content

There are three components to the course:

Component One: a written element whereby students study a set text and watch and evaluate live theatre.

Component Two: a practical and written component whereby students devise, write and perform their own original piece of theatre. They also log the creative process in a written 2500-word piece of course work.

Component Three: a practical component whereby students will perform two extracts from a play of their choosing to a visiting examiner.

## How will I be assessed?

### **Exam Specification: Unit / Paper information**

**Component 1:** Written exam at the end of the course – writing about the set text *Blood Brothers* and a live performance seen (80 marks)

**Component 2:** Devised Drama—creating and performing a drama piece in groups, accompanied by a written log analysing and evaluating your work. (80 marks)

**Component 3:** Texts in Practice – performance of two short extracts from a scripted play (40 marks)

### **Coursework details: Modules and brief overview**

One piece of extended writing alongside component two. This is a 2500 work log book that analyses and evaluates their devising process for component two.

## Further information

AQA <https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/introduction>

# DT Food Preparation and Nutrition



## Why study Food?

Food is a challenging and rewarding subject, allowing students to examine all aspects of food – from farm to fork. All students will learn the principles of **nutrition**, special diets and a variety of skills and methods, delivered through an array of challenging **practical** cookery tasks.

## Food and the World of Work

This **academic** course is best suited to learners who enjoy the **scientific aspects** of studying food and those who still enjoy regular weekly practical sessions. It is ideal for those who want to work in food product development, nutrition (including sports) or who simply wish to carry on studying the **subject post-16**. There are strong cross-curricular links with Biology, Chemistry, Geography and PE.

## Personal Skills Development

The ability to cook and make healthy food choices will stay with students for **life**. The course helps to develop skills in organisation and **independence**, as students are expected to plan for, and participate in, practical cookery sessions, as well as manage their own **non-exam assessments** (courseworks) in Year 11. A good standard of written communication is important and literacy is interwoven throughout the course.

## What will I be studying?

As well as developing your practical cooking skills and learning how to present your dishes, we will be working through the specification, exploring five main areas:

- Food Safety & Microorganisms – hazards, **hygiene**, bacterial growth and **microbiology**;
- Principles of Nutrition – **macronutrients** and **micronutrients**;
- Diet and Health – healthy eating guidelines and diet related illness, menu planning and special diets;
- Food Production & the Environment – **farms, factories, manufacture** and the **environment**;
- Food Science & Provenance – **how ingredients interact**, the global kitchen and **commodity groups**.

# DT Food Preparation and Nutrition continued

## How will I be assessed?

### Written Exam Paper

50% of the total marks

- A **1 hour 45 minute examination paper**. The paper will contain both short and extended response questions drawn from the theory learnt during the course.

### Non-Exam Assessment (Coursework)

50% of the total marks (Task 1=15%, Task 2=35%)

- Task 1 – Food Investigation – Students will undertake a short exam board set **experiment**, examining the working characteristics of ingredients. All findings will be recorded in a written report (1500-2000 words);
- Task 2 – Food Preparation – Students will undertake a practical **design and make activity**, comprising of an assessed practical where learners will make and serve three dishes. The dishes will be selected to reflect a theme from a choice of set tasks. The results of the project will be recorded in a 15 A4-page design folder.

## Further information

Eduqas: GCSE Food Preparation & Nutrition

<http://eduqas.co.uk/qualifications/food-preparation-and-nutrition/>

<https://www.foodafactoflife.org.uk/> - an online learning hub for teachers and students alike. Big focus on food science and nutrition.

<https://www.nutrition.org.uk/> - the British Nutrition Foundation Website with lots of information about diets and healthy eating for all types of consumers.

<https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-gcse-food-preparation-and-nutrition/zvjh8xs> - BBC Teach video playlist.

<https://www.bbc.co.uk/bitesize/> - visit the Home Economics: Food & Nutrition section.

<https://www.ifst.org/lovefoodlovescience> - food science hub with lots of experiments.

