

*IN OMNIA EXCELLENTIA*



Options Choices 2024





# ADVICE TO STUDENTS

## This booklet is designed to help you make the best choices for Key Stage 4

Our aim is to provide you with a wide range of appropriate courses, so you can select subjects and qualifications that interest you and you are able to succeed in. Take your time, consider different options carefully and use all the help and advice available to you. Discuss possible options with your parents, Tutor and subject teachers.

We will do our best to give you your first choices, but that is not always possible. Some courses have maximum numbers because of limited space in specialist rooms or number of teachers available. If very few pupils opt for a subject, it may not be viable to run it. If we are not going to be able to offer you a first-choice subject, we will speak with you to work out the best alternative.

### Make sure you:

- Talk to the people who know you well: family, friends, tutor and your subject teachers.
- Read all the course information contained within your folder and online in the E-Booklet.
- Pay attention to all the subject presentations/Screencasts that are available to you.
- Consider taking the subjects that interest you most.
- Think carefully about which subjects you are good at. This may lead to your best results.
- Think ahead to your future; if you have a career path in mind, be proactive – research the qualifications you need. You have already completed this in your Life studies lessons.
- Use the Year 8 Options sharepoint page which can be found on the 'Student Home' page.

### Don't:

- Leave your decisions until the last minute. Make choices based upon what your friends are doing. You may not be in the same class as your friend. Make a choice because you like the teacher you currently have – you may not have the same teacher next year.
- Choose a subject because you think it looks "EASY" – there is no such thing as an easy subject; all courses will stretch and challenge you.





# CURRICULUM DESIGN

“We teach a subject not to produce little libraries on that subject, but rather to get a student to think... for himself, to consider matters as a historian does, to take part in the process of knowledge–getting. Knowing is a process, not a product.”

- Bruner (1966)

## Principals behind design

The Perins curriculum can best be described as a model that has its basis in the research of Bruner (1966) in that instruction is:

1. Concerned with experiences and contexts that makes the student willing and able to learn (readiness)
2. Structured for optimal understanding (Spiral organisation)
3. Designed to facilitate extrapolation and to fill in the gaps (going beyond the information given)

Bruner's (1960) work on the “Process of Education” form the basis of the Perins curriculum approach with four key themes emerging:

- **The role of structure in learning** - At Perins we take a practical approach to learning where we focus on the teaching and learning of structure rather than that of mastery and techniques. We firmly believe that this approach is central to the classic problem of transfer. Through high quality teaching and learning experiences we aim to provide a general picture where the relationships between earlier encounters and later are made as clear as possible.

necessary to obtain their own information through process driven outcomes rather than by experts in the field providing solutions.

- **Readiness for learning**- At Perins, we begin with the hypothesis that any subject can be taught effectively in some form at any stage of development. This underpins our 'spiral curriculum' model where 'A curriculum as it develops should revisit this basic ideas repeatedly, building upon them until the student has grasped the full formal apparatus that goes with them' (Bruner, 1960).

In our design of curriculum we allow for additional experiences and contexts through actively encouraging additional aspects of curriculum explored through trips, visits, internal experiences, extra-curricular opportunities and whole school involvement. The spiral structure ensures that key information is revisited throughout the students experiences in a subject area over the 5 years at Perins as well as taking into account work previously covered at Primary school. In addition, material is mapped across subject areas for cross-curricular engagement and thus provides a fuller picture of learning for the student. Our three year GCSE model allows for subjects at GCSE to be explored in greater depth in order to underpin these approaches and as such, students are able to go beyond the general information given in their learning, filling in the gaps for current and future learning.

- **Intuitive and Analytical thinking** -Intuition is an essential feature of productive thinking. Bruner (1960) describes intuition as 'the intellectual technique of arriving and plausible but tentative formulations without going through the analytical steps by which such formulations would be found to be valid or invalid conclusions'. As such, the curriculum within each subject area allows for students to gain the skills





# MAKING CHOICES

\*Please note that the current subjects we are offering are not certain to go ahead at this stage. This will depend on several factors for example, the number of students opting to take it, staffing pressures etc. We will keep you updated on this throughout the process.

\*At the end of Year 9, students will discontinue one of their five options subjects, taking the other four into Years 10 and 11. Student and parent preferences are taken to account at this time, but the school reserves the right to take the final decision on which subjects each student will continue to study. Further details of this process will be shared in the Spring Term of Year 9.

All students will be examined in:

**English** – Language and Literature (2 GCSEs)

**Maths** - Calculator and Non- calculator papers (1 GCSE)

**Science** - Combined Science (2 GCSEs) *or* Separate Sciences (3 GCSEs)

In Year 9 all students study the same material based on the Combined Science specification. At the end of this year, mock exams will determine which students will follow the separate science courses and those that will remain on the combined science course.

All students will continue to study the foreign language they have been learning in Years 7 and 8; either French or Spanish

Subject	Type	Qualifications
English (Language and Literature)	Examined Subjects	2
Maths		1
Science*		2 or 3
Core PE	Non-Examined Subjects	
Society and Beliefs (Core RE)		
Life Studies		
Modern Language	French or Spanish studied in Years 7 & 8	1
Humanities	Geography or History	1
3 further subjects of choice	* <u>or</u> 2 subjects plus Structured Support	2**





# KEY STAGE FOUR SUBJECT INFORMATION

Subject Title:	<b>GCSE ENGLISH LANGUAGE (Compulsory Core)</b>
Subject Team Leader:	<b>Mr S Barber</b> ( <a href="mailto:barber@perins.hants.sch.uk">barber@perins.hants.sch.uk</a> )
Examination Board:	<b>AQA</b> <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

## Course Content

The English Language GCSE encourages students to read a greater range of high quality, challenging literature including fiction and non-fiction texts from a range of genres and types and eras (from the 19th, 20th and 21st centuries).

## Subject Skills

Reading and writing are equally weighted in the English Language GCSE. In Section A, the focus is on students being able to understand both the choices writers have made as well as the effects these choices have. In Section B, students are credited for making similar decisions with the language and structure of their writing, with a real focus on deliberate and ambitious choices

## Tiers

Tiers have been removed from GCSE English. Content is accessible for students of all abilities.

## Speaking & Listening

Speaking and Listening will be assessed through in-class formal speeches. There will be a bigger emphasis on teaching students to become more confident in formal presenting. Although their Spoken Language grade does not directly impact their GCSE English Language grade, they must achieve a pass in Spoken Language to pass GCSE English Language.

## Assessment

All examinations are compulsory and take place at the end of year 11.

## Examinations

Paper 1 Explorations in Creative Reading and Writing  
Written exam - 1 hour 45 minutes (50% of GCSE)  
Paper 2 Writers' Viewpoints and Perspectives Written exam – one hour 45 minutes (50% of GCSE) Both papers cover Reading and Writing  
Non-examination formal assessment: Spoken Language, separate endorsement. This takes place in year 10.







# KEY STAGE FOUR SUBJECT INFORMATION

Subject Title:	GCSE ENGLISH LITERATURE (Compulsory Core)
Subject Team Leader:	Mr S Barber (barber@perins.hants.sch.uk)
Examination Board:	AQA www.aqa.org.uk

## Course Content

The course develops the ability to read, understand and respond to a wide variety of literary texts and to appreciate the ways in which authors achieve their effects. It promotes an awareness of social, historical and cultural contexts in the study of literature. It allows pupils to develop an ability to construct and convey meaning through the written word by exploring how others have done so before them.

## Subject Skills

The English Literature GCSE encourages students to read a wide range of classic literature fluently with the assessment of:

- A 19th century novel
- A Shakespeare play
- A selection of poetry since 1789 including representative Romantic poems
- British prose fiction or drama from 1914 onwards.

## Tiers

Tiers have been removed from GCSE English Literature. This means that specifications and question papers will have to cover the full range of abilities.

## Assessment

All examinations are compulsory and take place at the end of year 11.

## Examinations

Paper 1: Shakespeare and the 19th Century Novel. Written exam, 1 hour and 45 minutes , 64 marks available representing 40% of the final grade.  
Paper 2: Modern Texts and Poetry. Written exam, 2 hours and 15 minutes, 96 marks available representing 60% of the final grade.







# KEY STAGE FOUR SUBJECT INFORMATION

Subject Title:	<b>GCSE MATHS (Compulsory Core)</b>
Subject Team Leader:	<b>Ms S Hunt</b> (shunt@perins.hants.sch.uk)
Examination Board:	<b>Edexcel</b> <a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a>

