



Thomas Mills

High School & Sixth Form

OPTIONAL SUBJECT CHOICES FOR YEAR 9

INFORMATION PACK FOR
2026 - 2027

COURSE CONTENT IS CORRECT AS AT THE TIME OF PUBLICATION

SPRING 2026

Contents

OPTIONS CHOICES 2026	3
Choosing GCSE Subjects	4
Key Members of Staff.....	5
GCSE Grading System	6
MODERN LANGUAGES COURSES.....	7
GEOGRAPHY	8
HISTORY	9
DESIGN & TECHNOLOGY:	
Food Preparation and Nutrition	10
Resistant Materials: Timbers Specialism	12
ART	14
BUSINESS STUDIES	15
COMPUTER SCIENCE	16
DRAMA	17
INFORMATION TECHNOLOGY	19
MUSIC	20
GCSE PHYSICAL EDUCATION	21
GCSE RELIGIOUS STUDIES	23

OPTIONS CHOICES 2026

Pupils will initially take 5 optional subjects in Year 9. They will then choose 4 of these to continue into Year 10 and Year 11. All options will be taught over three years, and the examinations will be taken at the end of Year 11.

The choices are in blocks and pupils are expected to choose 1 subject from each of the blocks, below in Year 9.

MFL	Humanities	Free Choice 1	Free Choice 2	Free Choice 3
GCSE French GCSE German GCSE Spanish	History Geography GCSE R.S.	Art Business Studies Computer Science Drama DT: Food & Nutrition DT: Resist. Materials French Geography German History Music GCSE PE GCSE R.S. Spanish Vocational IT	Art Business Studies Computer Science Drama DT: Food & Nutrition DT: Resist. Materials French Geography German History Music GCSE PE GCSE R.S. Spanish Vocational IT	Art Business Studies Computer Science Drama DT: Food & Nutrition DT: Resist. Materials French Geography German History Music GCSE PE GCSE R.S. Spanish Vocational IT

PLEASE NOTE

Pupils must not choose the same course in two different blocks.
They are expected to choose 5 different subjects.

It may be that timetable restrictions prevent pupils following all of their choices.
We will then ask them to choose a different course from the same block.

All courses are offered subject to demand and school resources.
If any subject fails to attract sufficient pupils to make it economically viable for the school
to run a group, it may need to be discontinued.

Pupils should choose their free choices in order of preference, and they will be asked to
choose one reserve subject for their free choices.

Pupils cannot choose both Food & Nutrition and Resistant Materials

Choosing GCSE Subjects

Choosing GCSEs can be difficult; however, the most important part of the process is choosing the right combination for you.

Take time to speak to your teachers and to older pupils who take the subjects. You can take advice from parents, older siblings, older friends and relatives but remember that you have to study four of these subjects for three years.

1) Choose subjects you will enjoy!

You will be studying four of these subjects for the next three years. It is unlikely you will be able to change to other subjects once in Year 9, so it is advantageous if there are aspects of the course you enjoy. This could work to your advantage because if you enjoy a subject, you are more likely to work harder and therefore achieve a higher grade.

When choosing subjects you enjoy, ask yourself two things:

- a) What's the content of this subject? (Are you interested in the things you will be learning about?)
- b) What skills does it require? (Do you think you can build the skills this subject requires?)

Do not assume you know what a subject entails. The requirements at GCSE can be very different in some subjects from those at Key Stage 3 and may be very different from what you imagine. If in doubt, ask!

2) Choose what you are good at

If you have been successful in a subject in the past, it means you are more likely to be successful at it in the future. This means you are more likely to get higher grades, which will be useful when making career choices when you are older. In addition to that, most people enjoy subjects that they feel they are good at.

3) Choose your GCSEs for your future.

If you already have an idea of careers, you would be interested in, then look to see if there are any particular subjects you should choose. For the majority of careers, you do not need specific options choices, but it is worth looking into this before you choose.

