



**ST IVO
ACADEMY**

Astrea Academy Trust
INSPIRING BEYOND MEASURE

YEAR 9 PREFERENCES PROCESS FOR KEY STAGE 4

Curriculum Booklet for Years 10 and 11

September 2024 to July 2026

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Note: Your individual **preferences form** will be emailed to you.

Welcome to the Year 9 preferences process for Key Stage 4

Important and exciting things to think about...

Dear Students and Parent/Carers,

Welcome to our Key Stage 4 curriculum booklet. Inside you will find key information about how the Year 9 preferences process works for choosing subjects to study in Years 10 and 11, and what courses are on offer.

Our aim is to deliver a curriculum which equips young people with powerful knowledge, maximises cognitive development, develops the talent of the individual, and nourishes the whole person. It seeks to secure the best possible learning, examination outcomes, experiences and personal development for each young person for whom we have responsibility. Furthermore, the curriculum embraces the Astrea Academy Trust core values of scholarship, curiosity, tenacity, respect and responsibility.

Subject staff, through working closely with students and encouraging independent learning, seek to impart and develop powerful knowledge, skills and cultural capital – ‘the best that has been thought and said’. This places students in a strong position to succeed in their learning, and develops their ability to understand, question, debate and evaluate the world around them.

Our provision is tailored so that all students follow a curriculum that will maximise their chances to achieve academic excellence and success in public examinations, as well as promoting positive emotional wellbeing and personal development. This rich experience seeks to provide students with a strong capacity to successfully access the next chapter of their lives, and become active and economically self-sufficient citizens.

In Years 10 and 11, students will continue to study a rich, broad, and balanced curriculum. Alongside the core curriculum subjects, students have an opportunity through the Year 9 KS4 process to express a preference for some subjects to be studied during Year 10 and 11. In addition to the subject curriculum, we are committed to providing a wide range of extra-curricular and enrichment opportunities.

Finally, some useful guidance for each student to remember - this preference process is about you. It is not about your friend’s preference, nor is it a preference based on who teaches you this year. You are the person who will be living your life! Study the information available, listen to advice from parents/carers and teachers, and ask questions to help your thinking.

I wish all students every success in selecting the right preferences for their exciting journey ahead.

Dr M Craig
Vice Principal
St Ivo Academy
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Summary of the Year 9 preferences process

- Read the guidance and course information in this booklet.
- Have discussions with your form tutor, teachers, and parent/carers.
- Listen to subject guidance and information at the Year 9 parents/carers evening and Year 9 curriculum evening.
- Choose your course preferences using the online form that will be emailed to you after half term.
- **Complete and submit your preferences form by Monday 18th March.**

What subjects will I study during Year 10 and 11?

You must do some particular subjects (**the core**), but you have the chance to choose what you do for some other areas (**preference subjects**).

Core subjects: English Language, English Literature, Maths and Science (combined or separate 'triple'). In addition, as required by the national curriculum, dedicated time will be given for practical PE, PSHE (which includes DfE requirements for RSE – Relationships and Sex Education, and Health Education) and Religious Education (which includes aspects of ethics and philosophy).

Preference subjects: In addition to the core subjects, you will give your preferences for **four subjects**. These include a wide range of subjects from the arts, humanities, social sciences, and technologies. All available subjects are listed in this booklet.

Students will study a minimum of nine GCSEs. For some students, this will be 10 GCSEs, through the study of Further Maths.

Post-16 providers typically look at the top five to eight GCSE grades you have achieved, for example, in our Sixth Form we look at the top five grades. Many post-16 subjects do not require previous study, but rather for you to show your ability through your overall academic profile. For instance, here at St Ivo we offer subjects including psychology and economics which you cannot study beforehand.

How much time is given to each subject?

Subject	Lessons (per fortnight)	Notes
English – Language and Literature	9	2 GCSEs
Maths	8	1 GCSE
Science	9	2 or 3 GCSEs For those students studying Triple Science, this will also be one of your preferences.
Core: Practical PE	2	
Core: RE	1	
Core: PSHE (part of PD)	1	
Preference 1	5	GCSE Geography or GCSE History for all students
Preference 2	5	GCSE French or GCSE German for most students
Preference 3	5	Choices are: Child Development, Computer Science, Dance, D&T, Drama, Art – Fine Art or Textiles, Film Studies, Food, French, Geography, German, History, Music, PE, Religious Studies, Triple Science.
Preference 4	5	Choices are: Child Development, Computer Science, Dance, D&T, Drama, Art – Fine Art or Textiles, Film Studies, Food, French, Geography, German, History, Music, PE, Religious Studies, Triple Science.

Timetable blocks

Your subject preferences form will guide you to select **one subject from each timetable block**, A, B, C and D. These timetable blocks are subjects that will run at the same time. Combinations have been put together based on many years of experience with previous preference processes, currently anticipated staffing availability and to allow for subject ability setting where possible. The timetable blocks are consulted on with parents and carers in the autumn term.

Please note that whilst students will select one subject per block, the academy may at its discretion swap student class assignments to a different block. For example, a student who requests history in block A, drama in block B, French in block C and design technology in block D may be switched groups for the latter two blocks.

The number of classes is also subject to change based on the number of preferences received.

We hope to confirm subject preferences early in the summer term.

Block A	Block B	Block C	Block D
French (2 groups) History (2 or 3 groups)	Geography (2 groups) German History (2 groups)	French (2 groups) Geography (2 or 3 groups)	French (2 groups) History (2 groups) Triple Science (2 groups)
Art – Drawing & Painting Child Development Computer Science Food Preparation & Nutrition PE (3 groups)	Art – Textiles Computer Science Design Technology Drama Film Studies Food Preparation & Nutrition	Art – Drawing & Painting Art – Textiles Child Development Dance Design Technology Food Preparation & Nutrition Religious Studies	Art – Drawing & Painting Computer Science Design Technology Film Studies Food Preparation & Nutrition Music

What should I know and consider when making my preferences?

What are 9-1 GCSEs?

