



YEAR 10 OPTIONS

2018-2020

Name: _____

Form: _____



Mary Webb School & Science College, Pontesbury, Shrewsbury, Shropshire SY5 0TG

Head Teacher: Mr A J Smith BSc (Econ) MSc

TEL: 01743 792100

FAX: 01743 792110

Email: admin@marywebbschool.com

Website: www.marywebbschool.com

January 2018

Dear Parent/Carer

Key Stage 4 Courses 2018 - 2020

In this Key Stage 4 courses booklet we have outlined the range of GCSE courses, both core and optional, that are currently available at Mary Webb School and Science College. The courses are reviewed annually and those contained within this booklet will be provisionally offered for the academic years 2018-2020. Additional information about all these courses will be provided at the Information Evening for parents/carers and students in school, to be held on:

Thursday 15th February, 2018 between 7.00 and 9.00 pm

We have endeavoured to put as much information as possible into print and students have been encouraged to discuss the various courses with their parents/carers and members of staff to help them decide upon the suitability of any course.

This evening will include a brief talk by Mr Smith who will outline the option procedure and explain the changes taking place nationally with regards to the new GCSE specifications. You will then have an opportunity to speak to Subject Leaders and other staff teaching the GCSE courses. They will be able to give more specific and detailed information about the courses and answer your questions. This will also provide an opportunity for you to discuss issues pertinent to your son/daughter in order to make an informed decision about their preferences for next year's courses.

On the evening, departments will showcase the work of their Key Stage 4 students to provide an insight into the courses. Members of the Senior Leadership Team will be available throughout the evening to answer questions and offer advice.

In the time leading up to the Information Evening, I will be working with staff and students to plan the process by which the students indicate their preferences. Work on this process has been ongoing throughout the year and I would be grateful if, between now and the Information Evening, you would read through the information in this booklet carefully with your son/daughter and discuss with them the courses they might wish to study at Key Stage 4. The final structure of the option process will be explained fully at this event.

The Information Evening is designed to support students in making informed choices of subjects to study at Key Stage 4. We believe it to be an important evening for parents/carers and students and look forward to meeting you to assist you in that process.

Yours sincerely

G Davies

Mr G Davies

KEY STAGE 4 COURSES 2018-2020

CONTENTS

- ❖ Letter re. Key Stage 4 Courses 2018-2020
- ❖ English Language & English Literature
- ❖ Mathematics
- ❖ Science
- ❖ Art and Design
- ❖ Computer Science
- ❖ Construction & the Built Environment (BTEC)
- ❖ Design & Technology
- ❖ Drama
- ❖ Food Preparation and Nutrition
- ❖ Geography
- ❖ History
- ❖ Modern Foreign Languages
- ❖ Music
- ❖ Religious Education
- ❖ Core R. E. (Religious, Social and Ethical Studies)
- ❖ Sport Next Generation (BTEC)
- ❖ Astronomy
- ❖ FAQs

English Language & English Literature

Introduction

Building on skills developed during Key Stage 3, students continue to improve their abilities in reading and writing during English lessons. They will gain two separate GCSE qualifications in English Language and English Literature by the end of the course. Many of our students go on to study an English-related subject at AS and A Level.

Course Structure

Both courses are examined at the end of Year 11.

For English Language GCSE, the areas of study are:

- Reading - demonstrating understanding of a wide range of non-fiction and fiction texts from the 19th, 20th and 21st Centuries.
- Writing - being able to create descriptive/narrative pieces and writing to put forward a point of view, using correct grammar, spelling and punctuation.
- Spoken Language - skills in Speaking and Listening such as giving formal presentations, using Standard English and taking part in discussions.

For English Literature GCSE, the areas of study are:

- A Shakespeare play
- A 19th Century novel
- A modern play
- A collection of poetry from the AQA poetry anthology "Poems Past and Present" and preparation for writing about an unseen poem in the exam.

Assessment

Students' grades will be based on their performance in the four final examinations taken at the end of Year 11; two for English and two for English Literature.