For college courses and apprenticeships, you should aim for good results in both the core subjects and your options to demonstrate that you are conscientious. An excellent attendance, punctuality and behaviour record is equally important.

For universities and graduate careers, A-Level choice is more important than GCSEs. However, many, but not all, A-Levels will require that you have studied the subject at GCSE, so you might need to think about that as well. Speak to your subject teachers and your tutor before you make your final decision.

4) Keep a broad range of subjects.

Once you have made your choices, look to see if you have a broad range of different subjects. This allows you to have a more varied school day and increases the chance you will find a subject you really excel in. It also keeps your options open for the future.

DO NOT choose a subject because your friends are doing it. You might not enjoy it and there is a good chance you won't be in the same group as them anyway.

Key Members of Staff

There are some members of staff you may wish to speak with before you make your choices.

Your tutor can help you think about the subjects you have been successful in and go through the options process with you. Your tutor should be the member of staff you ask for general advice about choosing options.

Miss Ingold will remind you of all of the deadlines and the process.

Careers Advice: Mrs Treeby is responsible for careers and can help you find more information about any career which may interest you. This is especially important if you are thinking of a quite specialised career that may have specific entry requirements.

Options Subjects: It is always a good idea to discuss your choices with your subject teacher. However, there are key teachers (normally, but not always, the Head of Department) who can advise you and go through what the course actually entails.

Subject

Art	Mrs N. Sholl
Business	Ms L. Ewing
Computer Science	Mr D. Wright
Drama	Mrs L. Peters
Geography	Mrs S. Esworthy
History	Mr A. Pope
Information Technology	Mr D. Wright
French	Mrs S. Capjon
German & Spanish	Mr M. Heath
Music	Mrs A. Ducker
Physical Education	Mr M. Harding
Religious Studies	Miss H. Lambert
Food and Nutrition	Mr S. Sparkes
Resistant Materials	Mr S. Sparkes

Core Subjects

The core subjects are obligatory for all pupils. For more detailed information about each of the subjects you will study you should, in the first instance, speak with your subject teacher.

GCSE Grading System

The system runs from 9 - 1, with a grade 9 being the highest grade. The table below shows an approximate comparison of the new grades to the old system. The grades are not directly equivalent, however, a new grade 7 is comparable with the bottom of an old grade A.

The majority of Pupils should be aiming to achieve a Grade 5 or above in all subjects.

New GCSE Grades	Old GCSE Grades
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
	F
1	G

MODERN LANGUAGES COURSES

You are able to study one of the following combinations: -

German

French

Spanish

German and French, Spanish and German, French and Spanish

Examining Board: AQA
Specification No.: 8652 (French); 8662 (German); 8692 (Spanish)

Content You will use your chosen language in the contexts of whole class, pair, group work and role play. You will develop comprehension through reading and listening and will use the written language and ICT where appropriate.

Skills All work is geared to the development of skills in listening; speaking; reading and writing.

Interest **French:** You will build on the skills you have already developed in Years 7-8. You should develop an interest in the culture of France and other Francophone countries, and you will experience French being used in various topics: my world, holiday time & travel, work & lifestyle and the young person in society. As well as being useful for your future career, learning French is fun.

German: You will build on the skills you have already developed in Years 7-8. You should develop an interest in the culture of Germany and you will experience German being used in everyday situations; personal and social life, the world of work and internationally. As well as being useful for your future career, learning German is fun. You will have the opportunity to join an exchange visit. If you are not certain whether to choose German or French, choose the one you like best or talk to your language teachers.

Spanish: You build on everything you've already learned in Years 7-8. Spanish GCSE deepens your understanding of the language and encourages a genuine interest in the culture behind it. You explore how Spanish is used in real, everyday situations - in personal life, social settings, the workplace, and across the wider world. Spanish is one of the most widely spoken languages on the planet, so the skills you gain are valuable for future study, travel, and careers. Beyond all the practical benefits, learning Spanish is enjoyable: you discover new perspective and express yourself in another language

GEOGRAPHY

Geography is all about understanding people and places: How they were, how they are now and how they may develop in the future. It provides a wide range of skills and the lessons include a broad range of activities including working outside the classroom in fieldwork.