- GCSEs have 9 to 1 grades.
- Grade 9 is awarded to the top performing students nationally.
- Most subjects do not have 'coursework', and are assessed by exams at the end of the course.
- The government has stated that GCSE grade 4 is a 'standard pass' and grade 5 and above is a 'strong pass'. Sixth Forms are likely to refer to such grades, and may demand higher grades such as grade 6 or 7 in the subject students wish to go on to study at A Level.

What is the Ebacc? (English Baccalaureate)

The Department for Education stated that the Ebacc is a set of subjects at GCSE that keep young people's options open for further study and future careers. The Ebacc is:

- English language and literature

- maths
- sciences (combined science, or 3 from biology, chemistry, physics and computer science)
- geography or history
- a language

The government has stated an ambition to see 75% of pupils studying the Ebacc subject combination at GCSE, and 90% by 2025. This means that an increasing number of students nationally will be taking this selection of subjects, against whom St Ivo students will be competing in the future for college, university and employment opportunities. We do not want St Ivo students to be disadvantaged, locally or nationally, by not having taken the Ebacc combination. Hence, if your subject attainment so far suggests that you can gain the Ebacc, we strongly recommend this combination for you.

Why study a language?

The Ebacc combination ties in with the desire for students to have a broad and balanced academic curriculum experience, including a language. Learning and studying a language offers all kinds of fantastic benefits, as outlined in the languages section of this booklet. Most students will study French or German. If you have a **“home” language** you should talk to the Languages department as you may be able to get an extra GCSE qualification if this subject is available as a GCSE.

What are BTEC Tech Awards?

BTEC stands for Business and Technology Education Council, and Tech means technical. BTEC Tech Awards are a set of vocational qualifications which are designed to be taught alongside GCSEs for 14-16 year old KS4 students. They are designed to give students a glimpse into a professional sector whilst teaching them transferable skills for life. They are assessed using mostly assignments and practical tasks to suit vocational students, and will be studied as Level 2 subjects (equivalent to GCSEs) during Year 10 and Year 11. Students will be graded as unclassified, pass, merit, distinction and distinction*.

Are there a mixture of existing subjects and new subjects?

There are some new subjects available which you will not have studied before. Make sure you do plenty of research about the new subjects and also existing subjects before you finalise your choices.

Will all courses run?

The courses that run are finally decided after the preference forms are submitted. The final decision on whether courses can run is based upon such factors as the amount of student uptake, timetabling possibilities and resources.

Assessment and progress

Assessments: at the beginning of Year 10, teachers will give you information about your course, including assessment objectives. As you work through the course, the feedback that your teachers give you will show you how you are making progress towards these assessment objectives. You can be assessed in different ways: written and orally; practical tasks and project work; assignments, practice questions, tests and mock exams; and by teachers talking to you and observing you.

Data system: progress against targets and assessment results will be recorded on MCAS at regular moments. Students and parents have access to this, so you can track your progress through the course.

Homework: teachers will also assess and record your homework, including how you manage your work and meet deadlines. It is therefore important to plan ahead and use your time wisely. If you find it difficult

sometimes to complete homework or are falling behind with your deadlines, you must quickly tell your subject teachers and form tutor so that they can support and advise you.

For subjects with **Non-Examination Assessments (NEAs)**, your teachers will be able to advise you about what you need to do to gain the best possible marks. These will be marked to nationally agreed standards, and the marks are moderated and inspected by other teachers. Your teachers will give you a timetable and deadline dates for completing assessments.

Is my timetable all exam work?

No. Your timetable will also include assembly, tutor periods, core practical PE, core PSHE and core RE.

Core PE: will allow you to experience a range of sports, team games and health-related activities on a weekly basis. There are opportunities to do even more by taking part in clubs, activities and teams. In addition, you may choose to take GCSE PE.

Core PSHE (Personal, Social, Health and Economic education) is part of the academy's wider **Personal Development (PD)** experience. PD permeates school life, both in the curriculum and extra-curricular offer. The taught PD curriculum is based on the PSHE Association's programme of study. It is designed to help students develop as individuals, and remain healthy and safe throughout their adult life. Parts of the programme focus on physical and emotional health and well-being, RSE (Relationships and Sex Education), and living in the wider world, including British Values and Protected Characteristics. Students will also learn how to deal with examination stress, how to manage their workload and maintain a work/life balance.

Core RE includes the study of religion, philosophy and ethics. It allows students to study the religious and non-religious traditions that have shaped Great Britain and the world, understanding their place within a diverse multi-religious and multi-secular society. This includes links to the Personal Development experience by touching on religious, philosophical and ethical considerations of issues such as stewardship and the environment (e.g. deforestation), human rights, animal rights, peace and conflict.

Careers and Work Experience

Work Related Learning

In Year 9 you will have experienced the World of Work event in January, and you will have started considering future careers. You will have been encouraged to access the Morrisby Careers programme to look at future careers and courses.

During Years 10 and 11, you will continue to use Morrisby and during your Personal Development lessons you will discuss all aspects of your future.

Experiences:

- CV writing in year 9 in preparation for year 10 work experience.

- Work experience in year 10
- Access to Careers Information and Guidance on Morrisby.
- Project work in some subjects which is based in a vocational context, e.g., problem solving drawn from the real needs of business and industry.
- STEM ('Science, Technology, Engineering and Maths') opportunities via the Science and Mathematics Departments.

Will I do work experience?

Normally, Year 10 students have a period of work experience in the real world of work. At the placement you will gain an insight into the requirements of the workplace, its disciplines and develop upon your current practical and social skills.

The school administers the whole work experience process. We require students to find their own placements (Student's Own Placement), and the school then checks that companies conform to insurance, health, and safety requirements. If the company of choice meets the requirements, you will be able to attend work experience there. Students are visited and monitored by a member of staff from the school. This is usually their tutors, but subject and pastoral staff will do so as well.