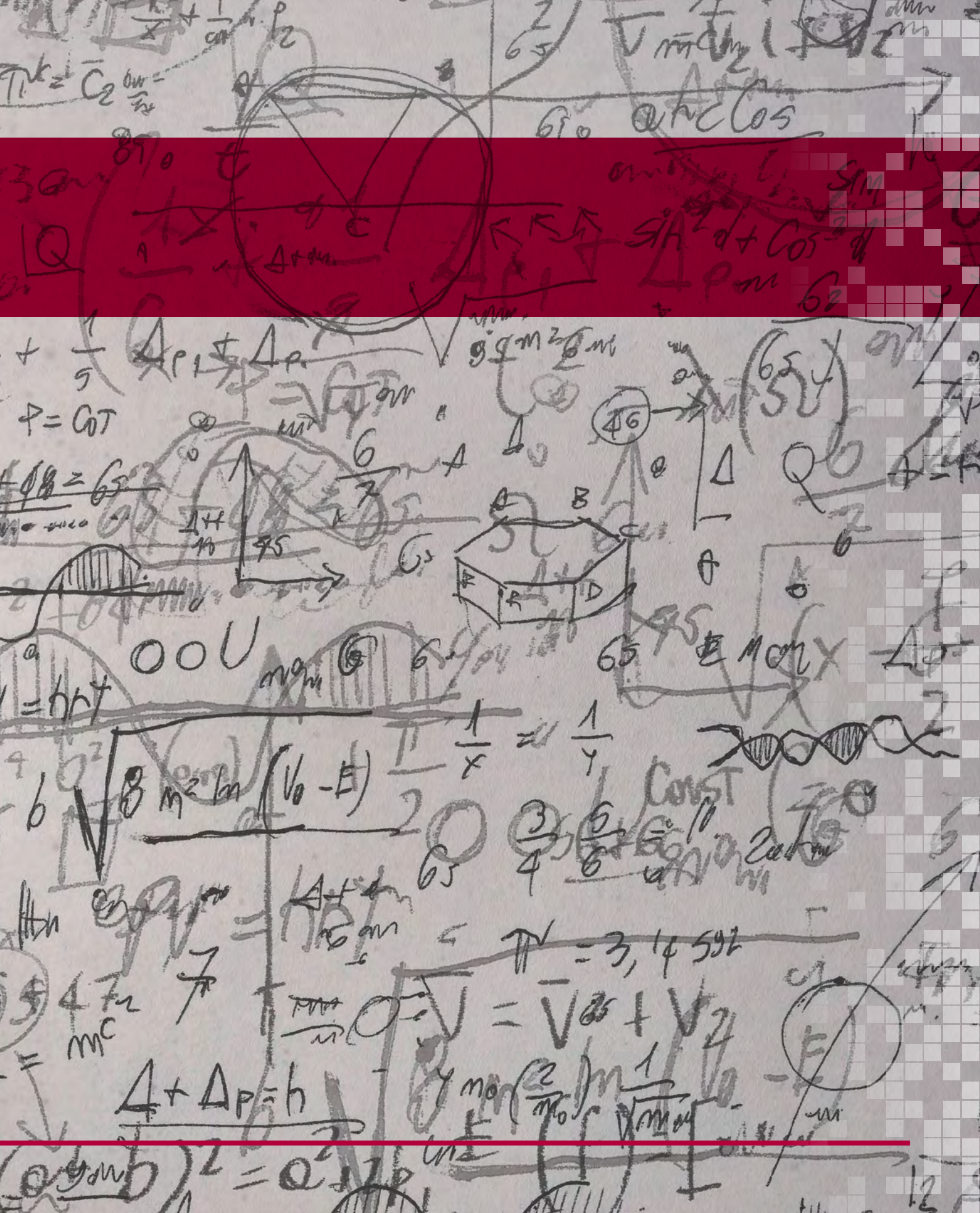
## Course Description

All pupils will be studying the Edexcel Linear course (1Ma1). The pupils will sit three exams at the end of year 11. There is no coursework.

There are three written papers, each one being worth 1/3 of their final grade. The pupils will either sit the exam at Foundation Level, for which you can achieve GCSE grades 1 to 5, or Higher Level, for which you can achieve grades 4 to 9. Each of the papers is 1 hour and 30 minutes long, with two being with a calculator and one without. Scientific calculators are imperative!

Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts and will cover the following content headings:

- Algebra
- Shape
- Ratio and proportion
- Data handling
- Number





# KEY STAGE FOUR SUBJECT INFORMATION

Subject Title: **Life Studies and Religious Education (Compulsory Core)**

Subject Team Leader: **Ms R Sargent**

Examination Board: **(rsargent@perins.hants.sch.uk)**

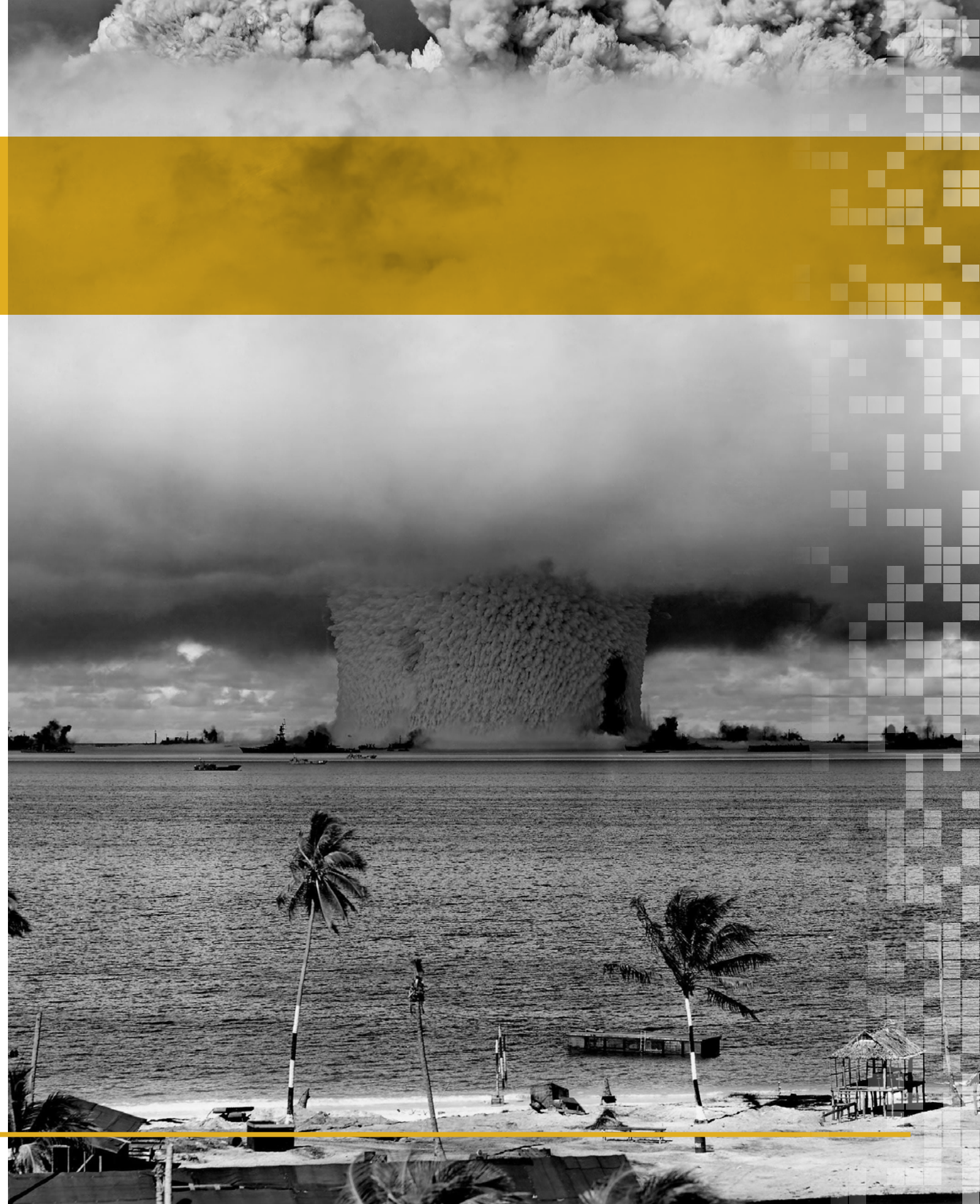
**Non-Examined**

## Course Description

**Life Studies** encompasses aspects of PSHE, and aims to help students develop a greater understanding of their identity and opinions, and how they fit into the world around them. The subject covers topics such as money, careers, drug and alcohol education, democracy, the legal system, and relationships and sex education (RSE). Life Studies is predominantly focused on discussion, and is not examined.

Participation and work completed within lessons contributes towards a Perins Life Studies certificate at the end of Year 11; Gold, Silver and Bronze certificates are awarded to pupils based on their achievement throughout Years 9, 10 and 11.

**Society and Beliefs (RE)** is a course designed to meet the government's requirement to provide continued religious education throughout students' education. Students have one lesson per fortnight from Y9 – Y11 and will receive a certificate on completion highlighting the key transferable skills they have developed. There is no homework or exam. Students are assessed by teachers on their contributions to discussion, completion of class tasks and attitude to learning. They cover four units each year, looking at philosophical and ethical issues relevant to life in the 21st century. These include interfaith dialogue, Humanism and religious attitudes to relationships, conflict and work.







# KEY STAGE FOUR SUBJECT INFORMATION

Subject Title:	<b>Core Physical Education (Compulsory)</b>
Subject Team Leader:	<b>Mr R Whybro</b> ( <a href="mailto:whybror@perins.hants.sch.uk">whybror@perins.hants.sch.uk</a> )
Examination Board:	<b>Non-Examined</b>

## Course Content

Physical Education is a compulsory subject and is taught twice a week for all year groups. As part of the subject, pupils will be taught in either single sex or mixed ability groups. Areas studied as part of PE include invasion games (i.e., football), striking a fielding (i.e. rounders), net games (i.e. badminton), fitness, athletics and leadership (i.e. OAA). The subject is not formally assessed.

The aim of PE is to help our pupils develop a range of skills from experiencing a variety of activities and sports so that they will maintain their participation in exercise for many years beyond Perins. We hope that they also gain a better understanding of the importance of health and exercise.





# KEY STAGE FOUR SUBJECT INFORMATION

Subject Title: **GCSE Biology**

Subject Team Leader: **Mr L Adams** ([ladams@perins.hants.sch.uk](mailto:ladams@perins.hants.sch.uk))

Examination Board: **OCR** [www.ocr.org.uk](http://www.ocr.org.uk)

## Course Description

The GCSE Biology course helps students develop their biological knowledge and scientific thinking. They discover how key concepts in biology make sense of the observed diversity of natural phenomena. Relevant practical skills are integrated with the theoretical topics.

The course consists of 100% exams.

## Topics of study

### B1: Cell level systems

Cell structures  
What happens in cells  
Respiration  
Photosynthesis

### B2: Scaling up

Supplying the cell  
The challenges of sizes

### B3: Organism level systems

The nervous system  
The endocrine system  
Maintaining internal environments

### B4: Community level systems

### B5: Genes, inheritance and selection

Inheritance  
Natural selection and evolution

### B6: Global challenges

Monitoring the environment  
Feeding the human race  
Monitoring and maintaining health

## Examinations

Biology	Paper	1	-	B1,	B2,	B3
Biology	Paper	2	-	B4,	B5,	B6
<i>(with assumed knowledge of B1,B2,B3)</i>						

EACH EXAM COUNTS 50% OF THE OVERALL BIOLOGY SCIENCE GRADE

EXAMS ARE 1hr 45 min

Total marks available 90





# KEY STAGE FOUR SUBJECT INFORMATION

Subject Title: **GCSE Chemistry**

Subject Team Leader: **Mr L Adams** ([ladams@perins.hants.sch.uk](mailto:ladams@perins.hants.sch.uk))

Examination Board: **OCR** [www.ocr.org.uk/](http://www.ocr.org.uk/)

## Course Description

The GCSE Chemistry course develops students' broad scientific knowledge as well as their conceptual understanding of a range of topics within chemistry itself. They develop practical and problem-solving skills and an ability to evaluate claims based on science through critical analysis.

The course consists of 100% exams.