There is no longer any coursework or Controlled Assessment element.

Subject	Board	Examinations
English Language	AQA	Explorations in Creative Reading and Writing (50%) Writers' Viewpoints and Perspectives (50%)
English Literature	AQA	Shakespeare and the 19 th Century Novel (40%) Modern Texts and Poetry (60%)

Mathematics

Introduction

All students will follow the new GCSE course which has a linear approach to the study of mathematics. This qualification in mathematics encourages students to develop confidence in and have a positive attitude towards mathematics and that they recognise the importance of mathematics in their own lives and to society. The qualification prepares students to make informed decisions about problem solving, logic, money management, further learning opportunities and career choices.

Course Structure

This specification comprises different sections, each with a formal assessment at the end. Analysis of the results is used to identify students' strengths and areas for development.

The students will be motivated through the success they achieve throughout the course from section results.

Tiers of Entry

Foundation : Grades available 5 - 1
Higher : Grades available 9 - 4

Homework

There will be a mixture of short exercises, exam questions and online activities practising topics covered in class. Students will find the use of internet resources beneficial to support their learning.

Calculators

All students will require a calculator throughout the course and it is essential that they have their own so that they are familiar with its operation. Students require a scientific calculator with exponential, trigonometric and statistical functions. These can be purchased from the school shop throughout the year, together with geometry sets, revision guides, workbooks and practice papers to help prepare for examinations.

Assessment

Board	Examinations
AQA	Paper 1: Non Calculator (33 ¹ / ₃ %) Paper 2: Calculator (33 ¹ / ₃ %) Paper 3: Calculator (33 ¹ / ₃ %)

Science

Introduction

Science remains compulsory at Key Stage 4 and it is expected that all students will achieve at least two GCSEs by the end of Year 11. All examinations are in the summer of Year 11. The GCSEs will be assessed on the 9 - 1 grading system, with 9 being the highest grade and 1 being the lowest grade. The examinations will be available in two tiers: Foundation tier will cover grades 5 - 1, and Higher tier will cover grades 9 - 4.

Course Structure and Assessment

Students need to choose one of the following options to meet statutory requirements:

- **Option 1: Triple Science - GCSE Biology, GCSE Chemistry and GCSE Physics**

This option will allow students to take all three sciences as three separate GCSEs over the two years. It is for those students who are really serious about their science and are looking to take it further, beyond GCSE. Anyone considering taking A levels in any of the science disciplines must choose this option. As this option requires more curriculum time, **students need to select it on the Options Form.**

Throughout the course students will be expected to complete eight core practical's per GCSE, as specified in the syllabus. The practical skills students gain from this work will be assessed, alongside the subject content, in the written examination papers at the end of the course. Each GCSE consists of two examinations, each lasting for one hour and forty five minutes. Students must study all 3 sciences and therefore will have a total of 6 exams leading to the award of 3 separate GCSEs.

- **Option 2: GCSE Combined Science**

This option does **not** need to be selected as an option as it is covered in the core curriculum time. Students will work towards two GCSEs by studying an equal mix of units in each of biology, chemistry and physics, to provide students with a broad coverage of science.

Throughout the course students will be expected to complete sixteen core practical's, as specified in the syllabus. The practical skills students gain from this work will be assessed, alongside the subject content, in the written examination papers at the end of the course. The Combined Science GCSE consists of six examinations, each lasting for one hour and ten minutes. Students will receive two grades based on the 9 - 1 scale; for example 5 - 5 or 6 - 5.

Overview of the two options

Option	Subject	Exam board	Length of exam	Number of exams
Option 1 - Selected on the Options Form as Triple Science. 3 GCSEs	Biology	Edexcel	One hour and forty five minutes	2 - each exam counts for 50% for GCSE
	Chemistry	Edexcel	One hour and forty five minutes	2 - each exam counts for 50% for GCSE
	Physics	Edexcel	One hour and forty five minutes	2 - each exam counts for 50% for GCSE
Option 2 2 GCSEs	Combined Science	Edexcel	One hour and ten minutes	6 - each exam counts for 16.7% of GCSE

Art and Design

Introduction

Students opting for Art and Design have the unique opportunity of working in a highly individual and creative manner, whereby personal strengths and particular abilities in art can be developed fully throughout the two-year course.

