

Royal School Dungannon



**Subjects for Study at
GCSE Level 2010/11**

Options Booklet

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Introduction & General Advice

This booklet provides guidance for pupils entering Form IV and their parents. The structure of the choices available is shown on a sample option sheet (see page 22). We offer the following advice regarding the choices available.

- 1) Do not worry if you don't know what career you are interested in (many pupils in UVI don't know). The fact that pupils must study a compulsory core of subjects reduces the probability of a future career path being seriously compromised. Choose subjects which:-
 - You like best
 - You are good at
 - You might need for a particular career or group of careers

- 2) Avoid choosing subjects simply because:-
 - Your friends are choosing them
 - You 'like' the teacher (you may have a different teacher in Form IV).

- 3) If in doubt consult your Form Teacher, the Careers Department or the Head of Department. Speak to your parents and encourage them to attend the special Parents' Night on Monday 8th March or to make an appointment after school if necessary.

Form IV & V Curriculum

There are four compulsory areas of study: English, Mathematics, a Modern Foreign Language and Science. Some choice is possible within these areas. These choices can be summarised as follows.

English: Some pupils (about 55% of the year group) will study English Literature as well as English, sitting both examinations at the end of Form V. Selection is based on performance in Form III English examinations.

Mathematics: Some pupils will also study Additional Mathematics in Form V (usually about 55% of the year group), having taken the GCSE Mathematics examination in Form IV. Remember that the normal entry requirement for each of A level Mathematics and A level Physics is a grade C in Additional Mathematics. Pupils applying to take GCSE Mathematics early are assumed to be making a firm commitment to study Additional Mathematics in Form V. Selection is based on performance in Form III Mathematics examinations.

Modern Foreign Languages: All pupils must study a Modern Foreign Language selected from French, German and Spanish. Those opting to study German or Spanish instead of French must have displayed clear evidence of ability, aptitude and commitment regarding the study of languages (ie French and where applicable German) throughout KS3.

Science: Either Double Award Science (equivalent to 2 GCSEs) or separate GCSEs in Biology, Chemistry and Physics (Triple Award Science) must be selected. Triple Award should not be considered as only suited to pupils with high ability in Science. You should remember that Triple Award offers a more detailed preparation for the individual A Level Science subjects, but that Double Award, while offering a good preparation for A Level Science, allows a further subject to be studied at GCSE level.

Pupils taking Double Award Science will choose three further subjects. Those taking Triple Award Science will choose two further subjects. All pupils take R.E., Learning for Life and Work, P.E. and Games. Initially pupils have a free choice and the option blocks will be determined in order to satisfy as many pupils as possible. The remainder of the booklet gives details of subjects which may not be very familiar to parents or pupils, including the provision for Double Award Science.

Please note that, while every effort is made to accommodate pupil preferences, the School reserves the right to determine the final selection regarding allocation to any subject or class. In exceptional cases this may include reference to the professional judgement of teachers.

Additional Mathematics

Head of Department:

Mr. G.R. BLACK

Additional Mathematics is taken in Form V, having taken GCSE Mathematics in Form IV and obtained a good grade (usually B or above).

Subject Content:

This is divided into 3 areas:-
PURE MATHEMATICS
MECHANICS
STATISTICS

PURE MATHEMATICS takes up 50% of the course and is examined in Paper 1 which is 2 hours.

MECHANICS takes up 25% of the course.

STATISTICS takes up 25% of the course.

These are examined together in paper 2 (half and half) which is 2 hours.

Additional Mathematics is for anyone considering doing A Level Mathematics and for anyone considering doing a scientific 'A' level (especially Physics) and for those who enjoy Mathematics and are reasonably good at it.

The final decision on those capable of doing Additional Mathematics will be taken by the Mathematics department, based mainly on performance in school examinations.

Art & Design

Head of Department:

Mrs. M.E. CLINGAN

Art and design is part of everyone's life. It has universal appeal to the mind, the senses and the imagination. A good art and design education develops the intellect, heightens aesthetic sensibility, stimulates creative ability and enriches our lives. It provides abundant opportunities for pupils to experience a sense of enjoyment and wonder, to communicate their ideas and feelings visually and to exploit their natural curiosity about the world around them.