<https://www.bbc.co.uk/food> - recipes, contemporary food stories and TV clips.

<https://www.deliciousmagazine.co.uk/> - recipes.

<https://www.bbcgoodfood.com/> - recipes.

# DT Hospitality and Catering

## Level 1/2 Vocational Award



### Why study Food?

Hospitality & Catering is ideal for students who enjoy practical learning, food preparation and understanding how the hospitality industry works. If you are interested in cooking, customer service, event planning or how hotels and restaurants operate, this course provides hands-on experience and real-world skills. It suits students who prefer applied learning and want a qualification linked directly to future employment opportunities.

### Food and the World of Work

The hospitality sector is one of the largest and fastest-growing industries in the UK and globally. Careers include: chef, pastry chef, hotel receptionist, events planner, barista, bartender, catering manager, food technologist, restaurant manager, nutrition advisor, food safety officer and cruise ship hospitality staff. The course builds practical, organisational and customer-focused skills needed for apprenticeships, college courses and employment.

### Personal Skills Development

Students develop a wide range of transferable skills including: practical food preparation, organisation, teamwork, communication, problem-solving, customer service awareness, nutrition knowledge, food hygiene understanding, confidence and the ability to work independently and under pressure. These skills support progression into further study, apprenticeships and employment.

### What will I be studying?

The course is divided into two main units.

- **Unit 1: The Hospitality & Catering Industry** - students learn about types of providers, job roles, health & safety, food safety legislation and factors affecting business success.
- **Unit 2: Hospitality & Catering in Action** - students develop food preparation and cooking skills, nutrition knowledge, menu planning and produce a two-course meal in a timed practical exam.

### How will I be assessed?

*Unit 1: The hospitality and Catering Industry, Written Exam Paper*—40% of the total marks

- A 1 hour 20 minute examination paper. External written exam assessing knowledge of the industry, job roles, health and safety and food safety.

*Unit 2: Hospitality and Catering in Action, Non-Exam Assessment (Coursework)* - 60% of the total marks

- Internal assessment including written coursework and a practical exam. Students plan, prepare, cook and present a two-course meal, demonstrating nutrition knowledge, menu planning, food preparation and evaluation.

### Further Information

WJEC: Level 1/2 Vocational Award Hospitality and Catering [www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/](http://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/)

IMPORTANT: Technical and vocational awards DO attract performance points that contribute to further education (college and sixth form entry)

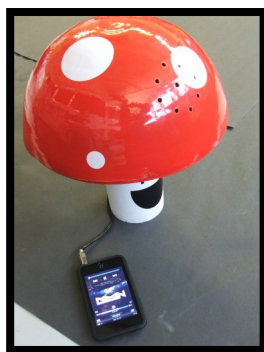
<https://www.foodafactoflife.org.uk/> - an online learning hub for teachers and students alike. Big focus on food science and nutrition.

<https://www.nutrition.org.uk/> - the British Nutrition Foundation Website with lots of information about diets and healthy eating for all types of consumers.

<https://www.deliciousmagazine.co.uk/> - recipes

<https://www.bbc.co.uk/food> - recipes

# DT Timbers



## Why study Design & Technology?

Timbers is a challenging and exciting course that explores all aspects of designing and making. Year 10 is dedicated to investigating different materials and manufacturing processes; alongside building core theory knowledge. Year 11 is focused on completion of the NEA (non-examined assessment) task and involves producing a design folder and 3D prototype.

## Timbers & the World of Work

The course encourages students to solve problems and work with a wide range of materials to broaden their knowledge of the world around them. Students develop independent study skills and become adept at managing their time effectively. They gain cultural knowledge by investigating different artists, designers, and design movements to then use to develop and inspire their work. Students often progress to A-Level Product Design, 3D Design, or T-Level Engineering at college or sixth form.