Examining Board: OCR B (Geography for Enquiring Minds)
Specification J384

Content	Assessment Overview	
<ul style="list-style-type: none"> • Global Hazards • Changing Climate • Distinctive Landscapes • Sustaining Ecosystems • Fieldwork 	<p>Our Natural World (01) 70 marks 1 hour 30 minutes Written paper</p>	<p>35% of total GCSE</p>
<ul style="list-style-type: none"> • Urban Futures • Dynamic Development • UK in the 21st Century • Resource Reliance • Fieldwork 	<p>People and Society (02) 70 Marks 1 hour 30 minutes Written paper</p>	<p>35% of total GCSE</p>
<ul style="list-style-type: none"> • Geographical Skills • Decision Making Exercise 	<p>Geographical Exploration (03)* 60 marks 1 hour 30 minutes Written paper</p>	<p>30% of total GCSE</p>

* Indicates inclusion of synoptic assessment

- Skills:** Critical thinking, map reading, researching, debating, decision making, statistical analysis, computer skills, use of mapping software and data presentation.
- Interest:** This diverse and engaging course ranges from physical geography processes and understanding the natural environment around us to discussing the benefits and problems of how globalisation has changed the way we work, trade and live.
Geographers are highly employable as geography pairs well with both arts and science subjects. Universities and employers recognise that geographers have a wide range of transferable skills. Careers in geography span from teaching or town planning to conservation or catastrophe modelling.
- Fieldwork:** We enjoy taking learning outside the classroom during the course. In Year 9 we visit the local coastline of Southwold to look at coastal processes and management which is examined in the physical exam. In Year 10 we visit Ipswich Waterfront and the University of Suffolk to investigate how the area has been regenerated after industrialisation. Our link with the university allows us to understand the history of the area and experience a lecture.

HISTORY

Examining Board: OCR History B (Schools History Project) (9-1)
 Specification No: J411

Unit title and description	Assessment and timescale All examined in the summer of Year 11	Weighting
Thematic Study <u>The People's Health, c.1250 to present</u> British Depth Study <u>The Elizabethans, 1580-1603</u>	British History Thematic study and Depth study 40 marks each (80 marks total) 1 hour 45-minute exam paper	20% of total GCSE 20% of total GCSE
History Around Us <u>(Local History focus)</u>	History Around Us 40 marks 1 hour paper	20% of total GCSE
Period Study <u>The Making of America, 1789 - 1900</u> World Depth Study <u>Living under Nazi Rule, 1933 - 1945</u>	World History Period study and Depth Study 40 marks each (80 marks total) 1 hour and 45-minute exam paper	20% of total GCSE 20% of total GCSE

Skills: Investigations of key time periods, individuals and events will involve forming supported judgements around key historical concepts (cause, comparison, consequence and significance). Pupils will need to learn important examples and evidence to aid these judgements. Two of the units also have a large focus on analysis of sources and interpretations. The ability to think critically, developed in studying history, is important in any future career.

Interest: A fascinating subject with wide appeal, not only is History worth studying for its own sake, it will also enable you to gain a greater understanding of how the world in which we live today has evolved. A study of the past is essential if you are to fully understand the present. The topics are all interesting, containing captivating individual stories and episodes.

DESIGN & TECHNOLOGY:

Food Preparation and Nutrition

Examining Board: OCR: GCSE Food Preparation and Nutrition
Specification No: J309

Content: The Food Preparation and Nutrition qualification aims to equip students with the knowledge, understanding and skills required to cook a range of complex dishes. They will develop and apply the principles of food science, nutrition and healthy eating. Students will also investigate the huge challenges that we face globally to supply the world with nutritious and safe food. **Please note that Food and Nutrition cannot be chosen alongside Resistant Materials.**

Non-examined Assessment: Students will complete **two non-examined assessment (NEA) tasks** which contributes 50% of the final GCSE grade.