Art and design can foster a sense of involvement in, and responsibility for, the natural and made environment by developing visual awareness and influencing values. It can provide a stimulus for exploring and appreciating other cultures and developing critical judgement. The unique contribution which art and design can make to a whole pupil encourages the development of worthwhile attitudes, such as co-operation, flexibility, commitment, perseverance and tolerance leading to a respect for other's views.

General Information

You will follow an integrated, critical, practical and theoretical study of art and design. You will also develop an appreciation of the work of artists and designers from a range of cultural backgrounds. This is a non-unitised specification.

Why study Art and Design?

- You will have opportunities to develop your creative, intellectual and artistic abilities.
- You will also have stimulating and challenging opportunities to develop personal knowledge, understanding and skills through investigating, realising, experimenting and problem-solving, which will contribute to your employability.
- You can produce work in 2D, 3D, fine art and design.
 - This includes:
 - drawing;
 - painting;
 - graphic design;
 - textile design;
 - lens-based media;
 - critical and contextual studies;
 - 3D design; and
 - sculpture.

What will I study?

Unit 1: The Core Portfolio (Controlled Assessment)

- You will explore what is meant by the visual elements and understand how artists and designers from different cultures and historical periods use visual elements to communicate their ideas and feelings.
- You will work individually and creatively to develop personal ideas in response to any given activity/theme/stimulus.
- You will experiment with a wide range of media, materials, techniques and new technologies to develop your existing skills and to acquire new skills.

Unit 2: Working to a Stimulus

- You will creatively investigate and develop ideas in response to a stimulus (set by CCEA), using a range of media, materials, processes and techniques to develop your ideas and produce an outcome in fine art, craft or design in either 2D or 3D.

How will I be assessed?

You must complete both Unit 1 and Unit 2, for assessment at the end of the two year course.

Type of Assessment

Unit 1: The Core Portfolio (Controlled Assessment) – 60%

- You will spend at least 45 hours, over four terms, on your portfolio of work. Your edited portfolio should contain no more than 20 A2 sheets or equivalent. This unit is marked by your teacher and moderated by CCEA.

Unit 2: Working to a Stimulus – 40%

- CCEA will set and issue pre-release material (a stimulus) in January of the year of examination. You will spend at least 15 hours producing preparatory work. You will produce a final outcome within a set period of 10 hours. This unit is marked by your teacher and moderated by CCEA.

Beyond GCSE

In sixth form Art and Design can be continued to AS & A Level. An AS/A Level in Art and Design means that pupils can apply to a Foundation Course (usually one year in duration) which covers many aspects of Art and Design or directly onto a specific degree course in a subject area of their choice. Alternatively some Universities and Colleges now offer direct entry to degree and HND courses.

Career Opportunities

The following is a list of professions in which the major influence or training is from art and design.

- advertising
- architecture
- film and video
- fine crafts
- illustration
- landscape architecture
- make-up
- model making
- photo-journalism
- product design
- restoration
- teaching
- theatre design
- television/media
- textile design
- window display
- archaeology
- community artist
- fashion and design
- fine art
- gallery administration
- graphic design
- interior design
- lighting
- marketing
- museum conservation
- photography
- printing
- research
- systems designs
- visual communication

Reference: CCEA GCSE Art & Design Student Guide <http://www.ccea.org.uk/artanddesign/>

Business Studies

Head of Department:

Mrs. A.R. STRAGHAN

In today's economic climate, Business Studies is an important and worthwhile qualification. No matter what you decide to do when you leave school, the chances are you will be involved in some way in a business. Business Studies helps you to understand more about how and why businesses operate in the way that they do.

Why study Business Studies?

In studying this course you will:

- have an understanding of what is happening in the news;
- learn about the perspectives of different stakeholders in business and economic activities;
- understand the changing use of ICT in business and economic activities; and
- gain a knowledge of business that will provide a basis for possible further study.

What topics will I study?