## Topics of study

### C1: Particles

- Particle model
- Atomic structure

### C2: Elements, compounds and mixtures

- Purity and separating mixtures
- Bonding
- Properties of materials

### C3: Chemical reactions

- Chemical reactions
- Energetics
- Types of chemical reactions
- Electrolysis

### C4: Predicting and identifying reactions and products

- Predicting chemical reactions
- Identifying products of chemical reactions

### C5: Monitoring and controlling chemical reactions

- Monitoring chemical reactions
- Controlling reactions Equilibria

### C6 Global challenges

- Improving products
- Organic chemistry
- Interpreting and interacting with earth systems

## Examinations

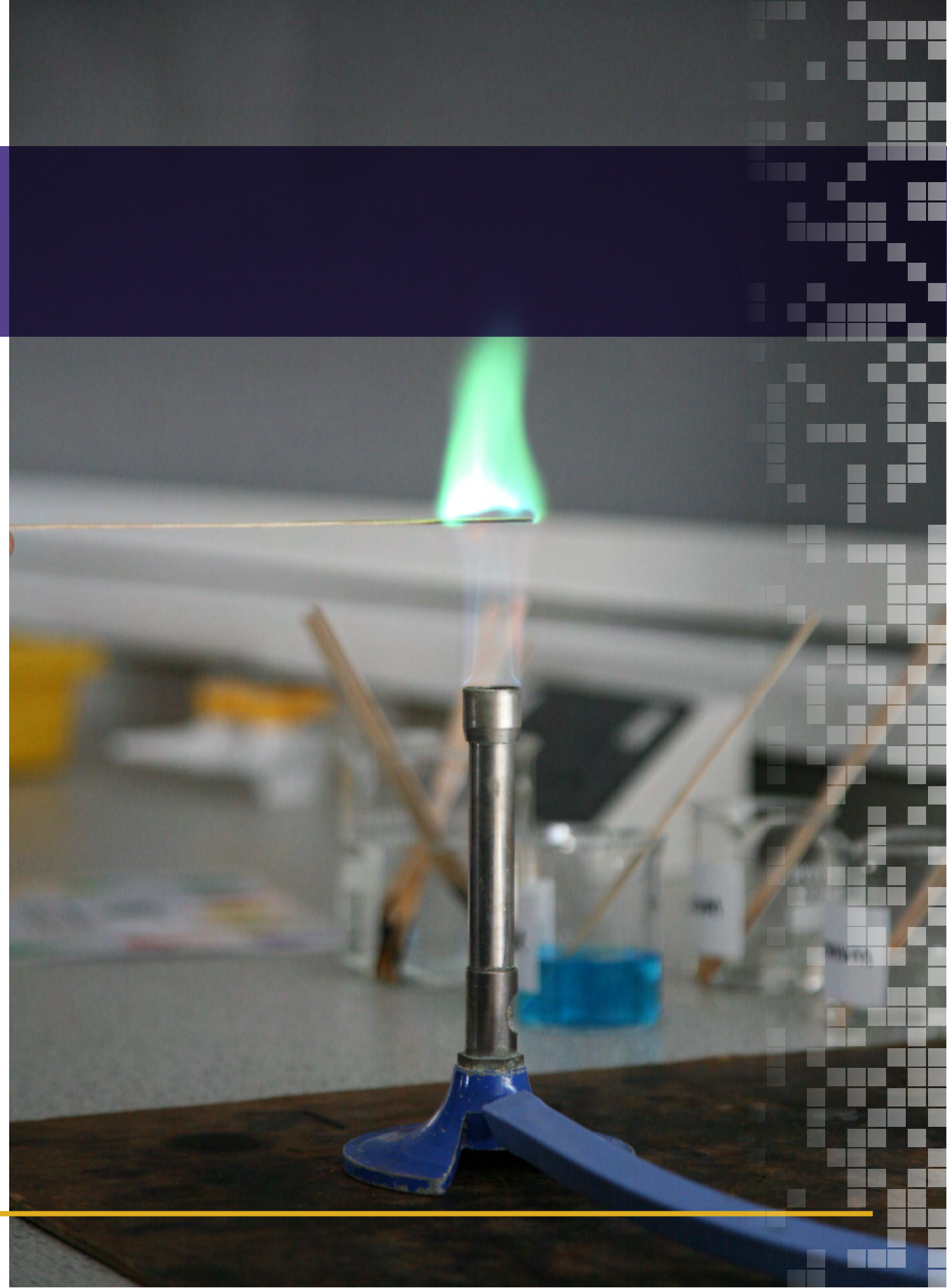
Chemistry	Paper	1	-	C1,	C2,	C3
Chemistry	Paper	2	-	C4,	C5,	C6

*(with assumed knowledge of C1,C2,C3)*

EACH EXAM COUNTS 50% OF THE OVERALL  
CHEMISTRY SCIENCE GRADE

EXAMS ARE 1hr 45 min

Total marks available 90







# KEY STAGE FOUR PATHWAYS

Subject Title:	GCSE Physics
Subject Team Leader:	Mr L Adams (ladams@perins.hants.sch.uk)
Examination Board:	OCR <a href="http://www.ocr.org.uk">www.ocr.org.uk</a>

## Course Description

The GCSE Physics course introduces students to the key concepts of physics, integrating theory with practical skills. It helps students develop their knowledge of scientific methodology and their conceptual understanding of physics and how this can be applied to the world around them.

## Topics of study

<b>P1: Matter</b> Partoicle model Changes of state Pressure	<b>P6: Radioactivity</b> Radioactive emissions Uses and hazards
<b>P2: Forces</b> Motion Newton's laws Forces in Action	<b>P7: Energy</b> Work done Power and effi ciency
<b>P3: Electricity</b> Static and charge Simple circuits	<b>P8: Global challenges</b> Physics on the move Powering Earth Beyond Earth
<b>P4: Magnetism and Magnetic Fields</b> Magnets and magn etic fields Uses of magnetism	
<b>P5: Waves in matter</b> Wave behav iour The EM spectrum Wave interaction	

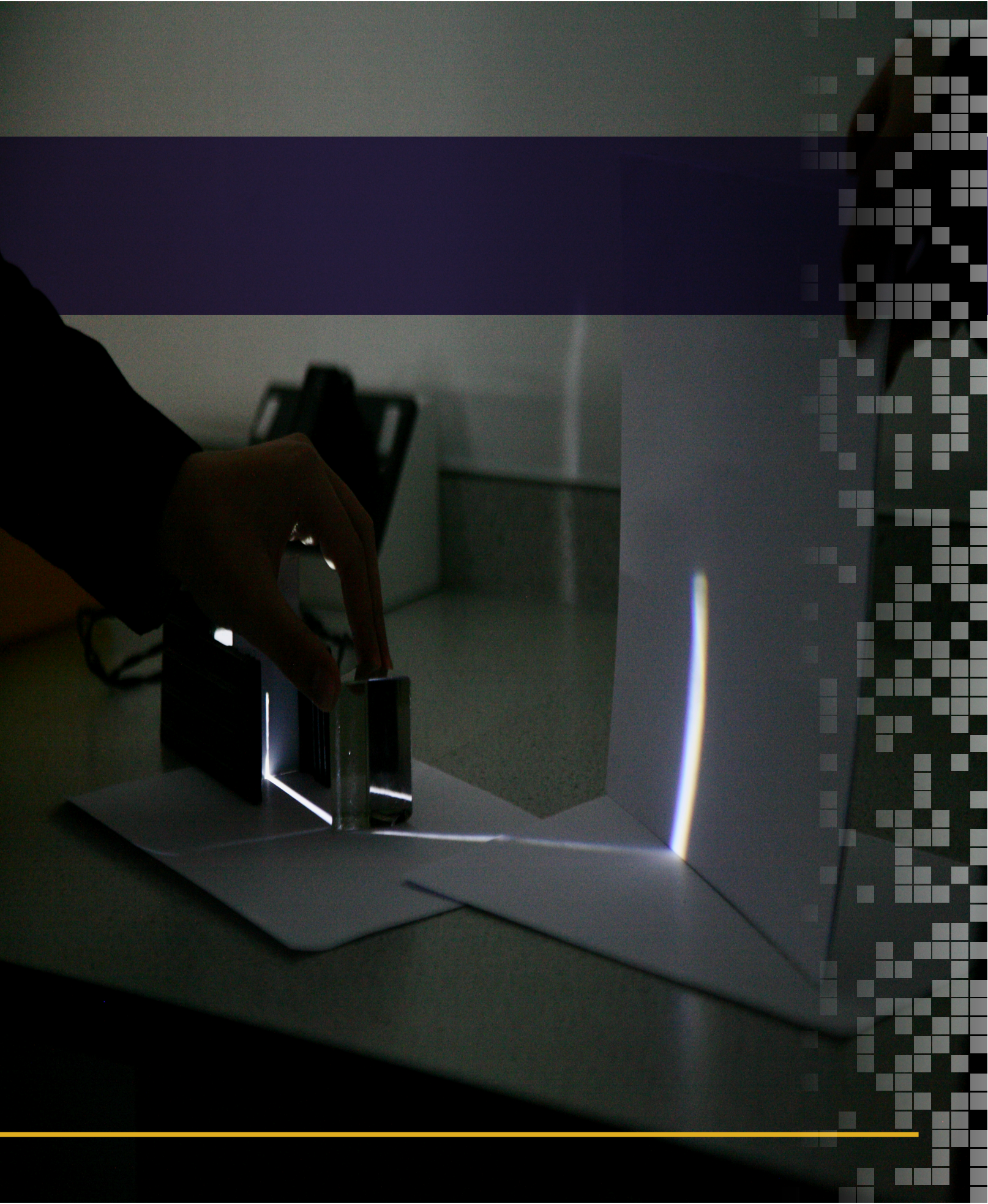
## Examinations

Chemistry Paper 1 – P1, P2, P3  
Chemistry Paper 2 – P4, P5, P6  
*(with assumed knowledge of P1,P2,P3)*

EACH EXAM COUNTS 50% OF THE OVERALL PHYSICS SCIENCE GRADE

EXAMS ARE 1hr 45 min

Total marks available 90







# KEY STAGE FOUR SUBJECT INFORMATION

Subject Title:	<b>GCSE Combined Science</b>
Subject Team Leader:	<b>Mr L Adams</b> (ladams@perins.hants.sch.uk )
Examination Board:	<b>OCR</b> <a href="http://www.ocr.org.uk/">www.ocr.org.uk/</a>

## Course Content

The GCSE Combined Science qualification provides the foundation for understanding the material world. Students are introduced to various key concepts in biology, chemistry and physics, and develop their understanding of how these ideas can help describe diverse and complex natural phenomena.