Course Structure and Content

It is most important that students enjoy the challenge of drawing and show an ability to develop their own ideas imaginatively, using a variety of materials and techniques of their choice.

The art department offers students the opportunity to develop work to a high standard in the areas of drawing, painting, printing, batik, pottery, sculpture and photography.

It must be stressed that academic and personal success in art depends on a student displaying considerable interest in the subject with a very good level of commitment. There is a **drawing element** in the course and students must be prepared to work in depth and detail.

Assessment

Assessment criteria include:

- Developing ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.
(Understanding and reacting to the work of chosen artists) 25%
- Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.
(Plan a series of ideas for a finished piece showing experimentation and imagination) 25%
- Record ideas, observations and insights relevant to students' intentions in visual and/or other formats.
(Making drawings/models of objects or chosen themes) 25%
- Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual written, oral or other elements.
(Produce a finished piece with links to artists' work and in-depth planning) 25%

• It must be stressed that **75%** of marks are allocated to in-depth planning and the development of practical ideas, as set out in the assessment criteria above.

Board	Controlled Assessment Unit	Examinations
OCR	Student Portfolio Learners produce a completed course unit under controlled assessment conditions over a period of 18 weeks or 45 hours. The single coursework unit will be developed from a range of different starting points given to the students. (60%)	Externally Set Task (10 hours) Learners will have 10 hours of supervised time to produce a finished piece based on one starting point. Students have a 9 week period of preparation leading up to the exam. (40%)

Computer Science

Introduction

This is a course that has real relevance in our modern world. While students will already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'. As part of this, they will investigate computer programming, which many learners find interesting. Computer Science counts towards the EBacc science measure.

Course Structure

The course is divided into three units:

- Component 1 Principles of Computer Science
- Component 2 Application of Computational Thinking
- Component 3 Computer Science Project

You will study:

Component 1 Principles of Computer Science and Component 2 Application of Computational Thinking will cover:-

- Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms.
- Understanding how to develop program codes and constructs, data types, structures, input /output, operators and subprograms.

This component may also draw on:

- Understanding of binary representation, data representation, data storage and compression, encryption and databases.
- Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudo-code.
- Understanding of computer networks, the internet and the worldwide web.
- Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

Component 3 Computer Science Project

Students will develop a computer program. The content for this component will draw on:

- Algorithms, decomposition and abstraction
- Design, write, test and refine a program
- Data.

Assessment

Assessment is via two written examinations and a controlled assessment.

Board	Qualification Module	Mode of Assessment
Edexcel	Principles of Computer Science	Written Examination (50%) 1 hour 40 minutes
	Application of Computational Thinking	Written Examination (50%) 2 hours

BTEC First Award in Construction and the Built Environment

Introduction

The rationale for all qualifications in the BTEC First Suite in Construction and the Built Environment is:

- to inspire and enthuse learners to consider a career in the construction sector;
- to give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the construction industry;
- to support progression to a more specialised Level 3 vocational or academic construction course or an apprenticeship;
- to give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the construction industry.

This qualification has been developed to provide an engaging and stimulating introduction to the construction industry. It includes **two core units** that form the fundamental knowledge, skills and understanding of construction technology and design and **one mandatory unit** which assesses additional knowledge, understanding and skills that are not covered within the core units but that are essential to the construction sector for either the qualification size or sector. The last unit is a practical unit that develops the students' skills in carpentry and joinery.

Course Structure and Content

Unit 1: Construction Technology

This unit covers the different forms of construction that can be used for low-rise offices, retail units and homes. Learners will develop an understanding of the structural performance required for low-rise construction, and explore how substructures and superstructures are constructed. This unit will be externally assessed.