Unit 1: Business Start Up

This unit will cover the following 3 themes:

- **Business Start Up:** You will study how a business starts up and the importance of the role of the entrepreneur. You will also learn about the sources of finance.
- **Production:** You will study the types and methods of production; quality assurance models and health and safety.
- **Marketing:** You will learn about customers' needs and wants. You will study: methods of market research and sampling; competition that a business may face; and the marketing mix (the four Ps – Price, Product, Promotion and Place).

Unit 2: Business Development

This unit will cover the following 4 themes:

- **Finance:** You will have the opportunity to use ratio analysis to interpret final accounts. You will also use management accounting techniques to help you make decisions.
- **Managing People:** You will learn about recruitment and selection; and developing people through training, motivation and appraisal.
- **Business Growth:** You will study why a business succeeds or fails; and why it may grow. You will also study international business and E-Commerce.
- **Business Plan:** You will learn about the content of business plans and the reasons for developing them. You will also have the opportunity to construct and to evaluate a business plan.

How will I be assessed?

Unit 1 will be a written examination of 1 hour 20 minutes duration and will have structured questions.

This examination paper is worth 35% of the overall GCSE qualification.

The written examination for Unit 2 will be of 1 hour 40 minutes duration and will have three structured questions with an incline of difficulty. This examination paper is worth 40% of the overall GCSE qualification.

You will complete one task from a range of tasks which CCEA will issue to centres. Each task is worth 25% of the overall GCSE qualification.

How can I find out more?

- Speak to Mrs A Straghan
- Speak to a student who has studied, or currently is studying, Business Studies.
- Visit the CCEA Microsite - www.ccea.org.uk/business_studies

Design & Technology

Head of Department:

Mr. N.J. CANNING

General Information

Design and Technology allows you to learn about Systems and Control or Product Design. It also provides a good foundation if you would like to study design and technology related subjects at a more advanced level

Why study Design and Technology?

Its fun to design and make

- you get to create your own product or system
- you get to work with tools or machines
- you get to use graphics, and other methods, to communicate your design ideas
- you get to make links between products and the impact they have on daily life
- you get to develop your decision making skills
- you gain and insight into related sectors such as manufacturing/engineering and the career paths they have to offer

Pupils must also be aware of how Technology influences their lives and how new technological advantages may change their lifestyle in the future

GCSE

One main project must be produced over the two years and submitted for the coursework assessment. The main purpose of the project is to give candidates the opportunity to demonstrate what they know, understand and can do in relation to the technological process.

What will I study?

This is a core unit and is compulsory. In this unit you will learn about

- manufacturing
- electronics
- mechanical control systems
- computer control system
- pneumatic systems and control

You will study systems and control

In systems and control there are two elements. You will study electronic and microelectronic control systems

The Design and Technology examination comprises of:

Unit 1	Core Examination	20%
Unit 2	Systems & Control Examination	20%
Unit 4	Design Assignment	20%
Unit 5	Design and Make Project	40%

The teaching strategy adopted in Design & Technology is mainly that of 'Problem Solving'. A problem is identified, an investigation and research approach is adopted, a solution is designed, manufactured and evaluated.

Beyond GCSE

A Level Design and Technology is offered by the school as a relevant, worthwhile examination. This subject is now a widely recognised examination by most Universities who consider it to be a solid foundation on which to build further academic achievements

Design and Technology offers the opportunity for exposure to the processes involved in beneficially harnessing the resources of people and the earth they inhabit, through the creation of appropriate artefacts.

Facilities within the Design & Technology Department

Fortunately in RSD has a comprehensive range of up to date technological equipment allowing us the opportunity to study this interesting yet demanding subject. The facilities at present include 20 Computers, Scanning equipment, laser and colour printing machines, a CNC milling machine, CNC router and a Robotic arm and CNC Label Cutting Equipment.

English Literature

Head of Department:

Mrs. S.J. JACKSON

English Literature involves the study of a novel, a play and poetry. The approach is similar to that in Key Stage 3 except that more detailed responses are required.