Work experience is a valuable part of the curriculum and normally takes place towards the end of the summer term. Many students consider this as one of the most enjoyable moments of their education, and placements can often result in future part-time opportunities and essential contacts for apprenticeship opportunities.

How do I find out about post-16 options open to me at the end of Year 11?

On the school website there is a careers webpage where you can access a variety of helpful websites. There is a PowerPoint explaining how to logon to Morrisby, if you have not already done so. You will also access MyChoice16 application for post 16 courses facilitated by your tutor, this allows you to apply to St Ivo Sixth Form and other providers. These can help you decide the subjects you wish to take for post-16 study.

COURSES ON OFFER

For Years 10 and 11: September 2024 - July 2026

CORE SUBJECTS	PREFERENCE SUBJECTS
<p><u>Exam courses</u> English Language English Literature Mathematics Science</p> <p>Triple Science: For those students studying Triple Science, this will be one of your preferences. Please see pages 4-5 and the Science page.</p> <p><u>Non-exam courses</u> Core Practical PE Core RE Core PSHE (part of Personal Development)</p>	<p>Art and Design: Fine Art – Painting and drawing Art and Design: Fashion and textiles Child Development Computer Science Dance Design and Technology Drama Film Studies Food Preparation and Nutrition French Geography German History Music PE Religious Studies</p>

CORE CURRICULUM – EXAM SUBJECTS

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Combined Science or GCSE Separate Science ('Triple Science')

GCSE English Language

COURSE OUTLINE

All students will normally take English Language GCSE.

Component 1: 20th Century Literature Reading and Creative Prose Writing

Written examination 1 hour 45 minutes - 50% of qualification.

Section A (25%) Reading

Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions.

Section B (25%) Prose Writing

One creative writing task selected from a choice of two tasks.

Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing

Written Examination 1 hour 45 minutes - 50% of qualification.

Section A (25%) Reading

Understanding of two extracts (about 900-1200 words in total) of high quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions.

Section B (25%) Writing

One compulsory transactional/persuasive writing task.

Component 3: Spoken Language

Non-exam assessment - unweighted.

One presentation/speech, including responses to questions and feedback. Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

ASSESSMENT

The assessment is based on 100% examination. There is assessment of speaking and listening but this is coursework based and does not contribute to the overall GCSE. The examinations are un-tiered; all students entering sit the same paper.

All exam boards follow a similar pattern of assessment with two examinations at the end of the two year course assessing reading and writing.

The Awarding Body is AQA.

If you are interested in finding out more about the course, please see Ms Panter, Head of Department, or email ks4preferences@astreastivo.org

GCSE English Literature

COURSE OUTLINE AND ASSESSMENT

The majority of students will take both English language and English literature. Assessment is 100% examination with un-tiered end of course examinations.

The course will introduce you to a wide range of writing in various genres and it complements the English language course by focusing on the same skills such as analysis and comprehension.

The course is assessed as follows:

Component 1: Shakespeare and 19th Century Novel

Written examination 1 hour 45mins - 40% of qualification.

Section A (20%) Shakespeare

One extract question and one essay question based on the reading of a Shakespeare text from the prescribed list.

Section B (20%) 19th century novel

Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Component 2: Modern texts, unseen poetry, poetry

Written examination 2 hours and 15 minutes - 60% of qualification.

Section A (20%) Modern texts

Students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B (20%) Poetry

Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C (20%) Unseen Poetry from the 20th/21st Century

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

The Awarding Body is AQA.

If you are interested in finding out more about the course, please see Ms Panter, Head of Department or email ks4preferences@astreastivo.org

GCSE Mathematics

COURSE OUTLINE

You will follow the national curriculum in mathematics, working towards a GCSE at the end of Year 11.

There will be two tiers of entry with the final decision for entry being made after the mock examinations in Year 11. We will enter you for the tier in which you will be more confident about answering most of the questions, so seeking to achieve as highly as possible.

Throughout the course you will be expected to work hard to understand each new concept, to complete tasks by set dates and to approach the work in a positive way. When possible, you will have the opportunity to use appropriate technology and practical equipment and you should find the work challenging and rewarding.

The content of the GCSE course will broaden your understanding of the basics, consolidating the skills gained during Key Stage 3, and then further your achievement in mathematics. There will be opportunities to study more advanced areas of mathematics as well as resolve misconceptions and areas of difficulties. You will be tackling work from areas of mathematics such as algebra, statistics, trigonometry, graphs, numeracy and probability.

We also offer the Further Mathematics qualification through additional lesson time in the extended school day (period 6).

ASSESSMENT

Assessment will be by three written examinations at the end of Year 11, two of which allow the use of a calculator. There is no coursework in mathematics.

The Awarding Body is Edexcel.

If you are interested in finding out more about the course, please see Mrs Sargent, Head of Department, or email ks4preferences@astreastivo.org

GCSE Science: Combined (Double) or Separate (Triple)

SUBJECT OUTLINE

We offer different routes for students to follow at Key Stage 4. The rationale behind this is to ensure that we can meet the diverse needs, aims and ambitions of our students. Furthermore, we aim to ensure that all students will gain experience of practical laboratory science and develop their team working and communication skills. Our aim is to deliver an engaging and interesting science experience for every student.

ROUTE 1: COMBINED SCIENCE (WORTH 2 GCSEs)

Most students will be entered for this course, which leads to two GCSEs. All exams are taken at the end of Year 11 and there is no course work. Students are, however, required to do practical experiments throughout the course that are essential to passing it. Combined Science is composed of Biology, Chemistry and Physics and all students will get a broad, balanced education in all three of the sciences. This qualification is studied by many Key Stage 4 students and allows progression to all A-Level sciences.

At the end of the course students will take 6 exams, 2 in Biology, 2 in Chemistry and 2 in Physics. The scores will be amalgamated and 2 GCSEs awarded according to their total. Students must sit the same tier for all science exams.