## Topics of study

### BIOLOGY

- B1: Cell level systems
- B2: Scaling up
- B3: Organism level systems
- B4: Community level systems
- B5: Genes, inheritance and selection
- B6: Global challenges

### CHEMISTRY

- C1: Particles
- C2: Elements, compounds and mixtures
- C3: Chemical reactions
- C4: Predicting and identifying reactions and products
- C5: Monitoring and controlling chemical reactions
- C6: Global challenges

### PHYSICS

- P1: Matter
- P2: Forces
- P3: Electricity and magnetism
- P4: Waves and radioactivity
- P5: Energy
- P6: Global challenges

## Examinations

- Biology Paper 1 – B1, B2, B3
- Biology Paper 2 – B4, B5, B6
- Chemistry Paper 1 – C1, C2, C3
- Chemistry Paper 2 – C4, C5, C6
- Physics Paper 1 – P1, P2, P3
- Physics Paper 2 – P4, P5, P6

EACH EXAM COUNTS 16.7% OF THE OVERALL COMBINED SCIENCE GRADE

EXAMS ARE 1hr 10 min

Total marks available 70

Students studying three separate Sciences or Combined Science will be following the OCR Gateway specification







# KEY STAGE FOUR SUBJECT INFORMATION

Subject Title:	GCSE Geography
Subject Team Leader:	Miss K Skelton (skelton@perins.hants.sch.uk)
Examination Board:	OCR www.ocr.org.uk

## Course Content

This course is divided into 3 components

### Our Natural World

- **Global Hazards:** Earthquakes, Volcanoes, Tropical Storms and Drought
- **Changing Climate:** Theory and evidence of Climate Change and impacts for the UK and the world
- **Distinctive Landscapes:** Study of Rivers and Coastal areas within the UK
- **Sustaining Ecosystems:** Importance of Ecosystems, Rainforests and Polar Regions

### People and Society

- **Urban Futures:** Growth of cities and what life is like in cities in different parts of the world
- **Dynamic Development:** How development is measured and uneven between countries. Focus on one LIDC development in the past and future
- **UK in the 21st Century:** How the UK’s population and land use is changing and its role within the world
- **Resource Reliance:** Global demand for food, energy and water. How can we be food secure.

### Geographical Exploration - Sustainable Decision Making Exercise

The links, connections and ideas within the eight topics of Our Natural World and People and Society will be brought together for a Geographical Exploration. The learners are given a resource booklet and using their knowledge and understanding of the course they will answer questions and finally come to a decision on a particular issue. The synoptic nature of this paper allows learners to demonstrate how they can ‘think like a geographer!’

## Assessment

The final assessment is made up of three exams.

### Our Natural World paper (35%)

*1 hour 15 minutes exam paper assessing the physical topics of the course*

### People and Society paper (35%)

*1 hour 15 minutes exam paper assessing the human topics of the course*

### Geographical Exploration (30%)

*1 hour 30 minutes exam paper*

### Fieldwork Opportunities

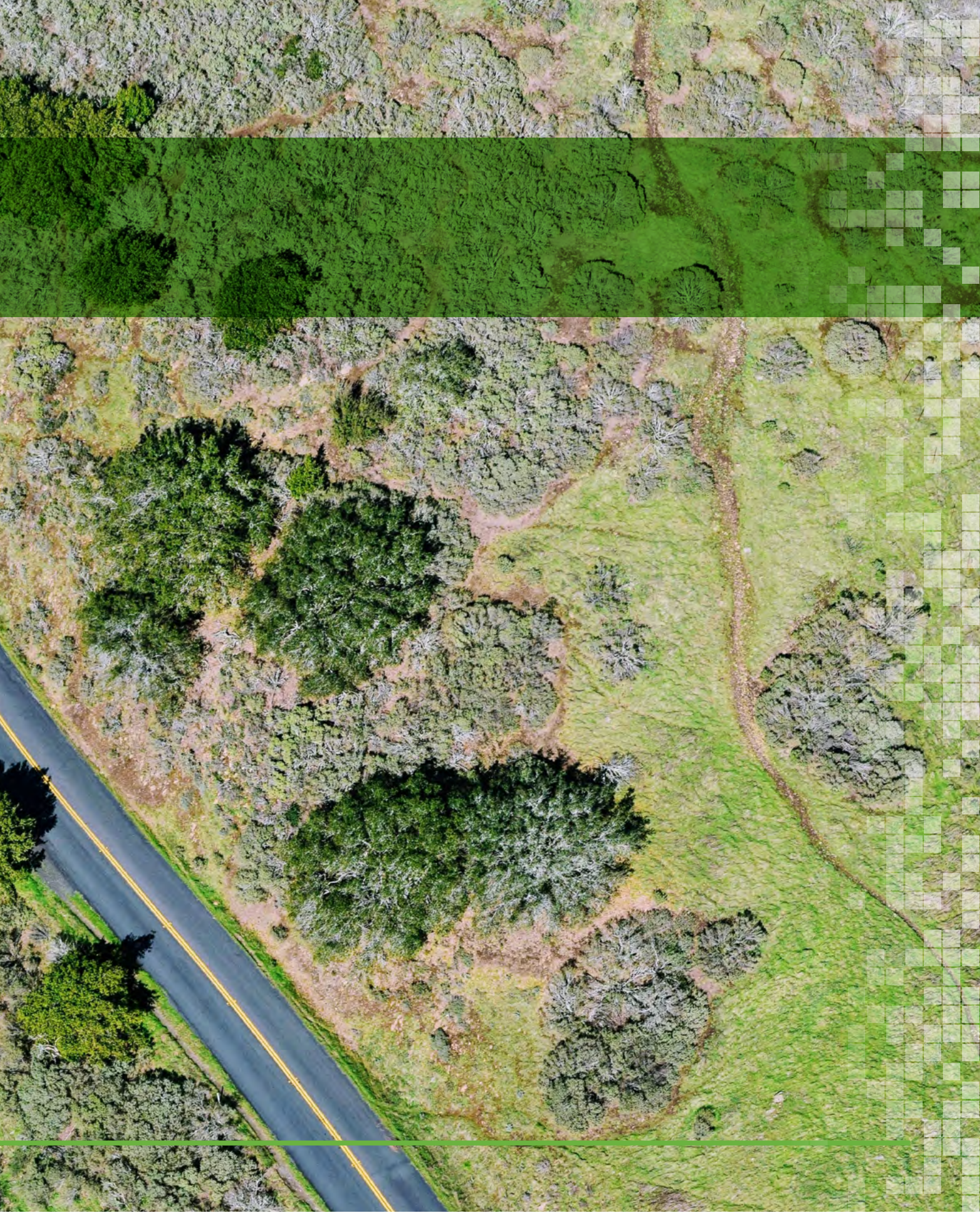
*In years 10 and 11 learners join two compulsory field trips outside the classroom environment in both a human & physical context.*

- *Highland Water, New Forest - studying a river from its source to its mouth*
- *Southampton City - studying how retail changes through a cross section of a city*

### Extra-Curricular Opportunities

*In order to support learners in their geographical studies the Geography department also plans some optional extracurricular trips including;*

- *The Eden Project*
- *Overseas trips - previous destinations include Italy and Iceland*





# KEY STAGE FOUR SUBJECT INFORMATION

Subject Title: **GCSE History**

Subject Team Leader: **Miss K Lewis** ([lewis@perins.hants.sch.uk](mailto:lewis@perins.hants.sch.uk))

Examination Board: **Edexcelonline.com**

## Course Description

The course is divided into 3 exams. Learners study warfare and British Society 1250 – present and London and the Second World War 1939 – 1945.

Learners will also study Anglo Saxon and Norman England 1060 – 1088, Superpower relations and the Cold War and a third study of Weimar and Nazi Germany 1918 – 1939.

## Subject Skills

- Writing Skills – the ability to express ideas clearly in written form.
- Reading and Research Skills – the ability to find out, select and evaluate relevant information.
- Acquire knowledge and understanding of the human past.
- Develop understanding of how the past has been represented and interpreted.
- Use a range of historical sources critically in their historical context.
- Understanding historical interpretations
- Draw conclusions, make judgements and appreciate that these and other historical conclusions are liable to change in the light of new evidence.

## Assessment

The final assessment is made up of three exams.

**Paper One= 1 hour 15 minutes (30%)**

- On the topic of warfare and British Society (thematic) and London and the Second World War (Historical Environment)

**Paper Two= 1 hour 45 minutes (40%)**

- British depth study – Anglo Saxon Society and the Normans
- Period Study – Superpower relations and the Cold War