Subject Content:

Examination (75%)

Paper 1 - 1 hour closed book - a novel – 25%

Paper 2 - 2 hours open book - a play and poetry – 50%

Coursework 25%

One essay based on a Shakespeare play and a heritage text. This will be completed within the classroom.

The pace of work is quite fast and so it is desirable that pupils are interested in reading and can write fluently and accurately. English Literature provides an excellent basis for studying at A Level as it promotes careful reading and teaches essay writing skills. It also provides the pupil with the opportunity to gain an additional GCSE without requiring extra time. It is taught alongside GCSE English.

As a department we aim to enable pupils to:

- develop an appreciation for Literature
- argue coherently and logically
- increase empathy skills
- consider the influence of society, history and culture on writing
- develop the ability to construct and convey meaning in speech and writing
- improve reading skills

Food Technology

Head of Department:

Mrs. P. McMULLAN

The Food Technology GCSE course is made up of 3 units.

Within Unit 1 we will teach topics related to Diet & Health and Consumer Awareness e.g. Eatwell Plate, Nutrients, Ages & Stages of the Lifecycle, Dietary related illnesses, Food Labelling, Food Safety & Hygiene, Money Matters, Wise Buyer & Consumer Laws.

The Unit will be assessed in a 1 hr 30 min examination and will make up 40% of your final mark.

Unit 2 and Unit 3 are both coursework based assignments.

Unit 2 is worth 40% of the final mark and will be produced in a controlled assessment situation i.e. in school and marked by Mrs McMullan and Mrs McCarthy. Its title will be related to Diet & Health.

Unit 3 is worth 20% of the final mark. It is also a piece of controlled assessment. This time related to the area of Consumer Awareness.

The knowledge and practical skills learned in Key Stage 3 are an excellent basis for the work that you will be involved in during the GCSE years, Form IV & V (Key Stage 4).

The benefits obtained from studying Food Technology at GCSE Level is as follows:

- To provide you with the opportunity to develop knowledge, understanding and the practice of practical skills.
- To enable you to develop knowledge and understanding of issues related to Diet & Health.
- To provide you with opportunities to become informed and astute consumers.
- To provide you with the opportunity to gain a good GCSE examination result.
- To provide you with an opportunity of taking Food Technology to 'A' Level.

For Further information feel free to speak to Mrs. McMullan or Mrs. McCarthy.

Geography

Head of Department:

Miss H. MONTGOMERY

The world today is very different from the world of your parents and grandparents. It is this dynamism that makes the study of Geography relevant and exciting. There has never been a greater need to be aware of the changing world around us. Turn on your TV almost any day and you will see coverage of events such as flooding, storms or earthquakes and hear about issues such as conflicts and wars, poverty, sustainability and global warming. These events and issues are at the very heart of Geography. By studying Geography you will gain an awareness of your own responsibilities and how you can contribute to a future that is sustainable and inclusive. In other words, Geography helps make sense of our world. It helps us to understand the patterns and processes that go on in it, both in the natural world and in the human environment; it teaches spatial awareness, i.e. where places are; it identifies connections between places and the need for co-operation to tackle global issues. For this reason, the GCSE course reflects the changing nature of our world and so its content is contemporary and up-to-date. By studying it, you will be aware of local, national and global issues and you will develop a host of skills. It is for these reasons that employers like Geographers!

The course is divided into 2 units:

Unit 1: Understanding Our Natural World. This unit covers the following themes:

Theme A: The Dynamic Landscape – how do rivers and the sea shape our land?

Theme B: Our Changing Weather & Climate

Theme C: The Restless Earth – study of volcanic and earthquake activity

Unit 2: Living in Our World. This unit covers the following themes:

Theme A: People and where they live – studies in Population and Settlement

Theme B: Contrasts in World Development

Theme C: Managing Our Resources

Each theme permits pupils to study local issues and case studies, as well as topics at a regional and world scale. It will provide you with the opportunity to gain transferable skills such as developing skills in ICT, including the use of GIS (Geographical Information Systems), communication, teamwork and graphicacy, and it will also enhance your reading and writing skills, as well as your skills of analysis, interpretation and map reading. Pupils are encouraged to debate and solve real geographical problems and issues. All of these skills are attractive to employers.