Task 1 (15% of the final GCSE grade): **Food Investigation Task**

Students will investigate the working characteristics, functional and chemical properties of ingredients. They will then produce a written report of 2000 words to include evidence of researching and testing; to demonstrate the link between science and food production. Areas for investigation may include: yeast cookery, raising agents, ingredients used to 'brown' or glaze food surfaces and many others.

Task 2 (35% of the final GCSE grade): **Food Preparation Task**

Students will be required to plan and prepare a number of dishes to meet a theme published by the exam board. They will need to demonstrate food preparation and presentation skills, sensory testing, time management, costing and nutrition knowledge as well as consideration of seasonality and food provenance. Students will prepare, cook and present three dishes within a three-hour period.

Students will also complete a summative written examination (1 ½ hours)

Skills: Students will be able to build on nutritional knowledge and practical skills acquired in Key Stage 3 and learn how to use a range of food processing techniques through the course. There are a lot of science investigations involved too, as well as looking at nutritional needs.

Interest:

This will appeal to those students who are interested in food science, nutrition and health issues, as well as food preparation. It will interest students interested in a career within food and hospitality. While some of the course will be delivered through practical experiences, there is a lot of written theory work and research.

**Students who are opting to study this subject need to
Provide their own ingredients for practical lessons**

Resistant Materials: Timbers Specialism

Examination Board: Pearson Edexcel GCSE (9 - 1)

Specification No: 1DT0/1F

Students will develop subject knowledge in Design and Technology that builds on Key Stage 3, incorporating knowledge and understanding of different material areas and manufacturing processes in order to design and make prototype products in response to identified needs, problems and opportunities.

Much of the subject content is delivered in 'short, focused tasks' with both practical products and theory outcomes. Students will study areas including timbers, metals, polymers, composites, 'Smart' materials, electronics and product construction techniques.

A wide range of practical and theoretical work will be undertaken to expand skills, knowledge and understanding, developing students' creative, designing and practical skills.

Courses will allow pupils to progress on to study Design and Technology at A-Level and subsequently at university. **Please note that Resistant Materials Technology can not be chosen alongside Food and Nutrition.**

Content: Building on the skills and knowledge you have gained from work done in Key Stage 3, you will study in greater depth the ways in which materials (woods, metals, plastics, composites and 'Smart Materials'), can be used in the designing and making of quality products. A wide range of practical and theoretical work will be undertaken to expand your skills, knowledge and understanding to improve your creative, designing and practical skills.

Non-Examined Assessment: Students will complete **ONE non-examined assessment (NEA) task** which contributes 50% of the final GCSE grade.

Students will complete a practical project based on a 'contextual challenge' released by the exam board on 1st June (Year 10). The project will test students' skills in investigating, designing, making and evaluating a prototype of the product.

Examinations: Students will sit **ONE written examination** (1 hour and 45 minutes) which contributes 50% of the final GCSE grade.

The paper consists of two sections:

Section A: Core (40 marks)

Section B: Materials specialism (Timbers) (60 marks)

Skills: As you work on a variety of different projects based around different materials and processes. You will develop skills that will deepen your understanding of processes and constructional methods that will allow you to manipulate a variety of materials with confidence and accuracy. At the same time, you will be developing your ability to communicate design ideas and information with clarity and style.

Interests:

You should choose this option if you enjoy problem solving tasks that allow you to use the skills you learn in other subjects such as mathematics and science to create and develop both theoretical and practical solutions. If you enjoy using creative skills such as model making, drawing and sketching to share ideas. If you would like to extend your knowledge and understanding of how woods, metals, plastics, composites and smart materials can be used to produce solutions.

ART

Examining Board: AQA
Specification No: 8201

Content: The AQA Fine Art GCSE course in Art and Design comprises of two units:

- Unit 1: Personal Portfolio of coursework in Art and Design (60%)
- Unit 2: Externally Set Assignment in Art and Design (40%)
10-hour exam

Both units would normally provide evidence of three years' full-time study at Key Stage 4.