Examining Body: AQA (Trilogy)

ROUTE 2: SEPARATE SCIENCE (WORTH 3 GCSEs) BIOLOGY; CHEMISTRY; PHYSICS ('TRIPLE SCIENCE')

Some students will follow the separate sciences ('Triple Science') route: Biology, Chemistry and Physics. These students will achieve three GCSE qualifications, one in each science. This route has more content, as it leads to an extra GCSE. Extra topics covered over Combined Science include the structure of the brain and the eye in Biology, more content on industrial and contemporary Chemistry and astronomy and additional nuclear science in Physics.

At the end of the course you will take 6 exams, 2 in Biology, 2 in Chemistry and 2 in Physics and will be awarded individual GCSE grades in each subject. Students can sit different tiers for each subject (but the same tier for both papers in that subject)

Examining Body: AQA

If you would like to be considered for a place on this course please request Triple Science as one of your four preferences.

FURTHER STUDY

Routes 1 and 2 can lead on to Advanced Level science qualifications at Sixth Form level if you achieve well and wish to continue your studies. Both Combined or Separate Science are suitable for entrance to university courses in science, however students on the separate science course will be at an advantage at A-level as they will already have covered some of the course.

If you are interested in finding out more about the course, please see Ms Marshall, Head of Department, or email ks4preferences@astreastivo.org

PREFERENCE SUBJECTS

- **GCSE 9-1**
- **BTEC Tech Awards**

GCSE Art and Design preferences

All art and design courses develop critical thinking to understand the historical and contemporary visual world. Students develop practical skills, learn how to research, analyse, evaluate and communicate ideas through their artwork. Coursework encourages independent learning and the opportunity to produce meaningful and personal outcomes. Students consistently achieve outstanding results across all art and design titles (95% 9-4 grades in 2019 and Fine Art, Textiles and Three Dimensional Design frequently achieve in excess of 90% 9-4 grades). Art and Design choices are very popular GCSE preferences, and many students continue to pursue an Art and Design option to A Level in preparation for university and careers in both the creative world and other fields.

COURSE OUTLINES: Students can choose one endorsed title from the following preferences:

<u>Fine Art – Painting and Drawing</u> This course suits a range of artistic abilities and students will experiment with a variety of techniques and media to produce paintings, drawings and mixed media outcomes. Students will also study historical and contemporary artworks and artists. This is a good option for students who prefer to work in two dimensions on paper, board or canvas.	<u>Fashion and Textiles</u> This course provides the opportunity to work with stitch, embroidery (hand and machine), garment construction, felting, printing and dyeing fabrics. This is a good option for students who are interested in fashion and textile design.
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For both GCSE preferences preparatory work must be presented in a sketchbook/journal and must contain some aspects of drawing along with media experimentation, reference to artists and/or designers, the development of ideas and a personal response to a theme.

ASSESSMENT (for all titles)

Component 1 60% This is a coursework portfolio of selected outcomes with preparatory work based on themes or projects set by the teacher.

Component 2 (Externally Set Assignment) 40% This is an externally set assignment based on a theme set by the exam board. The 2020 theme was 'Events'. Students have approximately 10 weeks to prepare their ideas and then students take a 10 hour exam (2 days) to produce their final outcome.

All Art students are given the chance to visit art galleries and museums in London (Tate, Victoria and Albert Museum, National Galleries) to widen their knowledge and understanding of artists work and undertake personal research for coursework and the Externally Set Assignment. Art students may also be given the opportunity to visit an Italian city (Rome, Sorrento, Florence or Venice) to continue with their cultural enrichment in the Arts.

The Awarding Body is Pearson Edexcel.

To find out more about the Fine Art and Textiles/Fashion course, please see Mr Goold, Head of Department, or email ks4preferences@astreastivo.org

Child Development (BTEC Tech Award)

COURSE OUTLINE

This qualification is for learners interested in taking a vocational course alongside their GCSEs that will offer them an insight into what it is like to work the Early Years sector (which transects childcare, Early Years teaching, and healthcare roles), allowing them to make an informed decision about their future learning and career. The Tech Award gives learners the opportunity to develop broad knowledge and understanding of child development and growth from birth to age five, looking at the impact of a wide range of social and environmental factors. The BTEC Tech Award also looks at how children learn through play, with specific regard to diversity and inclusion, and adaptations to promote learning and support the development, play and learning for children with different needs.

Component 1: Children's Growth and Development

Learners will explore children's growth and development aged birth to five years and understand expected patterns of development for children of different ages. They will also investigate the factors affecting growth and development of children from birth to five years old.

Component 2: Learning Through Play

Learners will develop an understanding of how play activities can influence children's learning between the ages of birth and five years old. They will consider the different types of play in which children engage, and how activities can support children's learning and progress across the five areas of development.

Component 3: Supporting Children to Play, Learn and Develop

Learners will develop an understanding of the impact of individual needs on a child's learning and development investigate the role of an adult in play activities and how to adapt activities to promote the learning and support the inclusion of all children in play.

ASSESSMENT

The subject is assessed in 2 ways:

Component 1 and 2 are internally assessed assignments, conducted and marked in school. These components are worth 60% in total.

Component 3 is an external examination which requires a knowledge and understanding of how a child learns and develops. This is externally marked and worth 40% in total.

The Awarding Body is Pearson Edexcel.

If you are interested in finding out more about the course, please see Mrs Evans, Head of Department, or email ks4preferences@astreastivo.org

Computer Science

COURSE OUTLINE

Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation. **Please be aware that GCSE Computer Science is very different from an Information Technology course.**

- Analyse problems in computational terms including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

The course is made up of three components.

Component 1: Computer Systems (50%) 80 marks, 1 hour 30 minutes paper

- Systems Architecture
- Memory and storage
- Computer networks, connections and protocols and Network security
- System software
- Ethical, legal, cultural and environmental impacts of digital technology

Component 2: Computational Thinking, Algorithms and Programming (50%) 80 marks, 1 hour 30 minutes paper

- Algorithms and Programming fundamentals
- Producing robust programs and Boolean Logic
- Programming languages and integrated development environments

Component 3: Programming Project

Practical Programming – Students will complete a programming portfolio. This is not assessed.