Unit 2: Construction and Design

In this unit learners will develop a broad understanding of the construction industry, the sort of projects it undertakes and the contribution it makes to wider society. Learners will also look at how client needs can shape the design of a building, and develop their own design ideas to a given brief.

The mandatory unit is:

Unit 3: Scientific and Mathematical Applications for Construction

In this unit learners will apply scientific and mathematical knowledge, understanding and skills to practical construction contexts. Learners will develop an understanding of the scientific principles affecting the performance of construction materials and develop skills to perform mathematical calculations in construction contexts.

The optional unit is:

Unit 6: Exploring Carpentry and Joinery Principles and Techniques

This unit will introduce you to the tools, materials and personal protective equipment (PPE) used by carpenters and joiners. You will learn about the potential health and safety hazards in a carpentry and joinery work area, how to carry out a risk assessment and what is safe working practice in the use of common tools and equipment. You will also develop the knowledge, skills and techniques to determine and select appropriate materials to produce a timber frame to a given specification.

Assessment

Board	Controlled Assessment	Examinations
Edexcel	Unit 2: Internal assessment (25%) Unit 3: Internal assessment (25%) Unit 6: Internal assessment (25%)	Unit 1: Paper-based examination One (untiered) written paper (25%)

Design & Technology

Introduction

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

Course structure and content

Students will cover the knowledge and skills that will allow them to succeed in the two assessed units. In Year 10 students will cover design issues such as new and emerging technologies; energy, materials, systems and devices; materials and their working properties; designing principles and making principles.

Throughout the course students will be given the opportunities to explore the wider issues of design and manufacture through a series of design projects. They will develop their skills and practice answering context based design problems. There will be opportunities to develop their knowledge and understanding of materials, investigating working properties and techniques through these making tasks and experiments.

The design & technology approach offers opportunities for girls and boys to design and make. Students on the course might have very different approaches; some may be keen to improve their craft skills, some may want to explore electronic products or to develop ideas using computer-aided design whilst others may want to use a more graphics based approach. All of these can be accommodated.

If you enjoy the design & technology course and intend to study the subject at A level then this qualification will provide an excellent foundation in the subject. The practical aspects of the course, together with your use of cutting edge technologies, mean that it is also very useful for those who wish to go on to college courses to study design or technology subjects.

Assessment

There will be a single written paper that will make up 50% of the GCSE grade. This will examine your knowledge and understanding of designing and manufacturing commercial products. You will also undertake a non-examined assessment, a design and make project which, in its entirety should take between 30-35 hours to complete and consist of a working prototype and a concise portfolio of approximately 20 pages of A3 paper, or the digital equivalent. Students' work should consist of an investigation into a contextual challenge, defining the needs and wants of the user and include relevant research to produce a design brief and specification. Students should generate design ideas with flair and creativity and develop these to create a final design solution (including modelling).

Board	Non-examined assessment	Examinations
AQA	Design portfolio and prototype (NEA 50%)	One (untiered) written paper (50%)

Drama

Introduction

Although this course caters for students of all abilities it must be remembered that Drama is first and foremost a performance subject and that public performance to an audience is an essential requirement of the syllabus. Students opting for Drama must be prepared to do this.

Course Structure and Content

GCSE Drama is a course divided into three components:

Component 1: Devising Theatre

Non-exam assessment: internally assessed and externally moderated.
40% of qualification

- Students participate in the creation, development and performance of a piece of devised theatre based on the work of a theatre practitioner/genre in response to a stimulus set by the exam board.
- Students must also produce a portfolio which consists of:
 - A process log outlining 3 significant points in the development of the piece
 - A final performance
 - A written evaluation of the development process and performance of the devised theatre.

Component 2: Performing from a text

Performance exam: externally assessed by a visiting examiner
20% of qualification

- Students participate in the development and performance of:
 - Two key extracts from the same performance text chosen by the centre, as a performance.

Component 3: Written examination

40% of qualification

- Section A - one question on a set text
- Section B - a review of a live piece of theatre seen during the course.