**Paper Three= 1 hour 20 minutes (30%)**

- Modern Study – Weimar and Nazi Germany

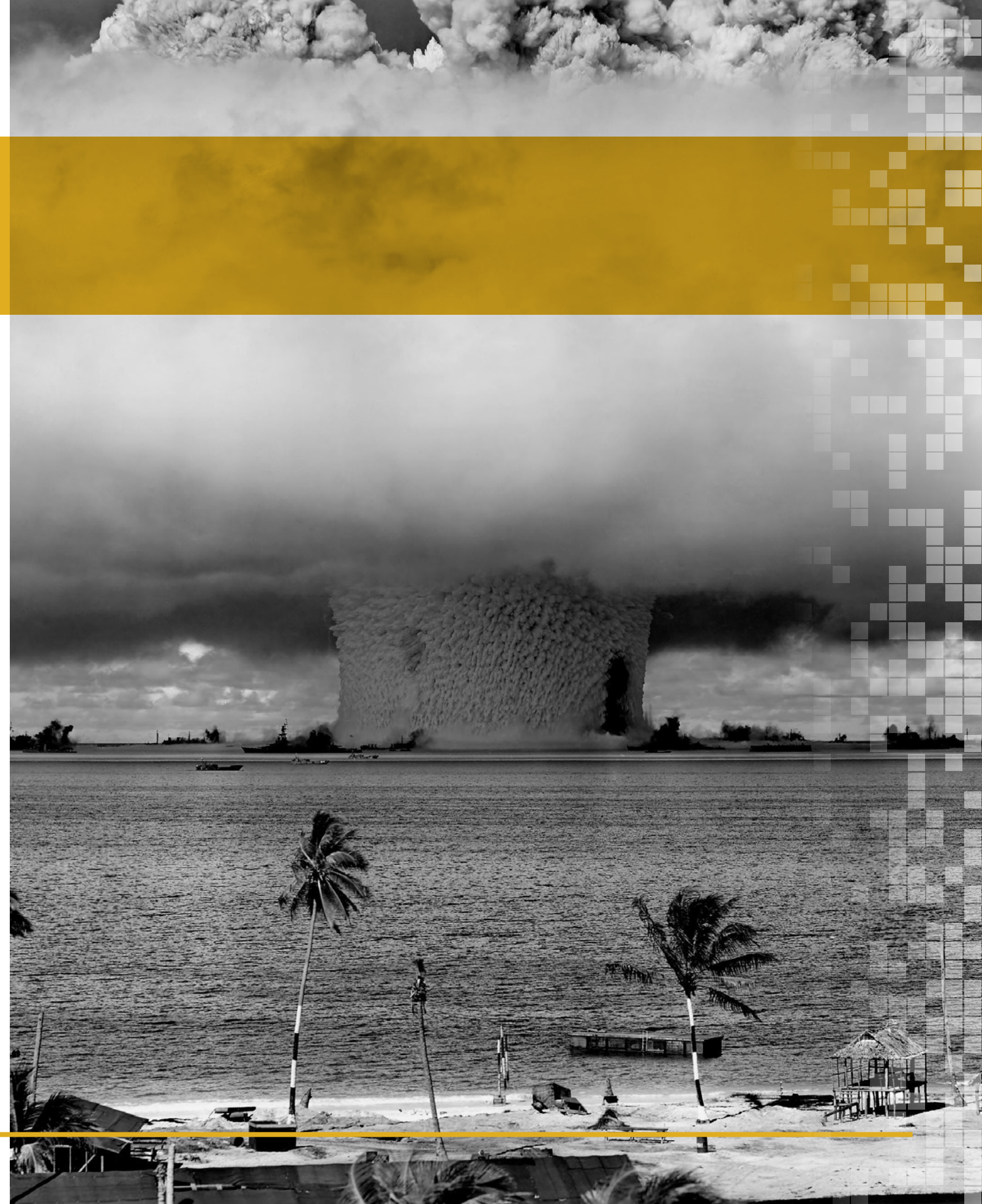
## Tiers

The scheme of assessment consists of one tier covering the whole ability range grades. Students will be taught in mixed-ability groups.

## Extra-Curricular Opportunities.

In order to support pupils learning in History we plan a range of optional trips including-

- Hitler on Trial
- Imperial War Museum
- Belgium Battlefields Tour
- Auschwitz & Krakow Tour





# KEY STAGE FOUR SUBJECT INFORMATION

Subject Title: **GCSE French**

Subject Team Leader: **Mr D Eastham** ([eastham@perins.hants.sch.uk](mailto:eastham@perins.hants.sch.uk))

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

## Course Content

There are three themes covered

### 1. Identity and culture

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

### 2. Popular Culture

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

### 3. Communication and the world around us

- Travel and tourism, including places of interest
- Media and technology
- The environment and where people live

## Tiers

Higher (Grades 9-4) &  
Foundation (Grades 5-1)

## Assessment

Students are assessed in four skill areas:

**Listening – 25%** Listening comprehension questions and dictation where students transcribe short sentences.

**Speaking - 25%** A role play, read aloud task/short conversation and a photo description discussion.

**Reading – 25%** Reading comprehension questions and translation from French into English.

**Writing – 25%** A range of writing tasks between 50 and 150 words. Translation from English into French.

## Access

Only students who are currently studying French in Year 8 are able to opt for GCSE French.





# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Spanish**

Subject Team Leader: **Mr D Eastham** ([eastham@perins.hants.sch.uk](mailto:eastham@perins.hants.sch.uk))

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

## Course Content

There are three themes covered

### 1. Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in Spanish-speaking countries/communities

### 2. Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

### 3. Current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

## Tiers

Higher (Grades 9-4) &  
Foundation (Grades 5-1)

## Assessment

Students are assessed in four skill areas:

**Listening – 25%** Listening comprehension questions and dictation where students transcribe short sentences.

**Speaking 25%** A role play, read aloud task/ short conversation and a photo description discussion.

**Reading – 25%** Reading comprehension questions and translation from Spanish into English.

**Writing – 25%** A range of writing tasks between 50 and 150 words. Translation from English into Spanish.

## Access

Only students who are currently studying Spanish in Year 8 are able to opt for GCSE Spanish.







# KEY STAGE FOUR SUBJECT INFORMATION

Subject Title:	GCSE Full Course Fine Art & Design
Subject Team Leader:	Miss L Billington (billington@perins.hants.sch.uk)
Examination Board:	Edexcel

## Foundation Course

Before the GCSE work begins, we will complete a Foundation course.

This is designed to ensure all students have a complete set of skills prior to starting the portfolio work.

The Foundation course consists of units of skills based work on each of the following areas;  
Drawing / Painting / Photography / Printing / Ceramics

## Tiers

The scheme of assessment consists of one tier covering the whole ability range with grades from 9 to 1.

## Portfolio of Work (Coursework)

- Students complete 4 projects
- 2 or 3 of these projects will be submitted for your; "Portfolio of Work".
- 2 Projects MUST be an extended body of work. Portfolio accounts for 60% of the final grade.
- We run the "Fine Art" GCSE. This means students are free to work in most materials. Each project will focus on a specific skills base – drawing, painting, construction, for example.
- All projects are marked internally and students have the opportunity to improve their work prior to final submission.

## Assessment

There are 4 key areas of assessment, each marked out of 86 points;

- Developing ideas through investigations. Showing your work is informed by artists, craftspeople, designers and other relevant sources.
- Showing you can analyse & understand the work of others in relation to your own work.
- Refining your ideas through experimentation.
- Selecting appropriate resources, media, materials, techniques and processes.
- Recording ideas, observations and insights that are relevant to your ideas in visual and written form.
- Present a personal response that is meaningful and demonstrates links to the styles, artists, craftspeople and designers you have studied.
- Showing that you can realise your intentions.
- Independent Learning is set weekly and forms an important part of portfolio work.
- Students are welcome and encouraged to work after school.

## Examination

- The examination accounts for 40 % of the final grade.
- The students have at least 5 weeks preparation time before sitting a 10-hour exam to produce a final piece. The 10-hour exam is broken into 2; 5-hour blocks and students work for no longer than 2 hours without a break. Prep work cannot be worked on further once the exam time starts.
- Students work independently in the exam but are able to have as much support as is necessary during the preparation time.
- The exam is marked internally. An external examiner then moderates a sample of both exam and coursework.







# KEY STAGE FOUR SUBJECT INFORMATION

Subject Title:	<b>GCSE Business Studies</b>
Subject Team Leader:	<b>Mr J Ahmed</b> ( <a href="mailto:jahmed@perins.hants.sch.uk">jahmed@perins.hants.sch.uk</a> )
Examination Board:	<b>Pearson Edexcel</b> <a href="https://www.pearson.com/qualifications">qualifications.pearson.com</a>

## Course Content

Business Studies covers topics about the creation, development and management of businesses;

- Enterprise and entrepreneurship
- Spotting business opportunities
- Putting business ideas into practice
- Making the business effective
- External influences on business
- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resources decisions

## Subject Skills

- Apply knowledge and understanding to modern business issues and to know many types and sizes of local and global companies
- Develop as critical and reflective thinkers with enquiring minds
- Use a critical approach to make informed judgements about issues
- Develop and apply quantitative skills relevant to business, including using and interpreting data

## Future careers

Business Studies can help with a wide variety of careers, not necessarily just those in finance.

Relevant career options include:

- Business adviser
- Setting up your own business
- Marketing
- Project manager
- Retail manager

## Assessment

Business Studies is fully assessed through exams at the end of Year 11. Both exams are 90 minutes long and make up **50%** of the overall grade.

The exams are divided into 3 sections. Section A will be a mixture of multiple choice and short answer questions (which may require calculations). Section B and C will both require short answer and essay answers based on the scenarios given in the paper. Students will need to learn formulae to use in the exams, but calculators are permitted.







# KEY STAGE FOUR SUBJECT INFORMATION

Subject Title:	<b>Child Development (Cambridge National Certificate Level 1/2)</b>
Subject Team Leader:	<b>Miss A Craig (craig@perins.hants.sch.uk)</b>
Examination Board:	<b>OCR    <a href="http://www.ocr.org.uk">www.ocr.org.uk</a></b>

## Course Content

- Pre-conception health and reproduction
- Factors that affect pre-conception health for men and women
  - Methods of contraception, their efficiency and reliability
  - Male and female reproductive systems
  - The signs of pregnancy

Understand antenatal care and preparation for birth

- Health professionals
- Antenatal and parenting classes
- Routine checks carried out
- Specialised diagnostic tests
- The choices available for delivery
- The stages of labour and the methods of delivery, including pain relief
- The role of the birthing partner

Understand postnatal checks, postnatal provision and conditions for development

- The postnatal checks of the new born baby
- The postnatal provision available for the mother and baby and the postnatal needs of the family
- The developmental needs of children from birth to five years old.

Understand how to recognise, manage and prevent childhood illnesses and create a child safe environment

- Immunity
- Common childhood ailments and diseases
- The key signs and symptoms
- Doet-Orelated illnesses
- The needs of an ill child
- Stay in hospital, know about child safety
- Safe- child friendly environamnt
- Safety labelling
- Common childhood accidents

## Assessment

### Written Paper (80 marks)

1 hour and 15 minute written paper based on course content.

### Coursework (Non Examined Assessment)

- Create a safe environment and understand the nutritional needs of children from birth to five years **(60 marks)**  
Creating a safe en vironment in a childcare setting
- Chooisng suitable equipment for a childcare setting  
Nutritional needs of children fro m birth to five years old
- Understand the development of a child from birth to five years **(60 marks)**

## Grading

All results are awarded on the following scale:  
Level 2 – Distinction\* (\*2)  
Distinction (D2)  
Merit (M2)  
Pass (P2)  
Level 1 – Distinction (D1)  
Merit (M1)  
Pass (P1)  
Fail/Unclassified







# KEY STAGE FOUR PATHWAYS

Subject Title:	GCSE Computer Science
Subject Team Leader:	Mr J Ahmed (jahmed@perins.hants.sch.uk)
Examination Board:	OCR (J277) www.ocr.org.uk

## Course Content

This academic course covers computer programming and how computers work at a technical level. The course gives an overview of a wide range of topics.