The GCSE in Art and Design: Fine Art is to be a general course, encompassing art, printmaking, relief painting and photography to enable students to explore a range of 2 or 3 dimensional approaches to their studies, either as freestanding or related experiences. Work produced for this will demonstrate the use of formal elements and creative skills, and give form to thinking, feeling, observation, design and ideas. Students will show evidence of trying to extend their own and others' way of seeing the world. The disciplines associated with the course are painting and drawing, printing, sculpture, alternative media, photography.

Component 1:
Personal Portfolio (60%) Assessment is by an exhibition of coursework displaying a range of outcomes.

Component 2:
Exam (40%) 12 weeks preparation time in work journal + 10 hours practical exam (2 days).

Interest: Explore both contemporary and historical sources of art, craft and design, take an individual approach, and develop skills to select and produce their best work.

BUSINESS STUDIES

Examining Board: OCR
Specification: J204

Content:

In this course you will gain an insight into the world of business and learn all about what it takes to set up a business and manage one. It's important to know about business! Most people work for a business of some kind and all of us are customers of businesses. Some ambitious people will want to either be business managers or to run their own business.

You will learn how small to medium sized businesses are developed and discover how they promote themselves and keep customers happy. You will also discover how important it is to manage their finances and the people who work for them.

The full GCSE course will be studied during Years 9, 10 and 11. The assessment is split up as follows:

Examinations - 2 examinations, both with a duration of 1 hour 30 minutes and each being 80 marks. There will be calculations, multiple-choice, short-answer and extended writing questions.

There are two areas that we study and deal with how to be enterprising and focus on the aspects that the Dragons in the Den would find important. The units are:

- **Business 1: business activity, marketing and people**
(Component code: 01)
- **Business 2: operations, finance and influences on business**
(Component code: 01)

Interest:

This course will appeal to you if you have:

- An interest in the business world.
- The desire to know what needs to be done to set up your own business and make it work.
- An interest in the news and the world around you.

Why it's useful:

- When you get a job, you will understand the way a business works.
- Employers value the qualification.
- You will gain valuable skills.

COMPUTER SCIENCE

Examining Board: AQA
Specification No: 8525

Content: GCSE Computer Science is about using mathematical principles to solve problems. It involves students learning to think computationally and working with real - world, practical programming techniques that give them a good understanding of what makes technology work. The students will work on different software and develop skills in order to tackle the task set by AQA.

Assessment: **50% Examination 1**
(Paper 1: Computational Thinking and Problem Solving - 90 marks)
Written examination sat at the end of the course.
What is assessed?
Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of the following computer science topics: fundamentals of algorithms, programming, fundamentals of data representation and computer systems.

50% Examination 2
(Paper 2: Written Assessment - 90 marks)
Written examination sat at the end of the course.
What is assessed?
Theoretical knowledge of the following topics: fundamentals of data representation, computer systems, fundamentals of computer networks, fundamentals of cyber security, and ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy.

Skills: The course develops programming knowledge as well as making students aware of the different theoretical aspects of Computer Science.

Interest: If you want to become more confident with programming, enjoy problem solving including using mathematics and are looking to demonstrate higher levels of skills for use in the sixth form or other further education then this course should be considered.

DRAMA

Examining Board: OCR
Specification No: J316

Content: The course will enable those who currently enjoy drama to develop their skills/interest further. Drama students experience a range of practical work, in scripted performance and devised work. During the course pupils will explore the world of a play and work creatively to form their own work. Students will develop key life skills and work in a combination of group work, pair work and individual opportunities. During the course students will have the opportunity to see live theatre to develop their understanding further.

Students will be assessed across the delivery of the course. Two components will be delivered as non-exam assessments (60%) and then pupils will sit a final exam assessment worth 40% of the final grade at the end of the course. Theory and practical work will be integrated throughout the course.

Components

Component 1 (30%)

Students will create a devised performance in groups. They will be able to select a starting point from a range of stimuli provided by the exam board.