## Personal Skills Development

Besides the obvious key skills of problem solving, creativity, designing and making, Design Technology: Timbers also gives students the opportunity to learn about sustainability, teamwork and designing for the future. Design Technology: Timbers has strong cross curricular links with Science, Maths, Geography, Art, and Computing. Students develop good organisation skills and are expected to work independently on their NEA task. DT suits students who are inventive, creative, like designing and making products and have a curious mind.

## Course Content

The course is 50% theory and 50% non-examined assessment. Therefore 50% of the lesson time will be dedicated to theory. Students should not expect to be working on 'practical' skills every lesson. During year 10, students will be completing a range of projects in the following areas:

- Timbers;
- Metals, Polymers, Electronics;
- Smart and modern materials;
- Designers/design movements;
- Drawing techniques and CAD/CAM;
- Sustainability.

# DT Timbers continued



## How will I be assessed?

**Written Exam Paper** - 50% of the total marks

- A **1 hour 45 minute examination paper**. The paper will contain both short and extended response questions drawn from the theory learnt during the course;
- Section A – Core theory (40% of examined marks);
- Section B – Timbers (60% of examined marks).

**Non-Exam Assessment (Coursework)** - 50% of the total marks

*Students will undertake a project based on a contextual challenge set by the exam board. They are expected to submit a design portfolio as well as a final prototype. The e-portfolio will be the equivalent of approximately 30 sides of A3 paper.*

Projects will be internally assessed and externally moderated.

There are four parts to the assessment: 1, Investigate, 2, Design, 3, Make, 4, Evaluate

## Further Information—

Pearson Edexcel: GCSE Design and Technology

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-9-1-from-2017.html>

<https://www.bbc.co.uk/bitesize/examspecs/zb6h92p> Edexcel spec—core section plus timbers

<https://app.senecalearning.com/classroom/course/c27537fc-87d5-4867-8852-2def4203cb50> Design and Technology: Edexcel GCSE. Core section plus timbers.

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-9-1-from-2017.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FExam-materials> For past papers and mark schemes

<https://www.youtube.com/c/productdesignermaker> Excellent resource for improving design skills

<https://designmuseum.org/> Useful resource to investigate design classics

<https://www.bbc.co.uk/teach/gcse-national-5-design-and-technology/z7vkt39> BBC Teach video playlist

# DT Textiles



## Why study Textiles?

Textile Design is an exciting and highly creative subject for students who enjoy fashion, surface pattern, materials, and hands-on making. If you love experimenting with fabrics, exploring colour and pattern, developing ideas through drawing and mixed media, or designing wearable or decorative textile outcomes, this course offers the perfect opportunity to express your creativity. Textile Design encourages curiosity, problem-solving, and innovation — all essential qualities for future designers.

## Textiles and the World of Work

Studying Textile Design opens the door to a wide range of creative careers. The fashion and textiles industry is one of the largest global employers, offering pathways such as: textile designer, fashion designer, costume designer, fashion illustrator, print and pattern designer, fashion buyer or merchandiser, trend forecaster, Interior textiles designer, fashion marketing and branding, visual merchandiser, fashion photographer, product developer, sustainable textiles specialist. The course builds the creative, technical, and analytical skills needed for further study in Art & Design, Fashion, Textiles, or related creative industries.

## Personal Skills Development

Throughout the course, students develop a wide range of transferable skills, including:

**Creativity and originality** - developing a personal style and artistic voice.

**Independence and self-management** - planning projects, meeting deadlines, and organising materials.

**Problem solving** - experimenting with techniques and refining ideas.

**Confidence** - presenting work, explaining ideas, and taking creative risks.

**Resilience** - responding to feedback and improving work over time.

**Research and analysis** - exploring designers, cultures, and textiles traditions.

**Technical Skill**—mastering textile processes such as printing, dyeing, stitching, embellishment, and construction

These skills are valuable not only in creative careers but in any future academic or professional pathway.