Areas of theoretical study include:

- Computer Hardware
- Computer Software
- Computer Communications
- Networking
- Security
- Data Representation
- Databases
- Computer Programming

Students will also acquire practical skills with the Python programming language.

## Tiers & Grading

- GCSE results are awarded on a 9 to 1 scale. Candidates' final Grade is awarded based on contributions from two exam assessments.

To support pupils learning in Computer Science we plan a range of optional trips, visits and external speakers, these change each year but could include:

- Visit to Bletchley Park & the Computing Museum
- Cyber security speakers
- Hack-a-thon.

## Assessment

**Computer Systems (Written Exam):**  
Worth 50% of qualification.  
Assessing topics including systems architecture, networks, security and software.

**Computational Thinking, (Written Exam):**  
Worth 50% of qualification.  
Assessing topics including high and low-level programming, algorithms, computational logic

**Beyond the specification**  
As well as covering the GCSE specification, we also go beyond the specification, teaching areas such as:

- Programming a Graphical User Interface
- Creation of SQL databases
- Building a network & computer systems
- Artificial Intelligence
- Cyber Security
- Additional programming languages

While this content is not directly examined, it helps to enhance students' understanding of the subject and provides skills that could be taken into the workplace.





# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Dance**

Subject Team Leader: **Mr O Graham (ograham@perins.hamts.sch.uk)**

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

## Course Content

This course focuses on Performance, Choreography and Dance Appreciation. The lessons will be divided up into practical and theory lessons.

### Is Dance for me?

If you have a love of dance, enjoy exercising your creativity and can commit to rehearsing with others then GCSE Dance is for you.

You will learn about performance skills, choreography skills and study 6 professional dance works.

Attending a dance club inside or outside of school would benefit you as it will increase your fitness and help with technique.

You will also be given the opportunity to perform in the Arts Festival, in school productions and will be invited on dance workshops and trips. Participation in these events will help you to gain further knowledge, movement ideas and learn to analyse performances at a higher level.

Independent learning will be set infrequently but attending dance clubs and rehearsals will be expected.

## Assessment

Performance 30%

Choreography 30%

Written exam 40%

### Practical- Component 1

Students will be assessed as a performer and for their ability to choreograph a dance.

Performance (30%), Perform 2 x solo Set Phrases, performance in a duo or group.

### Choreography (30%)

Students choreograph a solo or group dance.

Stimuli for this is released by AQA in year 11.

### Theory - Component 2 (40%)

Over 3 years, students will study performance skills, choreographic skills and analyse 6 professional works. Students will learn to compare, contrast and critique each work.

Dance Exam is 1 hour 30 minutes in duration and is split into 3 sections.

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works





# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Design & Technology**

Subject Team Leader: **Mrs L Thomas** ([lthomas@perins.hants.sch.uk](mailto:lthomas@perins.hants.sch.uk))

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

## Course Content

Students will be given the opportunity to work with a wide range of Resistant Materials; woods, textile based materials, metals and plastics, electronics and mechanical systems. Students will design & make products that satisfy a brief and solve a real world problem.

You will develop technical knowledge in:

- New and emerging technologies
- Developments in new materials
- Mechanical devices
- Materials and their working properties.

You will develop an in-depth knowledge and understanding of the following:

- Selection of materials or components
- Forces and stresses
- Ecological and social footprint
- Sources and origins
- Using and working with materials
- Stock forms, types and sizes
- Scales of production
- Specialist techniques and processes
- Surface treatments and finishes.

You will demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- Investigation, primary and secondary data
- Environmental, social and economic challenge
- The work of others
- Design strategies
- Communication of design ideas
- Prototype development

- Selection of materials and components
- Material management
- Specialist tools and equipment
- Specialist techniques and processes

## Non Examined Assessment (NEA)

One design project, selected from a given range by the student. The exam board will provide a list of tasks from which each pupil, with support from their class teacher, will choose the most appropriate. The student will develop prototypes of products and produce a concise design folder.

The total time spent on the coursework is expected to be around 30-35 hours. All work on the controlled assessment must be observed and controlled by the class teacher.

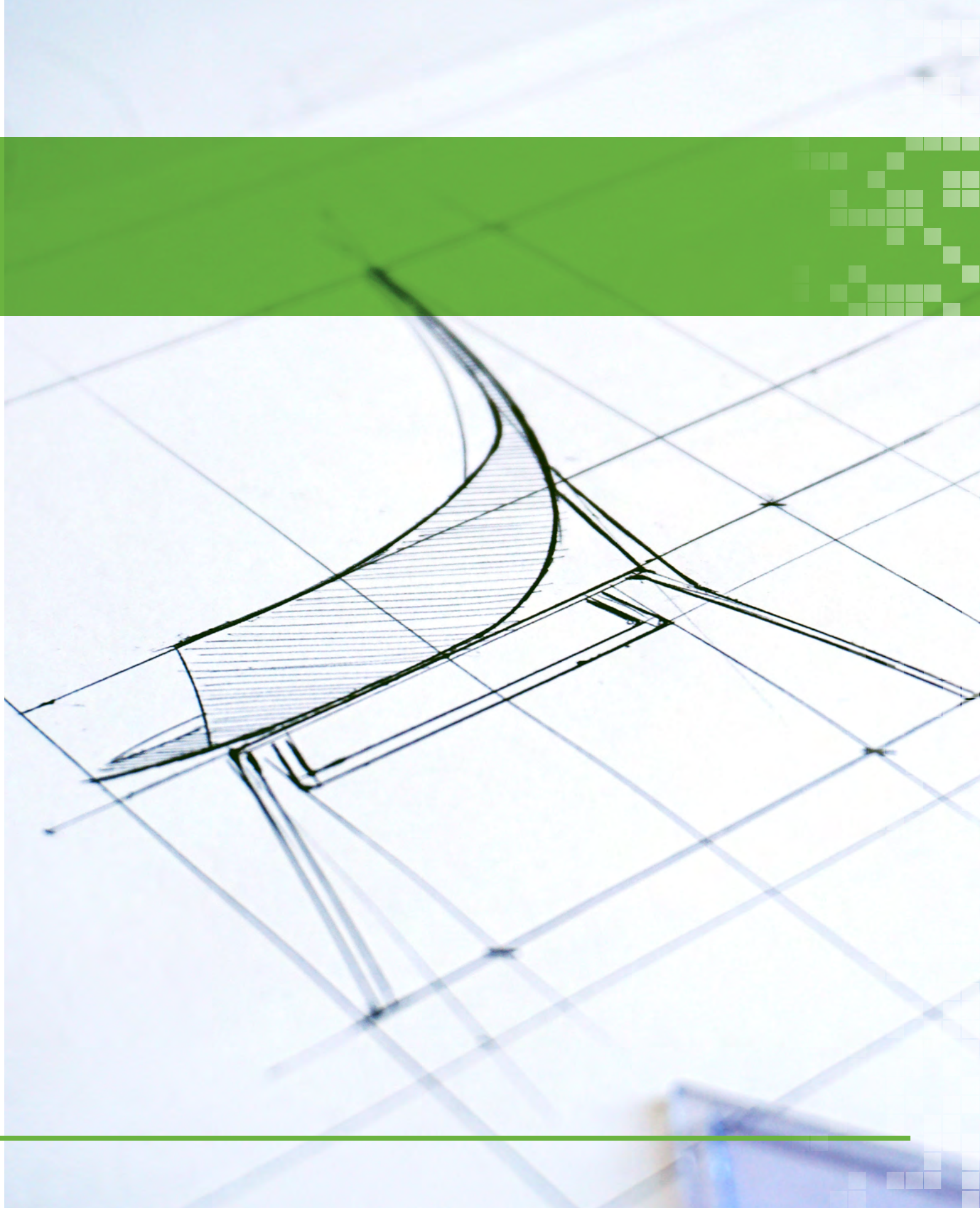
## Assessment

### Written Paper 50% of total marks

2 hours - written and drawn responses with structured and free response sections.

### NEA 50% of total marks

Substantial design and make task – you will produce a prototype and a portfolio of evidence







# KEY STAGE FOUR PATHWAYS

Subject Title:	GCSE Drama
Subject Team Leader:	Mrs A Jordan <a href="mailto:ajordan@perins.hants.sch.uk">ajordan@perins.hants.sch.uk</a>
Examination Board:	AQA <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

## Course Content

This course aims to develop imaginative, creative, intellectual and social skills; extend awareness of self and group and increase confidence in communication skills. The syllabus is accessible to candidates of all abilities. It is challenging, flexible and largely practical. You will study a range of texts and see high quality live theatre, where possible. You will devise your own pieces of theatre.

### Do you enjoy:

- Expressing yourself in an active and exciting way?
- Working in a group?
- Contributing your own ideas and respecting those of others?
- Exploring ideas by putting yourself in other people's shoes?
- Playing many parts in different imaginary situations?
- Creating your own drama work?
- Looking at plays written by other people?

If you like to be challenged, work hard and enjoy sharing your ideas, Drama is the course for you.

You will develop your physical and vocal skills through working individually and in groups. This will help you to present yourself confidently in a range of situations.

You will perform and evaluate performance regularly.

You will keep a diary of your development and learn to write critical reviews of performances.

You will see exciting and imaginative live theatre. Non Examined Assessment (NEA)

## Assessment

You must enjoy performing in front of an audience as the majority of the course is practical. This will be regularly in front of your class and teacher. We also hold a variety of different performance evenings for family and friends, staff and the general public.

**Component 1:**  
**Written Exam - 40%** of the overall GCSE grade It is split into 3 sections:

**Section A:** 4 multiple choice questions based on your knowledge of drama and theatre.

**Section B:** 4 questions that increase in the number of marks awarded based on an extract from a set studied text.

**Section C:** 2 questions based on a piece of live theatre. The first of which analyses how a live performance has been achieved. The second evaluates how effective the performance was.

**Component 2:**  
**Devising Drama - 40%** of the overall GCSE grade. This is a project marked by the teacher.

You will work in small groups to devise your own piece of original theatre.

You are assessed on your performance as well as a devising log/workbook

**Component 3:**  
**Scripted performance - 20%** of the overall GCSE grade. This is a polished performance of two extracts from a play This is marked by a visiting examiner.