Assessment

Students will maintain a performance portfolio for practical work over the two-year course; this could be a written log or a multi-media log. It will serve to record group progress in coursework pieces, research completed and ways/methods students can use to improve their work. Information required for the examination will be stored in a folder including practice questions, information in the form of handouts and consideration of drama techniques. A minimum of one piece of homework will be set on a fortnightly basis and will predominantly require students to record their findings, comment upon progress or suggest ways to improve or learn lines.

All students have a GCSE target to aspire to that is both challenging and realistic. Progress is monitored through ongoing informal assessment and performance in the examination components. Progress is also monitored through practice examination questions and a mock examination. Individual and group feedback will be given on what has gone well and indeed how students could improve.

Board	Component 1	Component 2	Component 3
EDUQAS	Stimulus inspired piece of devised theatre and a performance log (40%) MODERATED EXTERNALLY	Performance of 2 extracts from a play. (20%) EXAMINED	Written exam - interpreting performance (40%) EXAMINED

Food Preparation and Nutrition

Introduction

This GCSE in Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, where ingredients come from and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Course Structure and Content

The majority of the course will be delivered through preparation and making activities. You will develop the skills to be able to make the connections between theory and practice and apply your understanding of food and nutrition to practical preparation.

The course will focus on five key topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

You will be asked to supply ingredients for the practical lessons where a product will be taken home. Where students are undertaking shorter skill based activities all materials will be supplied by the department in the usual manner.

Completing the Food Preparation and Nutrition course

When you have completed this course you should be able to:

- show your knowledge and understanding of nutrition, food, food preparation and cooking
- apply your knowledge and understanding of nutrition, food, food preparation and cooking to different situations and tasks
- plan, prepare, cook and present a variety of dishes, using a range of appropriate skills and techniques
- analyse and evaluate different aspects of nutrition, food, food preparation and cooking, including food that you and others have made.

Assessment

Board	Controlled Assessment	Examinations
AQA	<p>Prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.</p> <ul style="list-style-type: none">• Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.• Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included. (50%)	<ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 100 marks• 50% of GCSE

Geography

Introduction

This course includes both traditional and contemporary issues in the world today. A mixture of human and physical geography units lead to a balanced and relevant GCSE for the 21st Century.

Course Structure and Content

The students will follow the AQA GCSE Course.

Paper 1 Living with the physical environment

Consists of questions on physical geography topics from the following areas of study:

- The challenge of natural hazards
- Physical landscapes in the UK
- The living world

Paper 2 Challenges in the human environment

Consists of questions based on human geography topics from the following areas of study:

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

Paper 3 Geographical applications and skills

Consists of a series of questions related to contemporary physical and human geographical issues. Critical thinking and problem-solving task(s) that look(s) at a particular issue(s) from the course using secondary sources.

This is an interesting and rewarding course, which provides good preparation for future studies in geography, environmental studies, travel and tourism and other post-16 options including employment.

To achieve success in the examination, students must be able to take responsibility for their work and to demonstrate an ability to learn, organise and interpret geographical information. Enthusiasm to achieve essential.

Assessment

Board	Examinations	
AQA	Paper 1	(35%)
	Paper 2	(35%)
	Paper 3	(30%)

All candidates sit the same paper

History

Introduction

This course covers a variety of topics, issues, themes and periods. Students examine relevant and contemporary issues, which lead to a balanced GCSE in History.

Course Structure and Content

Students will follow the Edexcel GCSE course.

The course looks at:

- Medicine in Britain c1250 - present. With a particular focus on The British sector of the Western Front 1914-18: injuries treatment and the trenches.
- Early Elizabethan England 1558 - 88.
- The American West c1835 - 95.
- Weimar and Nazi Germany 1918 - 39.

Skills developed over the course include analysis, recall and working with historical evidence. These skills are transferable and employers find them useful in many occupations.

This is an interesting course, which will provide good preparation for a variety of A level and post-16 qualifications.

Assessment

To achieve success in this course, students will be expected to take responsibility for their own work, to read around the subject, to participate in class discussion and to demonstrate an ability to learn, organise and present material accurately.