# DT Textiles continued



## Course Content

Edexcel GCSE Textile Design allows students to explore a wide range of textile-based techniques and processes. Students will develop skills in:

- Drawing, recording, and visual research;
- Fabric manipulation and construction;
- Surface decoration (printing, dyeing, batik, embroidery, appliqué, embellishment);
- Digital and traditional pattern design;
- Fashion and costume concepts;
- Mixed-media experimentation;
- Developing personal themes and creative outcomes.

Students produce a portfolio, consisting of 2 projects, showing their creative journey from recording and exploration to final textile outcomes

## How will I be assessed?

**Externally set assignment** - 40% of the total marks

In Year 11, students respond to an externally set theme provided by Edexcel.

Preparatory period: 12 weeks to record, explore & develop ideas.

Final piece: completed during a 10-hour supervised practical exam.

**Non-Exam Assessment (Coursework)** - 60% of the total marks

Students complete 2 sustained projects, a natural forms lampshade project followed by a project completed on a theme of their choice. Both projects are marked as part of the 60%.

Work is assessed against the Edexcel assessment objectives:

- A01: Develop ideas;
- A02: Refine work;
- A03: Record ideas;
- A04 Present a personal response.

## Further Information

Edexcel: GCSE Textiles Design (Art & Design Series)

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

# Geography



## Why study Geography?

This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

## Geography and the World of Work

The skills developed in a Geography GCSE will enable you to compete for a variety of different college courses and careers. Geographers go on to study a variety of subjects at A Level and University, and to pursue careers in many different areas, such as the armed forces, uniformed services, public and civil service, planning, environmental management, energy, transportation, education, marketing and tourism.

## Personal Skills Development

Students will develop a range of geographical skills during the GCSE course including: numerical, cartographic (maps), statistical, graphical, use of qualitative and quantitative data skills. Alongside these, they will have the opportunity to formulate enquiries and arguments and improve their literacy.

## Course Content

### Unit 1: Living with the Physical Environment

- Challenges of natural hazards (tectonics, tropical storms, extreme weather);
- Physical landscapes in the UK (coasts and rivers);
- The Living World (local ecosystems, tropical rainforests, cold environments).

### Unit 2: Challenges in the Human Environment

- Urban Challenges (contrasting cities, sustainable urban futures);
- The Changing Economic World (closing the development gap, economic studies);
- The Challenge of Resource Management (global resource security: water).

### Unit 3: Geographical Applications

- Issue Evaluation (issue selected from any part of the specification);
- Fieldwork (two fieldwork enquiries, contrasting environments, physical and human geography, enquiry process).

## How will I be assessed?

Unit 1 (1h 30m exam) 35%, Unit 2 (1h 30m exam) 35% and Unit 3 (1h 30m exam) 30%: June of Y11

***Students will be examined on their issue evaluation and fieldwork studies during the paper 3 exam. They will also receive a pre-release resource booklet before the exam. Physical fieldwork is completed in Y10 and at the start of Y11 but examined in Y11 and represents 15% of the total assessment. There is no coursework.***

## Further information

AQA GCSE Geography 8035— <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

[www.coolgeography.co.uk](http://www.coolgeography.co.uk)

<https://timeforgeography.co.uk/>

<https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>

# History



## Why Study History?

The reason to study History is because you want to. Our aim is to allow our students to appreciate and understand what Martin Luther King Jr reminded us “We are not makers of History. We are made by History.” History is more than dates and writing essays, it is about learning the skills to understand who we are and where we have developed from and, in doing so, allow us to make our own mark and impact upon the world around us.

## History & the World of Work

Employers who see you have a qualification in History know certain things about you. They will know you have taken on certain key skills which can be applied to all sorts of situations. History is an excellent qualification for journalists, teachers, secretaries, accountants, researchers, police officers, lawyers, to name but a few. However, in addition, it is a rewarding, interesting and fulfilling subject. In universities, they like to know you have followed a balanced course at school, and History is a vital component in keeping that balance.