You will work in small groups and will be assessed on your acting skills during that performance.





# KEY STAGE FOUR PATHWAYS

Subject Title:	<b>GCSE Food Preparation &amp; Nutrition</b>
Subject Team Leader:	<b>Mrs L Thomas</b> (lthomas@perins.hants.sch.uk)
Examination Board:	<b>AQA</b> <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

## Course Content

Students will be given the opportunity to work with a wide range of foods in order to gain knowledge and understanding of the working characteristics and processing techniques used when designing and making products. There will be a strong emphasis on the scientific knowledge that underpins the preparation and cooking of food.

Food preparation skills are integrated into five core topics:

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

There are twelve skill groups pupils will learn, through practical activities:

- General practical skills
- Knife skills
- Preparing fruit and vegetables
- Use of the cooker
- Use of equipment
- Cooking methods
- Prepare, combine and shape
- Sauce making
- Tenderise and marinate
- Dough
- Raising agents
- Setting mixtures

## Assessment

**Written Paper (50% of total marks)** 1 hour 45 minutes. 100 marks.

- Multiple choice questions (20 marks)
- Five questions each with a number of sub questions (80 marks)

**Coursework (Non Examined Assessment) 50% of total marks**

### Task 1: Food investigation (15% of the GCSE)

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

This will be assessed by a written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. Recommended time: 10 hours.

### Task 2: Food preparation assessment (35% of the GCSE)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. This will be assessed by written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included. Recommended time: 20 hours.







# KEY STAGE FOUR PATHWAYS

Subject Title:	<b>GCSE Media Studies</b>
Subject Team Leader:	<b>Mr S Barber</b> ( <a href="mailto:barber@perins.hants.sch.uk">barber@perins.hants.sch.uk</a> )
Examination Board:	AQA <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

## Course Content

Media GCSE offers extensive coverage of media theory and practice, relating to every-day accessible media forms as well as critical media principles of language, representations, industries and audiences.

The course will cover significant forms of media including radio, film, TV, advertising and marketing, print publishing, music videos and digital media (such as social media and video gaming), and each component has ‘Close Study Products’ – texts which are determined by the exam board.

## Tiers

There are no tiers in GCSE Media Studies. Content is accessible for students of all abilities.

## Non-examined assessment (Coursework)

Students will submit a creative production based on one of five briefs released by AQA one year prior to the exam. These tasks will be practical responses to media industries already studied. This is worth 30% of the final grade.

## Externally Set Task (Examination)

Students will sit two 90-minute examinations, set and assessed externally. They will assess students’ engagement with and understanding of a number of exam texts studied throughout years 9, 10 and 11, as well as their ability to apply their understanding to unseen media products.

## Assessment

There are three assessment objectives assessed with different weightings across the three assessments:

- Demonstration of knowledge and understanding of media theory, context and influence;
- Analysis of media products;
- Creative application of media knowledge and understanding in order to express meaning.







# KEY STAGE FOUR PATHWAYS

Subject Title:	GCSE Music
Subject Team Leader:	Miss T Eglin (teglin@perins.hants.sch.uk) AQA
Examination Board:	www.aqa.org.uk

## Course Content

### Musical language/content

The musical references made below under the heading The Organisation of Sounds form the basis for the exploration of the components/strands within GCSE Music. The whole musical experience of this course – both teaching and learning will be centered on them.

Candidates will be expected to be able to understand notation suitable to the occasion, including staff notation.

Pupils will study three components within the course: Understanding Music, Performing and Composing.

These will be explored through set works in the following two strands:

- a) The Western Classical Tradition 1650-1910
- b) Traditional music (Externally assessed)

## Tiers

The Scheme of assessment consists of one tier covering the entire ability range of grades 9 - 1

## Assessment

### Composing

#### 30%: Controlled Assessment

2 x compositions to be completed in school time

1. 15% - Yr 10 – a ‘free’ composition (25 hrs to complete, Internally assessed)
2. 15% - Yr 11 – set to a brief released by AQA in the year of entry. (25 hrs to complete, Internally assessed)

### Listening to and Appraising Music

40%: 1.5 hour written examination- May Year 11 A mixture of unfamiliar music and questions on the set works.

Externally assessed.

### Performing Music

30 %: Controlled Assessment (Recorded at school)

1. Solo performance (15% internally assessed and externally moderated)
  2. Ensemble performance (15% - internally assessed and externally moderated)
- Over the course pupils will learn:
- Basic notation
  - Perform and compose in a variety of different musical genres
  - Basic keyboard technique
  - Music technology skills.

In order to be successful in this course, students must have the confidence and the technical ability to perform solo on at least one instrument; this includes vocals.







# KEY STAGE FOUR PATHWAYS

Subject Title:	<b>BTEC Award in Music Practice Level 1 &amp; 2 – Pass/Merit/Distinction</b>
Subject Team Leader:	<b>Mr P Ralls (pralls@perins.hants.sch.uk)</b>
Examination Board:	<b>Pearson - <a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice-2022.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice-2022.html</a></b>

## Course Content

### Comp 1: Exploring Music Products and Styles – 60 Marks

Exploration of the techniques used in the creation of different musical products and investigation of the key features of different musical styles and genres.

You will complete a portfolio of evidence that demonstrates your understanding of four different styles of music using musical examples related to a theme and create three recorded examples of your work.

### Comp 2: Musical Skills Development – 60 Marks

Development of two musical disciplines through engagement in practical tasks, while documenting your progress and planning for further improvement.

In response to this task, you will plan and create 2 musical outcomes in different musical areas in response to a theme that will develop professional and musical skills.

### Comp 3: Responding to a Music Brief – 60 Marks

Developing and presenting music in response to a given music brief.

This is an external component and builds on the knowledge, understanding and skills from Comp 1&2 and allows for you to apply the musical skills and techniques you have explored and developed.

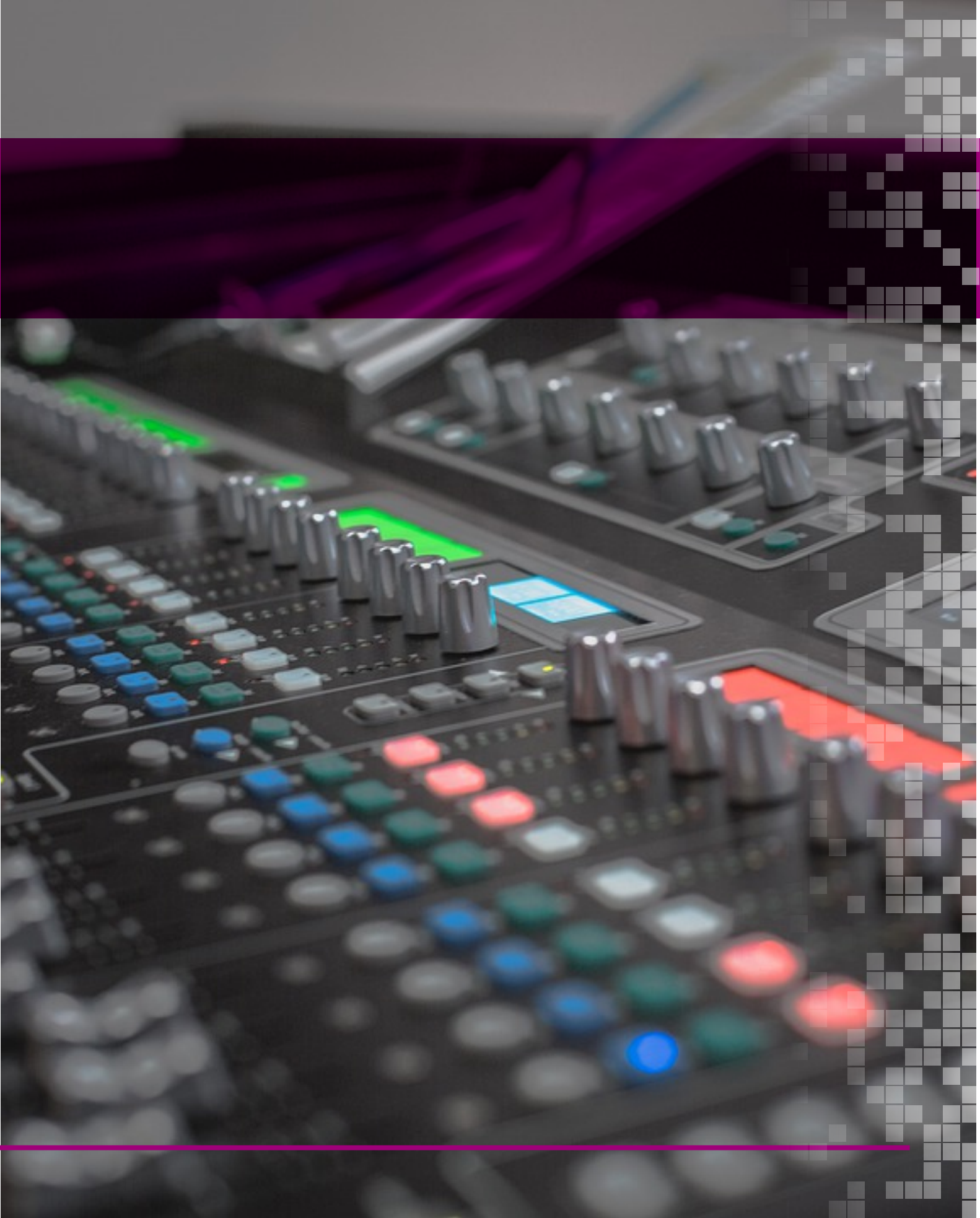
### Where could this take me...

If you decide to go on to further study of music, the best option for you will depend on the grades you have achieved in this and other qualifications you have taken, and what you enjoy doing. You could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on it's own or in combination with A levels.

### Get Listening

Popular Music Styles 50's&60's Rock British Revival Motown 70's&80's Heavy Metal Punk, Disco, Reggae 90's to present Grunge, Drum and Bass, Grime, Dubstep.

Other Music Styles World Music - Samba, Fusion, African Drumming Music from Media Classical - Baroque, Romantic, Orchestral Jazz and Blues - Delta Blues, Bebop, Swing, Big Band, Modal Jazz.





# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Photography (Art & Design/Photography)**

Subject Team Leader: **Ms J Thorn /Mrs Alexiou (alexiou@perins.hants.sch.uk)**

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

## Foundation Course in Year 9

Foundation course is designed to ensure all students have a complete set of skills prior to starting the portfolio work.

The Foundation course consists of units of skills-based work on each of the following areas;

Use of camera and equipment / Study of Visual Elements / Photographing in variety of Genres / Study of rules of Compositions / Use of Photoshop software.

Topic of the foundation is 'Close up'.

## Portfolio of Work (Coursework)

Students complete three projects, the topics of their choice.

All three of these projects will be submitted as GCSE Coursework.

Portfolio accounts for 60% of the final grade.

All projects are created digitally, but there is an option to work with sketchbook.

All projects are marked internally and students have the opportunity to improve their work prior to final submission.

## Examination

The examination accounts for 40% of the final grade. Externally set task is set by the AQA Exam Board.

The students have at least 11 weeks preparation time before sitting a 10-hour exam to produce a final piece. This is a practical exam which is broken into 2.5 hour blocks and students work for no longer than 2 hours without a break. Prep work cannot be worked on further once the exam time starts.

Students work independently in the exam but are able to have as much support as is necessary during the preparation time.

The exam is marked internally. An external examiner then moderates a sample of both exam and coursework.

## Assessment

There are 4 key areas of assessment, each marked out of 96 points;

- Developing ideas through investigations. Showing your work is informed by Photographers, and other relevant sources
- Showing you can analyse & understand the work of others in relation to your own work.
- Refining your ideas through experimentation.
- Selecting appropriate resources, media, materials, techniques and processes.
- Recording ideas, observations and insights that are relevant to your ideas in visual and written form.
- Present a personal response that is meaningful and demonstrates links to the topic, Photographers you have studied.
- Showing that you can realise your intentions and produce the final outcome.







# KEY STAGE FOUR PATHWAYS

Subject Title:	GCSE Physical Education
Subject Team Leader:	Mr R Whybro (whybror@perins.hants.sch.uk)
Examination Board:	AQA www.aqa.org.uk

## Course Content

The course is split into practical and theory sessions.

**Practical** – Students will experience a variety of sports/ physical activities. Individuals are assessed as performers in three different sports and need to be able to play these sports to a good standard in competition (not recreationally) to achieve the higher marks.

One of these sports must be a team sport and one must be an individual sport typically from the following list.

**Individual** – athletics, badminton, rowing (lake), cycling (track or road competition), dance, golf, gymnastics, equestrian, rock climbing, skiing, squash, swimming, tennis, table tennis, trampolining

**Team** – football, basketball, cricket, hockey, netball, lacrosse, rugby, volleyball (tennis / squash / badminton / table tennis – can enter as a doubles player – but cannot enter as both singles and doubles player), dance – group performance (cannot enter dance as individual and a group)

**Theory** – This covers many topics including applied anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio-cultural influences and health, fitness and well-being.

## Assessment

Two 1hr 15min exams in the summer of Year 11 Worth 60% of final mark (each paper is worth 30%)

**Paper 1 = Anatomy & Physiology, Fitness & Training, Movement Analysis, Data Analysis**

**Paper 2 = Sport Psychology, Commercialisation of Sport, Social Factors & Participation, Ethical & Socio-cultural issues**

**Practical Assessment (30% of final mark)**  
**Have to enter 3 practical sports (each weighted 10%)**  
Coursework (worth 10% of final mark)  
In depth written analysis and evaluation of own sporting performance completed in theory lessons.  
Marked by teachers and moderated by AQA.







# KEY STAGE FOUR PATHWAYS

Subject Title:	Level 1/2 Cambridge National Certificate in Sport Studies
Subject Team Leader:	Mr R Whybro (whybror@perins.hants.sch.uk)
Examination Board:	OCR www.ocr.org.uk

## Course Content

- Students will cover units from the list below
- Contemporary Issues in Sport - EXAM
  - Performance and Leadership in Sport (Practical)
  - Increasing Awareness in Outdoor Adventurous Activities

## Non-Examined Assessment (Coursework)

Two of the three units are assessed via course work assignments which are written by hand, using Powerpoint, Word, video recordings, interviews, posters etc.

## Practical

Pupils will focus on basketball and football (team sport) and badminton or table tennis (individual sport) for one year and be graded as a performer. Theory work is connected to these lessons as pupils analyse and track their performance and progress.

## Assessment

Written Exam  
“Contemporary Issues” is assessed via a written exam marked by external examiners.

Each internally assessed unit requires individual criteria to be met.

The overall assignments are then graded according to how many of which criteria have been achieved.

P – pass (equivalent to a GCSE grade C)

M – merit (equivalent to a GCSE grade B)

D – distinction (equivalent to a GCSE grade A)

To gain a Pass at the end of Year 11 – all PASS criteria must have been met.

To gain a Merit at the end of Year 11 – all PASS criteria and MERIT criteria must have been met.

To gain a Distinction at the end of Year 11 – all PASS / MERIT / DISTINCTION criteria must have been met.







# KEY STAGE FOUR PATHWAYS

Subject Title:	GCSE Religious Studies
Subject Team Leader:	Miss R Sargent (rsargent@perins.hants.sch.uk) AQA
Examination Board:	www.aqa.org.uk

## Course Content

In Religious Studies, pupils will study the beliefs, teaching and practices of Christianity and Judaism.

Pupils will also study four of these themes:

- Relationships and families
- Religion and life
- The existence of God and revelation
- Religion, peace and conflict
- Religion, crime and punishment
- Religion, human rights and society

## Subject Skills

Many of the skills offered in this course are shared by all subjects but RS offers its own unique skills:

- Developing knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority
- Developing the ability to construct
- well-argued, well-informed, balanced and structured written arguments, showing depth and breadth of understanding
- Providing opportunities to engage with questions of belief, meaning, purpose, truth, and their impact on human life
- Challenging students to reflect on and develop their own values, beliefs and attitudes, and contributing to their preparation for adult life in a pluralistic society and global community

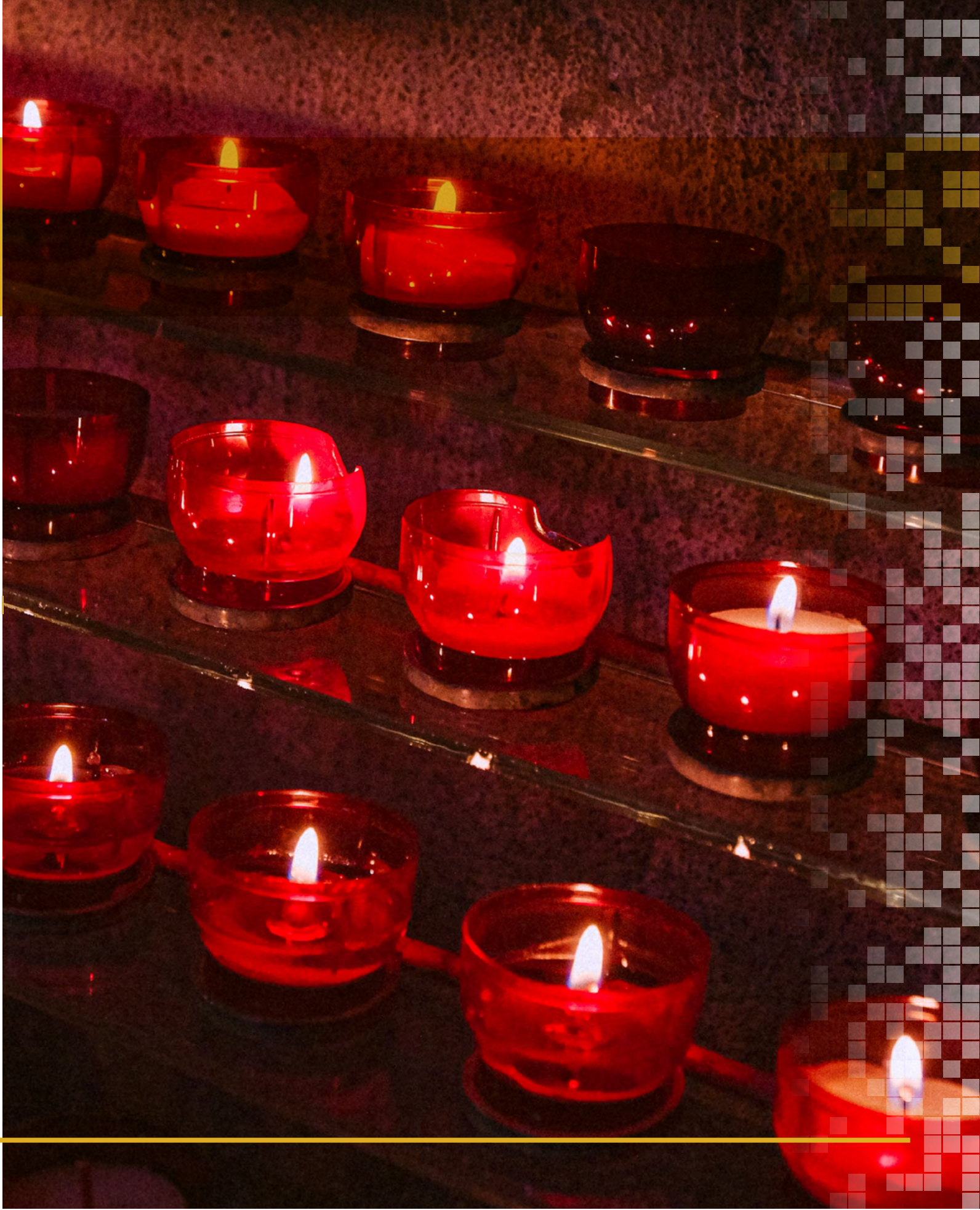
## Future Careers

Having an understanding of others' faiths and lifestyles is essential in a wide range of careers. Previous students of RS have gone on to careers in law, medicine, teaching, childcare and the police.

## Assessment

Religious Studies is fully assessed through two exams at the end of Year 11. The assessment of each unit consists of multiple choice, short answer and extended answer questions.

- **Exam 1 – Beliefs, Teachings & Practices of Christianity & Judaism**
  - 1 hour 45 minutes to complete four sets of questions
  - each religion is worth 25% of the final grade; 50% overall
- **Exam 2 – Thematic Studies**
  - 1 hour 45 minutes to complete four sets of questions
  - each theme is worth 12.5% of the final grade; 50% overall







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