Board	Examinations
Edexcel	Paper 1 - Medicine in Britain c1250 - present and The British sector of the Western Front, 1914 - 18 (30%) Paper 2 - Early Elizabethan England 1558 - 88 and The American West c1835 - 95 (40%) Paper 3 - Weimar and Nazi Germany 1918 - 39 (30%) All grades are available (9 - 1) on the same paper - there are no tiered papers.

Modern Foreign Languages

Introduction

The school offers GCSE Modern Foreign Languages in French and Spanish:

- French GCSE is offered to students who have studied the language in Key Stage 3
- Spanish GCSE is offered to students who have studied the language in Key Stage 3

Course Structure and Content

The students will be examined in four skill areas:

- Listening: Foundation or higher Level, with questions based on a variety of topics. Questions will be asked in English and in the target language.
- Speaking: Role play, picture based discussion and conversation.
- Reading: Foundation or higher Level, with questions based on a variety of topics. Questions will be asked in English and in the target language. There will also be an element of translation from the target language to English on this paper. Texts will be engaging and age relevant set in the culture of the target language country.
- Writing: Foundation or higher level. There will be a choice of questions at both levels that encourage spontaneity and creativity. There will be an element of translation from English to the target language on this paper.

Studies will build on language learnt in Key Stage 3, which is divided into broad topic areas. The topic areas are designed to motivate and interest students as well as to prepare them to use the language effectively in real situations abroad.

- Identity and Culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

Assessment

Each skill area will be assessed as a final examination at the end of the course in Year 11.

Board	Examinations
AQA	The students will be examined in the four skill areas. Each skill area will be worth 25% of the final grade.

Music

Introduction

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. It is important that students who opt for this subject are willing to develop their knowledge of a variety of styles of music throughout the course.

Students should be able to motivate themselves and have an ability to work both in groups and individually to achieve the course's requirements. The course has undergone significant and exciting changes in 2015 and it now places more emphasis on performance and composition. A drive and passion for music is important.

Course Structure and Content

The GCSE Music course consists of three components as outlined below:

- Component 1: Understanding Music
- Component 2: Performing Music
- Component 3: Composing Music

Students will be required to submit two compositions and two performances as part of their coursework. The first composition is a free composition. Free compositions need not reference areas of study or a given brief. The second composition must be in response to one brief from a choice of four externally set briefs. The briefs will include different stimuli including: written words, poems or a piece of text, photographs, images, film or notation. Both compositions are completed under controlled assessment conditions. The performances consist of solo and group performance.

As 30% of the GCSE grade is based on performing skills, it is desirable that students considering this subject receive instrumental lessons or skill-based tuition in their chosen instrument in order to achieve as much as possible in this element of the course, although this does not rule any student out, as performance skills are worked on throughout the course and there will be opportunities to perform in lessons.

The four areas of study which underpin the Music GCSE course are:

- AoS1: Western classical tradition 1650 - 1910
- AoS2: Popular Music
- AoS3: Traditional Music
- AoS4: Western classical tradition since 1910

Assessment

Board	Controlled Assessment	Examinations
AQA	Component 2 (controlled assessment) (30%) Component 3 (controlled assessment) (30%)	Component 1 (externally marked exam) (40%)

Religious Education

Introduction

This course offers students the opportunity to explore religions in-depth, and apply them to contemporary issues. Through academic study, students will acquire a comprehensive knowledge of two religions, and will be able to discuss comparisons, links and controversies both within and between religions.

Course Structure and Content

Students will follow the Edexcel GCSE course.

Students will study key beliefs, types of worship, festivals and practises of both Christians and Muslims, considering the impact they have on Marriage, the Family, Peace and Conflict. They will also study how religious beliefs influence views on Crime and Punishment and Matter of Life and Death. How should we treat criminals? Should the death penalty be used? What happens after we die? Should abortion be allowed in the UK?

The course provides an exciting opportunity to combine an academic study of religion with open discussions about contemporary issues.