## Personal Skills Development

Historical skills are abundantly desirable workplace skills. The collection of knowledge, interpretation of a variety of sources to create informed and supported decisions; the organisation of knowledge and accurate notetaking; and the ability to argue, justify and accept differing views.

## Course content

In Year 10 we concentrate on British History: The People’s Health c1250 to present (a Thematic Study) and then The Norman Conquest 1066-1087 (a Depth Study). We also study a study of the historic environment where we visit Goodrich Castle.

In Year 11, we study World History, beginning with The Making of America 1789-1900 (another Thematic Study), followed by our last topic Living Under Nazi Rule 1933-1945 (a Depth Study).

## How Will I Be Assessed?

### Examination

- OCR History B Schools History Project (9-1) J411 Option AF;
- J411/11 The People’s Health and The Norman Conquest;
- J411/21 History Around Us;
- J411/39 The Making of America and Living Under Nazi Rule.

There will be three examinations:

- J411/11 is a 1 hour and 45 minutes exam;
- J411/21 is a 1 hour exam;
- J411/39 is a 1 hour and 45 minutes exam.

## Further information

Our exam board is OCR [www.ocr.org.uk](http://www.ocr.org.uk)

[https://www.english-heritage.org.uk/siteassets/home/learn/teaching-resources/teachers-kits/ocr-gcse\\_history-around-us\\_goodrich-castle.pdf](https://www.english-heritage.org.uk/siteassets/home/learn/teaching-resources/teachers-kits/ocr-gcse_history-around-us_goodrich-castle.pdf)

# Creative iMedia



## Why study iMedia?

Creative iMedia equips you with the skills to create exciting digital media products. You'll learn to research, plan, and collaborate, all while using technology in practical ways.

It's all about applying your creativity and technical skills to real-world projects. You'll bring your ideas to life and develop a keen eye for what works in the digital world.

## iMedia and the World of Work

This course is your pathway to a variety of media careers, including photography, video editing, animation and game design. The media industry is booming, with amazing opportunities for those with the right skills.

## Personal Skills Development

Develop valuable skills for your future career and life in general. You'll learn how to think outside the box, plan and develop ideas, turn those ideas into digital reality, and solve problems creatively.

## Course Content

You'll tackle a range of projects, including:

- Creating visual identities for clients;
- Designing and producing original graphics;
- Planning and creating digital media products.

## How will I be assessed?

### ***Exam Specification: Unit / Paper information***

There is one written exam in the course: R093 Creative iMedia in the media industry. This 90-minute exam is taken at the end of the course and is worth 40% of your final mark. It covers the media industry, product design, pre-production planning and distribution.

## How will I be assessed?

There are two units of coursework in the course:

- R094 (Visual identity and digital graphic) taken in the summer of year 10;
- A unit chosen from: R095 (Characters and comics), R096 (Animation with audio) R097\* (interactive digital media), R098 (Visual imaging), R099 (digital games) taken at the start or Year 11.

Each unit of coursework is worth 30% of your final mark

\* The 2nd unit of coursework is currently R097

## ***Exam Board & web address***

OCR

<https://www.ocr.org.uk/Images/610942-specification-cambridge-nationals-creative-imedia-j834.pdf>

Talk to Mr Cook depending on what units you are interested in looking into in further detail. It can be quite confusing!





# PE (GCSE)



## Why study PE?

The GCSE Physical Education course will appeal if you have a keen interest in sport and recreation and always look forward to PE lessons; take part in sport/recreation outside class time; want to follow a course that develops knowledge and understanding through practical and theoretical involvement; want to improve your own performance in a range of sports; are considering a sports-related career or a higher level course.

It is beneficial if you have achieved at least a high Silver or Gold standard in your end of Key Stage 3 assessments for PE and are competent in English. Confidence in both Science and Maths is also desirable due to the added focus on theory in this new exam.