ENTRY REQUIREMENTS

It is recommended that students are currently set 3 or above in Mathematics.

ASSESSMENT

- Two externally assessed written examination papers (worth 50% each).
- Two externally assessed written examination papers (worth 50% each).

The Awarding Body is OCR.

If you are interested in finding out more about the course, please see Mr Abedin, Head of Department, or email ks4preferences@astreastivo.org

Dance (BTEC Tech Award)

COURSE OUTLINE

The performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the performing arts sector. This BTEC course gives you the opportunity to develop sector-specific knowledge and skills in a practical learning environment as well as develop valuable transferable and interpersonal skills.

Component 1: Exploring the Performing Arts. Internally assessed. 30%

You will develop knowledge and understanding of a range of performance styles and will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, how they create performance material and how themes and issues are communicated to an audience.

Component 2: Developing Skills and Techniques in the Performing Arts. Internally assessed. 30%

In this component you will develop performance skills and techniques, taking part in workshops and classes where you will develop technical, practical and interpretive skills through the rehearsal and performance process. You will work from existing repertoire, applying relevant skills and techniques to reproduce the work. Throughout your development, you will review your own progress and consider how to make improvements.

Component 3: Performing to a Brief. Externally assessed. 40%

In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance requirements and which asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to an audience.

The Awarding Body is Pearson Edexcel.

As part of the BTEC course, the Department offers trips to see live theatre as well as a residential trip to London. The trip includes two classes at Pineapple and Dance Works, a backstage tour of the National Theatre, tickets to see a West End production as well as some sightseeing!

The Dance Department is extremely proud of its annual dance performance "Ivolution". This sees over 100 dancers from all year groups perform dances from extra-curricular clubs, their own choreographies as well as BTEC practical assessment pieces. Students in Key Stage 4 will have the opportunity to teach younger students their own choreographies.

BTEC courses pride themselves on creating links with professional performers and allowing students an insight into the performing arts industry. During the course students will be able to attend workshops led by professional dancers/practitioners to enhance their BTEC experience and prepare them for life after St Ivo Academy.

Learners who complete the BTEC Level 2 Tech Award can progress onto BTEC Level 3 or A Level Dance or Performing Arts complementing other GCSE/BTEC choices.

If you are interested in finding out more about the course, please see Miss McAdam, Head of Department, or email ks4preferences@astreastivo.org

GCSE Design and Technology

COURSE OUTLINE

This GCSE is split into two components, which will be completed over the two-year course.

Component 1: Personal Investigation

Component 2: Externally Set Assignment

Both components are teacher assessed and externally moderated.

COURSE

Students will complete the endorsed title: Three-dimensional Design (Product Design)

Students will complete a range of investigation, designing, prototyping, modelling or making of functional and aesthetic consumer products. Students should engage with appropriate processes, models, materials and construction techniques to help take their initial ideas through to realisation.

AIMS OF THE COURSE

This Product Design course is creative and thought provoking. It is designed to inspire and challenge students to develop their design and practical skills to produce creative, innovative and successful product outcomes.

It enables progression into higher education and reflects more of the skill requirements demanded by colleges, universities and the workplace environment.

The structure of the exam element will be practical based rather than a written exam. The theoretical side of design and technology will still be taught. However, this will be evidenced through applying and including the knowledge within the portfolio and practical instead.

You will gain a real insight into what it means to be a designer: equipping you with skills for the future and giving you the confidence to succeed in higher education.

ASSESSMENT

Component 1 - Personal investigation: 60% of final grade.

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing a personal resolved practical outcome(s). The personal investigation incorporates two major elements: supporting studies and practical work.

Supporting studies and practical work will comprise of a portfolio of development work and practical outcome(s) based on themes and ideas developed from personal starting points.

Component 2 - Externally Set Assignment 40% of final grade.

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing a personal resolved practical outcome(s) in response to an externally set theme. This component incorporates two major elements: preparatory studies and a 10-hour period of sustained focus.

Preparatory studies will comprise of a portfolio of practical and written development work based on the Externally Set Assignment, which is focused on a given theme set by the exam board.

During the 10-hour period of sustained focus under examination conditions, students will produce a final practical outcome(s) extending from their preparatory studies in response to the Externally Set Assignment.

The Awarding Body is Edexcel Pearson. If you are interested in finding out more about the course, please see Mr Gower, Head of Department, or email ks4preferences@astreastivo.org

GCSE Drama

COURSE OUTLINE

Drama is a fun, creative and challenging option for GCSE and will suit you if you enjoy learning practically and creatively, as well as in more traditional desk-based lessons.

Drama students learn how to:

- come up with and develop ideas, which will work as a piece of drama. This will always mean having some kind of effect on an audience.
- perform and have a clear and deliberate effect on an audience.
- show knowledge about the world of theatre and how it is created, through written and practical work.
- write about acting, recognise their own strengths and weaknesses, and be able to improve their own and other people's work.

You will work with others to create your own plays; read, rehearse and perform published plays; and watch and critique others' performances. If you prefer not to perform, there are opportunities to design sets, costumes, lighting and sound.

ASSESSMENT

Component 1: 100% Written Exam — 40% of GCSE

Exam scheduled in June of Year 11.

- Set text - students write about how they would act, direct and design for a production of (currently) Blood Brothers.
- Review of a live performance - students MUST see at least one piece of live theatre per year of the course. In previous years we have seen Peter Pan, The Unreturning, School of Rock and The Woman in Black. This year we took students to see 'The Play That Goes Wrong'.
- General theatre knowledge.

Component 2: 25% Practical, 75% written — Devised — 40% of GCSE

Completed as coursework in term one of Year 11.

Create a piece of drama based on a stimulus of your choice - eg video games, gang violence, the Holocaust, fame and celebrity, etc. Evaluate your own work.

Component 3: 100% Practical — Script-based — 20% of GCSE

Completed as coursework in term two of Year 11.