40 marks: For the evidence in the portfolio

20 marks: For the final performance.

Component 2: Text Performance (30%)

Students will study a text chosen by the centre. Students will take a part in two performances of two extracts from the text. They can work as a performer or designer in this component.

20 marks: Interpretation of the text and creating an intention for performance

40 marks: For the demonstration of the chosen theatrical skill in the final performances

Component 3: Exam assessment (40% of qualification)

The exam component will be assessed at the end of the qualification and will be 1 hour and 30 minutes in length. Students will have to complete two compulsory sections.

Section A: Students will be asked about preparing and performing a text. They will draw on the experience of studying a whole text during the course from a list set by the exam board.

Section B: This section asks the students to review a performance they have seen on their course.

Please see: <http://www.ocr.org.uk/Images/222754-qualification-factsheet.pdf>

Interest:

Drama is an interesting, enjoyable subject which provides opportunities for students to work with others in a practical way. It encourages both co-operative and independent methods of working. You will enjoy this course if you want to study a subject that is both practical and creative; you should also enjoy working as part of team.

INFORMATION TECHNOLOGY

Examining Board: OCR

Specification No: J836

Content: The OCR Level 1/Level 2 Cambridge National in IT is aimed to develop knowledge, understanding and practical skills that would be used in the IT sector. Students will use a variety of different applications and tools to design, create and evaluate IT solutions and products. This includes designing and developing a spreadsheet solution to manipulate data and creating an Augmented Reality prototype

Assessment: **R050: IT in the digital world** 40% Exam - 70 marks 1 hour 30 minutes written exam

What is assessed?

In this unit students will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world. Topics include Design Tools, Human Computer Interface (HCI) in everyday life, Data and testing, Cyber-security and legislation, Digital Communications, and the Internet of Everything (IoE).

R060: Data manipulation using spreadsheets 30% Non-Examined Assessment
60 marks by completing a set assignment.

What is assessed?

In this unit students will learn how to plan, design, create, test, and evaluate a data manipulation spreadsheet solution to meet client's requirements. Students will be able to evaluate your solution based on the user requirements.

R060: Data manipulation using spreadsheets 30% Non-Examined Assessment
60 marks by completing a set assignment.

What is assessed?

In this unit students will learn how to plan, design, create, test, and evaluate a data manipulation spreadsheet solution to meet client's requirements. Students will be able to evaluate your solution based on the user requirements.

R070: Using Augmented Reality to present information. 30% Non-Examined Assessment
60 marks by completing a set assignment.

What is assessed?

In this unit students will learn how to design, create, test, and review an Augmented Reality model prototype to meet a client's requirements.

Skills: The course encourages students to apply and use IT appropriately and effectively for the purpose and audience and develop practical skills that can be applied to real-life contexts and work situations. Students will think creatively, innovatively, analytically, logically, and critically and develop independence and confidence in using skills that would be relevant to the IT sector and beyond.

Interest: This course provides a good balance between examination and non-examined assessments. It will appeal to those students who enjoy making digital artifacts and have a keen interest in digital technology.

MUSIC

Examining Board: Edexcel
Specification No: 1MU01

Component: **Component 1: Performing**
30% of total GCSE Music

Overview:

2 performances

Solo - minimum 1 piece - minimum 1 minute.

Ensemble - minimum 1 piece - minimum 1 minute

Together total minimum of 4 minutes for both solo and ensemble pieces

Assessment: Minimum total 2 pieces, 30 marks each.

Total of 60 marks

Component 2: Composing

30% of total GCSE Music

Overview:

2 compositions

1 to set brief - minimum 1 minute.