There are a number of one-day fieldtrips provided throughout the course to give pupils the opportunity to collect data and to allow them to see in reality the geographical concepts they learn about in the classroom. Data collection is necessary for your Controlled Assessment, i.e. pupils carry out a geographical enquiry and produce a written report. This is worth 25%.

So, come and unlock the treasures of our planet!



History

Head of Department:

Mr. P.S. KERR

Someone once said that we should study History so that we can watch the television news with understanding. Certainly it is impossible to fully comprehend the state we are in without a knowledge of the past, but GCSE History can offer pupils many other benefits. History students learn:-

- * to present facts in ordered sequence,
- * to argue coherently,
- * to take into account and evaluate different points of view,
- * to extract important and relevant points from a variety of documentary material,
- * to recognise bias when it occurs,
- * to consider why events occur,
- * to study the values of different societies in different places and at different times.

The skills learnt in History are important, and valuable, and are increasingly sought by employers and by university selectors.

Our GCSE course consists of four elements:

- **Two Studies in Depth:**
 - **Germany 1918 – 1941:** In this module pupils will examine the tumultuous aftermath of the First World War in Germany and the rise of one of history's greatest villains: Adolf Hitler, the Nazi State and Hitler's aggressive foreign policy of the 1930s.
 - **Peace, War and Neutrality: Britain, Northern Ireland and Ireland in the Second World War, 1932 – 1949.** In this module pupils will delve into the experience of those people living in Britain and Ireland just before, during and after WWII.
- **One Outline Study:**
 - **The Cold War 1945 – 1991:** Here pupils will examine the conflict between the Superpowers since 1945 and in doing so will study momentous events including the Korean War, the Vietnam War, the Cuban Missile Crisis and the collapse of the Soviet empire;
- **One Investigative Study:**
 - **Vietnam: the Media and the War:** Worth 25% of the total marks available for the course, this element allows pupils to carry out their own research and, in the process, experience music, film and literature relating to this controversial period in U.S. foreign policy.

In the final analysis, History is about people, with all their triumphs and disasters, their ambitions and failures, their virtues and their weaknesses. People are fascinating: so is History.

Information & Communication Technology

Head of Department: **Mr. K.D. McGUINNESS**

Thomas Watson, the chairman of IBM until 1956, is reported to have said “I think there is a world market for maybe five computers”. Even those at the forefront of technology could not have anticipated the rate at which technology would explode into our everyday lives. We are surrounded by computer systems and many of our everyday tasks have become so dependant on them that we find it hard to imagine how people ever coped without a mobile phone or access to the Internet.

GCSE ICT aims to prepare students to cope with the increased dependence on computer systems in our society.

GCSE ICT students learn to:

- become independent and discerning users of ICT, able to make informed decisions about its use and aware of its implications for individuals, organisations and society;
- acquire and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts;
- develop ICT-based solutions to solve problems;
- develop their understanding of current and emerging technologies and the social and commercial impact of these technologies;
- develop their understanding of the legal, social, economic, ethical and environmental issues raised by ICT;
- recognise potential risks when using ICT, and develop safe, secure and responsible practice;
- develop the skills to work collaboratively; and
- evaluate ICT-based solutions.

The GCSE ICT course has three component parts:

Unit 1: Tools and Applications (30% Controlled Assessment). Topics include:

- Communications software
- Presentation package
- Information handling package
- Spreadsheet package

Unit 2: Visual Communications Technology (30% Controlled Assessment). Topics include:

- Using graphics
- Using digital video and sound
- Games technology
- Using multimedia assets

Unit 3: Understanding ICT Systems in Everyday Life and its Implications for Individuals, Organisations, Society and the Wider World. (40% - Written Paper, 2 hours). Topics include:

- Knowledge of ICT Components
- Data and information
- Digital communication methods
- Applications of ICT

ASSESSMENT:

Practical work accounts for 60% of the overall grade in GCSE ICT and the remaining 40% is achieved through a written examination at the end of the second year of the course.