Rehearse and perform two extracts from a play of your choice, in a group or alone. Last year we did a range of plays including Hamlet, Macbeth, Skirmishes, Yerma, My Mother Said I Never Should, A Christmas Carol, and Teechers.

The Awarding Body is AQA.

If you are interested in finding out more about the course, please contact Miss Crellin, Head of Department, or email ks4preferences@astreastivo.org

GCSE Film Studies

COURSE INFORMATION

Film is an important part of many people's lives, considered by many to be the major art form of the last one hundred years. In the 21st century it has a significant influence on the way people think and feel.

GCSE Film Studies is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences. Learners will develop their knowledge of US mainstream and independent film from different eras and will explore global cinema. In addition, they will have the opportunity to produce their own short films and screenplays.

COURSE OUTLINE (WITH EXAMPLE SET TEXTS)

Component 1: US Film (35%)

US comparative study.

US independent film.

Component 2: Global Film (35%)

Global English language film.

Non-English Language film.

Contemporary UK film.

Coursework – Production (30%)

Creating an extract from a film/screenplay of a specific genre, for example: science fiction, horror or teen movie.

The Awarding Body is Eduqas.

If you are interested in finding out more about the course, please see Mrs Malster, Head of Department, or email ks4preferences@astreastivo.org

GCSE Food Preparation and Nutrition

COURSE OUTLINE

This course is designed to equip you with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages you to cook, to make informed decisions about food and nutrition and enables you to be able to feed yourself and others affordably and nutritiously later on in life. This GCSE can also lead on to a Level 3 / A level in food and nutrition, and employment within the vital food industry.

The syllabus is divided into the following areas of content:

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

Practical cookery skills are a vital and integral part of this course and makes up most of the coursework element: 50% of the final grade.

The costs will vary according to the topic but could average between £3 - £5 weekly. Some students may be eligible for financial assistance, for example pupil premium students. Please contact Mrs Evans (see below).

ASSESSMENT

This is divided into 2 components:

1. Principles of nutrition. One written exam paper for June 2018. **Worth 50% of the final grade.**
2. Food preparation and Nutrition in Action; the **coursework/practical** skills element:
 - ◆ **Task one:** A food science investigation worth 15% of the final grade.
 - ◆ **Task two:** Create dishes as part of a menu worth 35% of the final grade.

The coursework element will be marked in school and sent to the examination board for moderation at the end of the course.

The Awarding Body is Eduqas/WJEC.

If you are interested in finding out more about the course, please see Mrs Evans, Head of Department, or email ks4preferences@astreativo.org

GCSE French

Why learn a language? Here are a few great reasons:

- Studying a language develops your thinking and learning skills, which supports your studies across the curriculum.
- A language is a facilitating subject (preferred GCSE) for many colleges and universities.
- Communication. It may seem that everyone speaks English, but in fact 75% of the world's population don't.
- English is not always enough. It's really important that you learn to speak and understand other people, no matter where they are from.
- You can travel to new places around the world, and understand the societies better.
- It's the perfect way to meet new people and discover new cultures.
- Speaking another language really makes you stand out from the crowd.
- Learning a foreign language can help you understand your own language and make it easier to learn others.
- You develop four key skills: listening, reading, speaking and writing.
- You'll have fun learning about a wide range of topics from shopping to sport, to food and entertainment.
- Speaking more than one language increases your brain capacity and can help better memory.
- It is an impressive achievement to speak a foreign language, and you can have better options for your future.

COURSE OUTLINE

You will learn to use languages in a range of practical situations and will build on the vocabulary and skills learnt in Years 7-9. A variety of relevant and interesting topics are studied. These include:

Theme 1: People and lifestyle

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

Theme 2: Popular culture

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

Theme 3: Communication and the world around us

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

ASSESSMENT

Assessment is Linear — all four exams are taken at the end of the course, each worth 25% of the marks. The four papers each cover one skill: Listening; Speaking; Reading; and Writing.

The Awarding Body is AQA.

PROGRESSION

Success at GCSE will give you the skills and confidence for progression onto the A Level course.

If you are interested in finding out more about the course, please see Mrs Champley-Potter, Head of Department, or email ks4preferences@astreastivo.org

GCSE Geography

“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?” - Michael Palin.

COURSE OUTLINE

The AQA geography GCSE has been chosen for its exciting and interesting content, mixing the more traditional elements of geography combined with new ideas and approaches whilst balancing physical and human themes. It enables you to understand the ever changing relationships between people and the environment in which they live and the increasing challenges that we face. The specification also encourages you to understand your role in society, considering different viewpoints, values and attitudes and tackling global issues such as climate change, deforestation, weather hazards and sustainability. Students will also learn invaluable transferrable geographical skills.

Fieldwork

Fieldwork is an important and compulsory aspect of the course, providing you with an opportunity to consolidate and extend your geographical understanding by relating learning to real life experiences. During the course you will carry out two fieldwork investigations (one physical and one human geography based) outside of the classroom. Your understanding of the geographical enquiry process will be tested as part of the Paper 3 written exam "Geographical Applications". The physical fieldwork enquiry is based on coastal environments and is undertaken in the summer term of Year 9 for those students who have opted for GCSE Geography with a trip to Dunwich and Aldeburgh on the Suffolk Coast. The human fieldwork enquiry is based on fieldwork undertaken in St Ives during the teaching of the human environment element of the GCSE in Year 11.

You are also given the opportunity to apply to take part in the optional annual trip to Iceland in July of Year 10 (subject to numbers).

ASSESSMENT

The qualification is linear, which means that you will sit all of your exams at the end of the course. The course is assessed by three written exams and includes a mixture of question types: multiple-choice, short answer and extended prose.