1 free composition - minimum 1 minute Together total minimum of 3 minutes

Assessment: 2 pieces, 30 marks each. **Total of 60 marks**

Component 3: Listening and Appraising

40% of total GCSE Music

Overview:

4 Areas of Study with 2 Set Works each:

- Instrumental Music 1700-1820
- Vocal Music
- Music for Stage and Screen
- Fusion

Assessment: Exam 1 hour 45 minutes. **Total of 80 marks**

Interest:

Music GCSE offers the opportunity to study the three main areas of music - listening, composing, and performing. It is an excellent choice for skilled instrumentalists and singers, as well as for anyone interested in exploring and understanding a wide range of musical styles. This course also demonstrates strong academic capability, as it requires analytical thinking, written work, and sustained independent practice, while developing transferable skills such as creativity and confidence that are valued in further education and in future careers.

GCSE PHYSICAL EDUCATION

Examining Board: OCR

Specification No: J587

Content: 1. Theory component (60%).

a. Written exam 1 (30%):

Applied anatomy and physiology:

- The structure and function of the skeletal system.
- The structure and function of the muscular system.
- Movement analysis (biomechanics).
- The cardiovascular and respiratory systems.
- Effects of exercise on body systems.

Physical training:

- Components of fitness.
- Applying principles of training.
- Preventing injury in physical activity and training.

b. Written exam 2 (30%):

Socio-cultural influences:

- Engagement patterns of different social groups.
- Commercialisation of physical activity and sport.
- Ethnic and socio-cultural issues.

Sports psychology:

- Classification and characteristics of skills.
- Goal-setting.
- Mental preparation.
- Types of guidance and feedback.

Health, fitness and well-being:

- Distinguish between physical, emotional and social.
- Diet and nutrition.

2. Non-examination assessment (40%).

a. **Practical performances (30%):**

- Three practical activities, one from the 'individual' category, one from the 'team' category, and one other from either category.
- Marks are allocated for skills in practice situations and also for full competitive performance.

b. **Analysing and evaluating performance (10%):**

- Analyse personal performance.
- Evaluate strengths and weaknesses.
Produce an action plan to improve the quality and effectiveness of performance.

- Skills:** The theory component will develop the knowledge, understanding, application and analysis of the factors that underpin performance and involvement in physical activity and sport.
The practical component will develop the relevant skills and techniques in physical activity and sport, as well as the ability to analyse and evaluate performance.
- Interest:** The course is varied and demanding, it will suit those genuinely interested in physical activity and sport.

GCSE RELIGIOUS STUDIES

Examining Board:
Specification No:

AQA
GCSE 8062 Religious Studies A

Component 1:

The study of religions: beliefs, teaching and practices

What is assessed?

Beliefs, teachings and practices of **two** religions:

- Christianity
- Hinduism (Hindu Dharma)

How is it assessed?

- Written exam: 1 hour 45 minutes
- 96 marks (plus 3 marks for spelling, punctuation and grammar (SPaG))
- 50% of GCSE

Questions

The questions within each religion have a common structure of two five-part questions of 1, 2, 4, 5 and 6 marks plus one 12-mark question. Each religion is marked out of 48.

Component 2:

Thematic studies

What is assessed?

Four Religious, philosophical and ethical studies themes:

- Theme A: Relationships and families
- Theme B: Religion and life
- Theme C: The existence of God and revelation
- Theme E: Religion, crime and punishment

How is it assessed?

- Written exam: 1 hour 45 minutes
- 96 marks (plus 3 marks for spelling, punctuation and grammar (SPaG))
- 50% of GCSE

Questions

Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks. Each theme is marked out of 24.

Skills:

a) **Study Skills:**

Note taking, essay writing, research, selecting important information, arguing a case clearly, assessing and evaluating the ideas of others.

b) **Communication Skills:**

Expressing your viewpoint clearly, taking part in debates, group presentations, listening to others' views, asking appropriate questions of visiting speakers.

c) **Social skills:**

Working in a group, treating those with different views with respect, appreciating some of the real problems some people face: poverty, racial prejudice etc.

Interest:

Be prepared for active learning!

This course will suit students who are interested in comparing scholar's beliefs and ideas with their own. Students are expected to be aware of current news items covered by the courses. The whole course looks at diversity and individual difference within world views and also encourages pupils to think about the 'lenses' that they look at the world through.