BEYOND GCSE:

A GCSE in ICT provides an opportunity for progression and is a suitable foundation for the study of ICT at AS and Advanced Level. It is also excellent preparation for future employment and the world of work where a host of rewarding and challenging careers in industry, commerce, education and research are available.

Modern Foreign Languages – French, German & Spanish

Head of Department

Mr. P.G. MOORE

Specification:

All language courses are divided into four skills - Speaking, Listening, Reading and Writing. Speaking and Writing make up 30% each of the total marks and are teacher assessed. Listening and Reading are worth 20% each and are externally assessed. The latter two papers are available at either Foundation or Higher Tier; we take great care to select those Tiers best suited to the abilities of each individual student.

Speaking:

As well as the ability to cope with everyday situations the pupil might encounter in the many countries worldwide where these languages are spoken – shopping, travel, accommodation etc. - the student learns to speak in greater depth about themselves and their lives, including any special interests or hobbies they may have.

Listening and Reading:

The student learns to understand both the spoken and written forms of the language in a range of realistic, everyday contexts.

Writing:

A thorough grounding in written self-expression is provided, and this lays down a good foundation for potential A-level studies, as well as enhancing literary skills in the pupil's own language.

Career opportunities:

For linguists, these have never been better; only 5.5% of Language Graduates remain unemployed after six months, a better figure than, for example, Physical and Biological Sciences, Computing or Engineering. The versatility and academic rigour of the subject means that Modern Languages are highly regarded in managerial and administrative fields, while worldwide commerce and communication requirements have meant that German, French and Spanish are increasingly needed in business and industry, at home as well as abroad

Additional information & entrance requirements

German

Pupils who select to study German will normally have studied German in both Form II & Form III.

At GCSE, the success rate of the subject is very high - 100% A* - C grades every year, for the last 10 years, mostly in the A and A* range. More importantly, however, all pupils - whatever grade they achieve - mature by learning about life in different societies with different customs and discover the satisfaction of being able to communicate effectively in the language with the greatest number of speakers of any in the European Union.

Spanish

Spanish is taught as a complete GCSE course ab initio within two years. For this reason, commitment to studying Spanish and evidence of aptitude for language learning in the first three years of school are considered necessary for any pupil wishing to take up this subject. Spanish is a recent addition to the range of languages offered by the department and there has been a very positive reaction by the pupils to the study of this important language (over 330 million native speakers worldwide).

Music

Head of Department:

Mr. M.A. BATCHELOR

In Forms IV and V music is divided into three main areas of study: Listening, Performing and Composing.

Listening and Appraising (35%)

Listening questions will be set on a number of pieces of music which have been studied and about a number of topics which are covered during the course. The pieces set will contain many of the more common features of compositional style from about 1650 to the present day including popular styles of music.

Composing and Appraising (30%)

This is the principal course-work activity. Candidates are required to submit two compositions lasting between three and six minutes in total.

Performing and Appraising (35%)

In this, candidates are required to perform (1) as a soloist and (2) as part of an ensemble. All styles of music and any instruments are acceptable. The minimum level of proficiency expected is equivalent to grade one of the instrumental examining boards and candidates who play grade three level pieces with a high degree of precision and musicality will be able to achieve the highest marks. The candidate will also be expected to discuss their performance with the visiting examiner.

Candidates who take GCSE Music at RSD are also given the opportunity to prepare for and sit Grade Five Theory of Music (Associated Board)

This is a subject which many more pupils should consider as the new specification has broadened the range of appeal of the subject and reduces the technical demands of the performance element.

Religious Studies

Head of Department

Mrs P.L. MATTHEWS

Religious Studies incorporates the same educational principles and standards which are applied to other GCSE subjects in the curriculum. Religious Studies qualifications at GCSE, AS and A Level are accepted by Colleges and Universities as a subject of academic standing, so far as their entry requirements are concerned.

Important social, moral, ethical and religious issues are studied. The skills involved and the attitudes displayed in following a Religious Studies course are relevant to life as a whole and also prepare students for a wide range of careers, as well as helping to develop sympathetic and understanding adults.