Paper 1 - Living with the Physical Environment - **35%** (1 hour 30 minutes)

Paper 2 - Challenges in the Human Environment - **35%** (1 hour 30 minutes)

Paper 3 - Geographical Applications - **30%** (1 hour 15 minutes)

About the Department

The Geography Department enjoys outstanding academic and teaching success and our uptake at GCSE reflects this. It is currently the second largest option subject at GCSE, with large numbers in both Year 10 and 11). Many students who follow the GCSE course have also chosen to pursue it further at A Level and a number of students each year go on to study Geography at University level. The department is very well resourced, having a wide range of textbooks, ICT facilities and nationally acclaimed online resources to support students, including the departmental website www.geobytes.org.uk dedicated GCSE blog, twitter feed (@StIvoGeography) and facebook page which support students' learning in a variety of different ways. Students also have access to our GCSE Schoology course in which we make available lesson and revision resources to all students. For further information about the course and benefits of taking Geography at GCSE, see: <http://www.geobytes.org.uk/studyinggcsegeography.html>

The Awarding Body is AQA.

If you are interested in finding out more about the course, please contact Mr Henry-Cockles, Head of Department, or email ks4preferences@astreastivo.org

GCSE German

Why learn a language? Here are a few great reasons:

- Studying a language develops your thinking and learning skills, which supports your studies across the curriculum.
- A language is a facilitating subject (preferred GCSE) for many colleges and universities.
- Communication. It may seem that everyone speaks English, but in fact 75% of the world's population don't.
- English is not always enough. It's really important that you learn to speak and understand other people, no matter where they are from.
- You can travel to new places around the world, and understand the societies better.
- It's the perfect way to meet new people and discover new cultures.
- Speaking another language really makes you stand out from the crowd.
- Learning a foreign language can help you understand your own language and make it easier to learn others.
- You develop four key skills: listening, reading, speaking and writing.
- You'll have fun learning about a wide range of topics from shopping to sport, to food and entertainment.
- Speaking more than one language increases your brain capacity and can help better memory.
- It is an impressive achievement to speak a foreign language, and you can have better options for your future.

COURSE OUTLINE

You will learn to use languages in a range of practical situations and will build on the vocabulary and skills learnt in Years 7-9. A variety of relevant and interesting topics are studied. These include:

Theme 1: People and lifestyle

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

Theme 2: Popular culture

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

Theme 3: Communication and the world around us

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

ASSESSMENT

Assessment is Linear — all four exams are taken at the end of the course, each worth 25% of the marks. The four papers each cover one skill: Listening; Speaking; Reading; and Writing.

The Awarding Body is AQA.

PROGRESSION

Success at GCSE will give you the skills and confidence for progression onto the A Level course.

If you are interested in finding out more about the course, please see Mrs Champley-Potter, Head of Department, or email ks4preferences@astrestivo.org

GCSE History

COURSE OUTLINE

The aim of the course is to provide you with a broad understanding of Britain and the world across the centuries. Only through having knowledge of history can we understand the issues which face us today. The skills developed in the study of history are seen as highly valuable in a whole variety of different areas, including sixth form colleges, universities and work places. The course includes the following:

Paper 1: Thematic study and historic environment

- Thematic study: Medicine through time, c1250-present.
- Historic environment: The British sector of the Western Front, 1914-18 - injuries, treatment and the trenches. We aim to offer the chance for GCSE History students to participate in a trip to the Western Front in Belgium - see below.

Paper 2: Period study and British depth study

- Period study: Superpower relations and the Cold War, 1941-1991
- British depth study: Early Elizabethan England, 1558-1588

Paper 3: Modern depth study

- The USA 1954-1975: conflict at home and abroad.
- The battle for Civil Rights in the twentieth century, America's involvement in the Vietnam War.

St Ivo History Department is a great place to study history – WHY?

- **TRIP:** A two day trip to the Western Front (the trenches) is offered to Year 10 History students if circumstances allow.
- The course is lively, fascinating and relevant to the modern world.
- High numbers of students choose to study GCSE history each year (170 - 220).
- History GCSE results have been consistently above national average for the last three years.
- Many students also go on to study 'A level' history.
- Use of YouTube, DVDs, podcasts, GCSEpod and more to help with learning and revision.
- We offer students a structured revision programme in Year 11 and free History department revision guides for each topic.

ASSESSMENT

Paper 1: 1 hour 15 minute exam worth 30% (Thematic study 20%; Historic environment 10%).

Paper 2: 1 hour 45 minutes worth 40% (British depth study 20%; Period study 20%).

Paper 3: 1 hour 20 minutes worth 30%.

The Awarding Body is Pearson Edexcel (1H10).

If you are interested in finding out more about the course, please contact Mrs Ellinor, Head of Department, or email ks4preferences@astreastivo.org

GCSE Music

COURSE OUTLINE

The GCSE music course comprises three main elements: (1) Performing music, (2) Composing music, and (3) Listening and Appraising. Students study these through practical and theoretical tasks to help them build their understanding of how all styles of music work. They will then apply this knowledge when performing and composing music of their own, and when writing about music in a listening exam. The performance and composition sections are worth 30% each, and the written exam is worth 40%.

In order to take GCSE music you do not need to consider yourself an advanced musician or have instrument lessons already. The essential characteristics for students taking the course are an enjoyment of the subject and a genuine interest in how music works. Music studied covers a wide range of styles including modern pop, classical, film music and world music. Since there is a performance element in the course worth 30% of the final grade, we do recommend that students taking the course who do not already learn an instrument, begin instrumental or singing lessons in Year 10. Lessons are available from professional instrument teachers through the school and some financial assistance may be available if required, in particular circumstances, for example pupil premium students. We also have some sixth form students who may be able to help get students started on instruments, or students are welcome to find teachers outside school. Any instrument is accepted for performance.

ASSESSMENT

Performing (30%) – coursework assessment

Students perform on their chosen instrument (which can include singing) as a soloist and in an ensemble (in a group of more than 2 people). Performances are recorded and assessed in school by the teacher during Year 11. Students may perform as many pieces as they wish, but the total must add up to at least 4 minutes with at least 1 minute of ensemble playing. Being a regular member of an extra-curricular club in school very much helps with the ensemble performance!