## What will I be studying?

The course builds on knowledge, understanding and skills established in Key Stage 3 PE. It will give you exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle. You will perform in team and individual sports ranging from rugby and netball to badminton and tennis. You will have the opportunity to choose some of these sports and will be assessed as a performer. You will also be studying a range of theory topics. These include: applied anatomy and physiology; movement analysis; physical training; use of data; sports psychology; socio-cultural influences and health, fitness and well-being.

## How will I be assessed?

The new GCSE Physical Education will be 60% theory and 40% non-exam assessment (practical performance) of which 30% will be based on your assessment in the role of player/performer and 10% will be analysis and evaluation of performance.

You will be assessed in three different practical activities: a team activity, an individual activity and a third from either a team or individual activity.

## PE and the world of work

- PE teacher / Sports Coaching / Sports Physiotherapist / Sports massage;
- Sports Psychology / Sports Journalist

# PE (OCR Sport)



## Why study OCR Sport?

The OCR Sport course will appeal if you are interested in a career in coaching in sport or the Leisure industry; have a real passion for sport and being involved in your PE lessons; want to get involved in sport whilst not necessarily be outstanding, practically; love your sport; don't want to be assessed on how good you are in practical activities and you are able to cope with doing assignments.

## What Will I be Studying?

Course is split into 3 modules with 2 Mandatory Units and 1 extra optional Unit. The total marks available are 190 raw marks scaled up to 200.

Two Mandatory units:

R180: Reducing the risk of sports injuries and dealing with common medical conditions (Exam 40% of final mark)

R181: Applying the principles of training: fitness and how it affects skill performance (Assignment)

Two Optional units:

R182: The body's response to physical activity and how technology informs this (Assignment)

R183: Nutrition and sports performance (Assignment)

## How will I be assessed?

You will have to complete a written exam in Year 11 worth just under 40% of your final mark and the rest of the course is assignment based, split over the two years.

## OCR Sport and the World of Work

- Health and Fitness Instructor / Leisure Centre Assistant;
- Sports Coach / Sports Development Officer;
- Sports Professional.

# RPE—Long Course

(Religious Studies)



## Why Study RPE?

The study of religion is not only for the religious. Religion, Philosophy and Ethics gives you time to think, discuss, analyse and reflect on a wide range of issues. Many of these issues feature in current affairs, link to other subjects and are relevant to your present or future life. Through studying RPE you will develop analytical, creative thinking through reflecting on and questioning the beliefs and values of others. There is also the opportunity to debate and discuss a range of moral issues facing the world today. You will also be encouraged to reflect on and develop your own personal beliefs and values.

You will learn the importance of getting on with those whose beliefs and values differ from your own. Personal development is enhanced by engagement with spiritual, moral and social questions.

## RPE & the World of Work

The skills of analysis, reflection and discussion, developed during the course, are essential in most jobs, however a GCSE in RPE is particularly useful in the caring professions (nursing, medicine, childcare, counselling) and in areas such as politics, journalism, law and teaching. Studying different religions helps you understand people and issues better, thus making you a more perceptive, responsible and caring employee.

## Course Content

**Component 1: Religious, Philosophical and Ethical Studies in the Modern World:** 4 key units:

- Issues of Relationship;
- Issues of Life and Death;
- Issues of Good and Evil;
- Issues of Human Rights.

**Component 2: A study of the beliefs, teachings and practices of Christianity**

**Component 3: A study of the beliefs, teachings and practices of Islam**

Students will also have the opportunity to develop techniques of philosophical enquiry

## How Will I Be Assessed?

**Component 1:** 1 two hour exam;

**Component 2:** 1 one hour exam;

**Component 3:** 1 one hour exam.

Question types: Define (2) Describe (5) Explain (8) Discuss (15)

## Further Information

WJEC Edugas [www.wjec.co.uk](http://www.wjec.co.uk)

<https://www.bbc.co.uk/bitesize/examspecs/z3xvfcw>

# Notes