GCSE full course syllabus (CCEA)

As part of the CCEA Religious Studies syllabus we are delighted to offer two exciting and challenging units at GCSE level. As part of unit One, 'The Revelation of God and the Christian Church', we will be looking at a variety of topics including the identity of Jesus, His teachings and His death and resurrection. We will consider these topics both within the religious, political, social and cultural context of Jesus' day, and in terms of how they influence contemporary Christian lifestyle in all its diversity. Section B of this unit deals with an exploration of two church traditions in Northern Ireland. In particular, we will have the opportunity to explain and evaluate issues of worship, symbolism, sacraments and the role of the Church in contemporary society. This part of the course will include an educational trip to visit local churches.

The second unit 'An Introduction to Christian Ethics' will look to explore personal and family issues today, matters of life and death, care for the environment, equality, and war and peace. A sample of such issues include sexual relationships, abortion, euthanasia, just war, capital punishment and social justice. The pupils will attend the LIFE conference during this part of the course.

The work from First year to Third year provides an excellent background and foundation for the GCSE course.

Assessment

Pupil will complete **two** written examinations, one for each of the units they study. Each exam lasts **1 hour 30 minutes** and is worth 50 percent of the final award.

GCSE short course syllabus (AQA)

Short Course pupils will study the AQA Religious Studies unit called 'Christianity: Ethics'. Just like the Full Course this unit will provide students with the opportunity to: develop their knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning; express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.

There are six units in total covering a variety of topics, including abortion, euthanasia, fertility treatments, genetic engineering, cloning, sexual relationships, drugs, marriage, prejudice, the environment, poverty, war and peace.

Assessment

Pupil will complete **one** written examination which will last **1 hour 30 minutes** and is worth 100 percent of the final award.

Beyond GCSE

A GCSE in Religious Studies is a stepping stone to a wide range of future opportunities. The skills developed at this level will support pupils in future studies and employment. A good grade at GCSE also helps pupils progress to an AS or A level.

Religious Studies GCSE is a good basis for many jobs which require an understanding of other people and the ability to relate to people of different backgrounds. This includes areas from manufacturing and service industries to journalism and teaching.

Option Sheet 2010/2011 (Provisional)
for information only

Name: _____

All pupils must study English, Mathematics, a Modern Foreign Language and Science. English Literature and Additional Mathematics are optional, and are taught to the first two English and Mathematics sets with a small increase in teaching time. While at this stage pupils are asked to indicate an interest in studying Additional Mathematics and English Literature, the final selection will be made as soon as possible after the results are available following the examinations in June.

Compulsory Subjects

Mathematics

English

Optional Extras (tick)

Additional Mathematics _____

English Literature _____

Please indicate your choice of modern foreign language. (If choosing French please select it here and if desired you can also select German or Spanish from the option list below.)

French / German / Spanish (Please circle)

Please indicate your choice of science: Triple or Double Award Science (Please circle)

Optional Subjects:

If you have chosen Triple Award Science choose two subjects from the following list, otherwise choose three. Also choose a reserve option choice.

- Art and Design
- Business Studies
- Design and Technology
- Food Technology
- Geography
- German
- ICT
- History
- Music
- Religious Education
- Spanish

List selected subjects **in order of preference:**

1) _____

2) _____

3) _____

Reserve: _____

I understand that:

- a) The school will do its best to create option groups that satisfy all subject preferences but in some cases this may not be possible,
- b) It may be necessary to carry out selection for some subjects which are oversubscribed,
- c) The school reserves the right to withdraw a subject if there are insufficient numbers to make it viable,
- d) Pupils may be rejected for courses for which the school believes they are not sufficiently capable of completing,
- e) Pupils selected for Additional Mathematics and English Literature are committed to those classes for the two years and will not be permitted to drop out unless there are valid exceptional circumstances in the opinion of the school,
- f) It may be possible to change some options within the constraints of the created option blocks and class sizes. Such changes should normally be made by the end of September.

Signed: _____ (Parent/Guardian) Date: _____