Composing (30%) – coursework assessment

Students compose two pieces, with help and guidance from the teacher. One piece can be anything the student likes (for instance a song, a piano piece, or a samba piece) and the other will be composed to a brief set by the exam board. The two compositions added together should total at least 3 minutes. Students have time at home to plan and work on their pieces and 1:1 tutorials will be offered with their teacher. The pieces will be written up in controlled conditions in school during Year 11.

Listening and Appraising (40%) – examination, summer term Year 11

Students study four areas of music, listening to and learning about a range of pieces in each topic to gain an understanding of the overall styles. Students learn to analyse and understand different types of music, some familiar and some very new to them! In the listening exam students hear pieces of music from the styles they have learnt about and answer questions on them. The four areas of study are 'The Concerto through Time', 'Rhythms of the World', 'Film & Video Game Music' and 'Conventions of Pop'.

ASSESSMENT DEADLINES: Performances will be recorded and compositions written up in school under controlled conditions (during lesson time), but much time and effort should have gone into preparing them first, both in school and at home. The final assessment deadline will be March of Year 11; however regular internal deadlines will be set throughout the course to check progress and to give teachers the opportunity to offer feedback and advice on the work.

The Awarding Body is OCR.

If you are interested in finding out more about the course, please see Ms A.Bell and Ms D.Miller Joint Acting Heads of Department, or email ks4preferences@astrestivo.org

Exam courses: Physical Education and Sport

The PE Department will select one of two Sport pathways for you to follow from the start of Year 10 - either **BTEC Tech in Sport Level 2** or **GCSE Physical Education**. Both of which are of the same value.

BTEC Tech award in Sport (Awarding body – Edexcel)

COURSE OUTLINE: This course offers an introductory vocational qualification that provides students with the solid foundation required for further progression into the sports industry. You will have the opportunity to develop a wide range of highly desirable and transferable skills through practical means.

You will be able to spend more time on both the practical and theoretical aspects of sport, complete your portfolios and prepare thoroughly for the written examination.

The course will include the following three units:

1. Preparing Participants to Take Part in Sport and Physical Activity
2. Taking Part and Improving Other Participants Sporting Performance
3. Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity.

ASSESSMENT: Units 1 and 2 are internally assessed and moderated externally. They comprise written assignments and practical video evidence. These assessments are criterion referenced, based on the achievement of specified outcomes. Each unit has specified criteria to be used for grading. Unit 3 is an externally assessed by a 90 minute examination.

PROGRESSION

At the end of this course, you will gain a BTEC Tech Award in Sport and this will enable you to access either the A level PE course or the Cambridge Technical Level 3 in Sport Course in the sixth form.

GCSE PE (Awarding body – OCR)

Physical Education is ideal for people interested in sports and games. It enables them to gain an examination qualification in an activity which is (30%) practical, and that they enjoy. The majority of the final mark (70%) is based on the theory of PE and Sport. The theory component enables students to study the body and the reasons that we move as we do. Students also learn how we can improve our health and fitness in order to improve our sporting performance, as well as understanding what influences our involvement in sport. There is an expectation that students will be participating competitively in a minimum of two sports/activities outside of school.

COURSE OUTLINE: The specification provides you with an opportunity to study both the practical and theoretical aspects of physical education. It is also designed to foster enjoyment in physical activity.

The course will include the four following units:

1. Applied Anatomy, Physiology & Training - 30%
2. Socio-cultural Influences, Sports Psychology, Health, Fitness & Well-being - 30%
3. Practical Activity Assessment & Evaluating - 30% (2 team/1 individual sport or vice versa) Note
- doubles racket sports count as team sport
4. Analysing Performance - written coursework task - 10%

ASSESSMENT: Units 1 and 2 are externally assessed by a 1 hour written examination. Both other units are internally assessed and moderated externally. These assessments are criterion referenced, based on the achievement of specified outcomes. Each unit has specified criteria to be used for grading.

PROGRESSION

At the end of this course, you will gain one GCSE in PE and this will enable you to access either the A level PE course or the Cambridge Technical Level 3 in Sport Course in the sixth form.

If you are interested in finding out more about examination PE, please see Mr Farr, Head of Department, or Mr Cook, Key Stage 4 Leader, or email ks4preferences@astreastivo.org

GCSE Religious Studies

Our GCSE covers a range of the major world religions, six contemporary ethical themes and two textual studies, ensuring students have a diverse choice of intriguing subjects to explore. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. 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. All these skills will help prepare them for further study.

COURSE OUTLINE

We study the way that religion has become an important force in individual lives, society, world politics and history. Discover how everyday ideas today are rooted in religious beliefs and explore how religious belief can shape a person's response to the world around them.

If you are planning to work with people, travel or work abroad, or plan to study a degree which requires critical thinking, including law or medicine, then this course will help prepare you for that path.

Topics we study:

- Sexual relationships
- Marriage and Divorce
- Families
- Gender equality
- Same sex relationships
- Key religious beliefs
- Origins of the universe
- Christianity beliefs and Practices
- Islam beliefs and practices
- Value of life
- Animal experimentation
- Religion in everyday life
- Abortion
- Euthanasia
- Violence
- War in the modern world
- Pacifism
- Terrorism
- Nuclear Weapons
- The role of faith in the modern world
- Causes of crime
- Punishment
- Death Penalty
- Forgiveness
- Prisons
- Corporal Punishment
- Religious responses to key issues
- Life After Death

ASSESSMENT

The assessment is based on 100% examination. There are 2 written papers at the end of the two years:

50% Study of religions. Beliefs, Teachings, and Practices for Christianity and Islam.

50% Religious, philosophical and ethical studies. We study a range of religious and non-religious perspectives on these issues and the impact they have on the modern world.

These are made up of the topics above and include: Relationships and Families; Religion and Life; Religion, Crime and Punishment; Religion, Peace and Conflict.

The Awarding Body is AQA: GCSE Religious Studies.

We are hoping that we will be doing a visit to Auschwitz.

If you are interested in finding out more about the course, please see Mrs Seekings, Head of Department, or email ks4preferences@astreastivo.org