Assessment

To achieve success in this course, students will be expected to take responsibility for their own work, be willing to fully participate in class discussion and demonstrate an ability to learn, organise and present material accurately. They will be responsible for keeping their workbooks up to date and for completing homework and revision outside of lessons. The two terminal exams will give students a full GCSE in RE.

Board	Examinations
Edexcel	Paper 1 Religion and Ethics: Christianity (50%) Paper 2 Religion, Peace and Conflict: Islam (50%)

Core Religious Education (Religious, Social and Ethical Studies)

Introduction

The course offers students the opportunity to reflect upon the links between religious beliefs and important issues in today's world. They will investigate the core beliefs and practices of major world religions and use that knowledge to study contemporary religious, social and ethical questions.

Course Structure and Content

Core RE is non-examined.

Core RE

All students will study Core RE, which is a non-examined course designed to prepare students for our diverse 21st Century world, while at the same time develop a range of skills that prepare them for both work and life.

The course collaborates with the English department to develop skills in speaking, listening and written project work. It will also allow students to investigate themes and topics which support the PSHCE curriculum. Over the course, students will demonstrate their ability to research, empathise and articulate various responses to key beliefs held by other people. The course will also require that students express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning purpose, truth, values and commitments. These are integral skills for those students who wish to be involved in politics, social work, education and law.

Core RE covers themes such as: crime and punishment, medical ethics and life after death.

Assessment

To achieve success in this course, students will be expected to take responsibility for their own work, be willing to fully participate in class discussion and demonstrate an ability to learn, organise and present material accurately. They will be assessed on a wide variety of activities that will be completed in class. This may include giving speeches and presentations, research and completing project work to a specified deadline. These assessment methods help to provide students with a well-rounded education that prepares them for the future.

BTEC First Award in Sport Next Generation

Introduction

The BTEC First in Sport course offers a specialist qualification that focuses on sport. The qualification can extend a learner's programme of study and provide a vocational 'hands on' emphasis.

There is an intention that learners will get a feel of the sports industry and gain experience of some of the jobs they might consider in the future. Learners will finish the course with a portfolio of work that demonstrates the skills that they have developed.

This course is broadly equivalent to one GCSE. Pass, Merit and Distinction grades are awarded. (Pass = 5, Merit = 7, Distinction = 8)

Course Structure and Content

The course is assessed through two core units:

- **Fitness for Sport & Exercise**
(This is assessed through an on-screen test in Year 10)
This unit gives learners the opportunity to explore the different components of fitness and the training methods that are used to develop them. The unit is designed for learners to actively engage in fitness training methods and to participate in fitness testing.
- **Practical Sports Performance**
(This is assessed internally)
This unit allows learners to demonstrate their skills and techniques in a practical sports context, understanding the rules, laws and regulations of sports, and reflecting on their own performance.

... and two additional units:

- **Leading Sports Activities**
In this unit students will learn about the attributes associated with successful sports leadership, undertake the planning and leading of sports activities and review the planning and leading of sports activities.
- **Training for Personal Fitness**
In this unit students will design a personal fitness training programme, know about exercise adherence factors and strategies for continued training success, implement a self-designed personal fitness training programme to achieve own goals and objectives and review a personal fitness training programme.

Assessment

Board	Controlled Assessment	Examinations
Edexcel	All coursework, involving practical outcomes and a portfolio of associated worksheets. (Controlled Assessment 75%)	Fitness for Sport & Exercise Online computer test taken in Year 10 (25%)

Astronomy

Introduction

This course compliments the GCSE Physics course by developing an enthusiasm for astronomy as a theoretical and practical subject. Students will acquire knowledge and understanding of astronomy and the skills needed to investigate a wide range of astronomical contexts. Students will be able to take an informed interest in current astronomical investigations, discoveries and space exploration.

Course Structure and Assessment

The students will follow the Edexcel GCSE course, which covers a number of topics, assessed via two examination papers.

- **Paper 1: Naked-eye Astronomy**

This unit is divided into eight sections; 1. *Planet Earth*, 2. *The Lunar Disc*, 3. *The Earth-Moon-Sun System*, 4. *Time and the Earth-Moon-Sun Cycles*, 5. *Solar System Observation*, 6. *Celestial Observation*, 7. *Early Models of the Solar System* and 8. *Planetary Motion and Gravity*.

- **Paper 2: Telescopic Astronomy**

This unit is also divided into eight sections; 9. *Exploring the Moon*, 10. *Solar Astronomy*, 11. *Exploring the Solar System*, 12. *Formation of Planetary Systems*, 13. *Exploring Starlight*, 14. *Stellar Evolution*, 15. *Our Place in the Universe*, 16. *Cosmology*

Students must also complete two observation projects to be accredited with the GCSE; one unaided and one aided. Specialist equipment is not required for either project but it can be used for some projects if available.

This is an interesting and rewarding course, which provides good preparation for future studies in astronomy, astrophysics and physics. To be successful, students will be expected to take responsibility for their own work, to read around the subject and demonstrate an enthusiasm for the subject.

Assessment

Board	Paper 1: Naked-eye Astronomy	Paper 2: Telescopic Astronomy
Edexcel	One 1 hour 45 minutes (untiered) written paper, out of 100 marks, covering 8 topics. (50%)	One 1 hour 45 minutes (untiered) written paper, out of 100 marks, covering 8 topics. (50%)

FAQs - Key Stage 4 Options

Q What subjects do I have to study?

A The subjects that all students have to study are called the 'Core Subjects' and are split into two groups.

The ones that lead to a qualification are:

- English and English Literature
- Mathematics
- Combined Science
- Religious Education (*could lead to a qualification*)
- Physical Education (*could lead to a qualification*)

There are also subjects that do not lead to a qualification. These are:

- Personal, Social, Health and Citizenship Education

Q How many subjects do I get to study through the options process?

A All students will get to study an additional four subjects.

Q Do all subjects lead to a GCSE qualification?

A Most of the subjects offered at Key Stage 4 will lead to a GCSE qualification. There are some which lead to 'GCSE equivalent' qualifications. That means the work and assessment is of the same standard as GCSE but the course is not graded in the same way. More information can be found on the subject specific pages in the options guide.

Q What is the English Baccalaureate (EBacc)?

A The government has introduced a measure of achievement called the 'English Baccalaureate'. A student is said to have achieved the English Baccalaureate if they secure good passes in the following subjects:

- English Language
- Mathematics
- Two science subjects
- A modern foreign language: Spanish or French
- A humanity: history or geography

Q Will studying subjects that allow me to gain the EBacc help me?

A The EBacc might be an important measure for students wishing to enter some universities.

- Q Do I have to study a subject at GCSE to have the opportunity to take that subject at 'A' Level?**
- A To study some 'A' Level subjects, you must have studied that subject at GCSE level, e.g. French. However, for the majority of subjects it is not essential to have studied it at GCSE but it may give you an advantage, e.g. it is possible to take geography 'A' level without having studied geography at GCSE. Shrewsbury Sixth Form College and other colleges will help you in confirming their current entry requirements for each subject.
- Q Do I have to study 'triple science' in order to study a science subject at 'A' Level?**
- A No. You can still study a science subject at 'A' level without having studied 'triple science' at school but you must have taken 'combined science'. However, if you are planning to study more than one science at 'A' Level, then taking 'triple science' is probably the best route.
- Q Do I need to study a language to get into university?**
- A Some universities and some university courses look favourably on students who have studied a language to GCSE level.
- Q What happens if I change my mind after I hand in my choices form?**
- A You can change your mind but let us know as soon as possible. The longer you leave it, the harder it will be to accommodate any changes. However, changes are discouraged once courses have started in September.
- Q Will I get all of my choices?**
- A We will make every effort to accommodate as many subject choices and combinations as possible.
- Q When will I know which options I have been allocated?**
- A We hope to let students know the subjects they have been allocated before the end of May.