

LOWER 5 – UPPER 5

COURSE PROGRAMME

2018-2020



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COURSE PROGRAMME FOR GIRLS ENTERING LOWER 5 (YEAR 10) SEPTEMBER 2018

We aim to provide a curriculum that will challenge and develop the individual learner, preparing her for the future. Our integrated, inclusive curriculum develops confident life-long learners and responsible citizens.

In addition to academic subjects we offer access to a wide range of extra-curricular activities and experiences. A key feature of the curriculum is giving students a wide subject choice where appropriate.

Recognising our students' strengths, we seek to provide academically rigorous qualifications suited to the rapidly changing world of work.

The Lower 5 / Upper 5 curriculum is designed to give you a GCSE programme characterised by breadth, quality and flexibility. It is also important that students have time to enjoy the subjects they are studying and to be involved in sport, the Duke of Edinburgh Awards, extra-curricular Drama & Music and other opportunities outside of the classroom.

The aim of this booklet is to inform you of the courses on offer at The Maynard School during Lower 5 and Upper 5. It outlines the details of the GCSE courses on offer and is designed to help you make decisions about your future.

OPTIONS CALENDAR

Tues 5 December	Upper 4 GCSE Options Evening
End of Term	Upper 4 Progress Checks
Friday 5 January	Intention forms to be handed in
Friday 12 January	Options forms issued
Tuesday 16 January	Upper 4 Parents' and Daughters' Evening
Friday 2 February	Options forms deadline

HELPFUL HINTS

All GCSEs will now be graded on the new GCSE 9-1 scales with exams at the end of the course. A few subjects will have non-exam assessments (coursework)

New grading structure		Current grading structure
9		A*
8		A
7		A
6	GOOD PASS (DfE) 5 and above = top of C and above	B
5		C
4	AWARDING 4 and above = bottom of C and above	C
3		D
2		E
1		F
		G
U		U

- Everyone will study Biology, Chemistry and Physics. You have the option of either studying these as three separate GCSEs (by choosing Separate Sciences as one of your 3 options) or the two GCSE Combined Science route. Studying Separate Sciences would be a better foundation for A level Sciences although not essential.
- We would strongly recommend that you chose a Modern Language, although this may not be appropriate for all students. If you want to study two Modern Languages (French plus either German or Spanish), then you must choose French as your language from Group 3. If you wish to study German or Spanish remember that you must be studying your chosen language in Upper 4 (Year 9). If you want to study any language (Classical or Modern) at AS/A2 level, in the Sixth Form, it is essential to have studied it to GCSE level.
- We will be running either GCSE Latin or GCSE Classical Civilisation depending on uptake from your intentions form.

The guiding principle is choosing a broad and relevant curriculum that should inform future choices at A-level.

GROUP 1 Core GCSE subjects	GROUP 2 Core Subjects (non -GCSE)	GROUP 3 Option Choices (Choose 3)
<ul style="list-style-type: none"> • English • English Literature • Mathematics • Science [Biology, Chemistry, Physics covering a 2 GCSE Combined Science course] • A Modern Foreign Language (French, German or Spanish). Although this is not compulsory, we would strongly recommend a language is taken 	<ul style="list-style-type: none"> • Physical Education • Philosophy, Politics and Religion 	<ul style="list-style-type: none"> • Art and Design • Computing • Drama • Food and Nutrition • French (as a second MFL) • Geography • History • Latin/Classical Civilisation • Music • Religious Studies • Separate Sciences [Biology, Chemistry Physics as 3 GCSEs]

You will have plenty of opportunity to discuss your choices with your year head, form tutors and subject teachers over the coming weeks.

The intentions form will be used for the school to develop timetable option blocks and decide how many classes are required. Students indicate what combination of subjects they are considering at GCSE on this form. This information will be used to create an Options Form with subject blocks that suit as many of our students' choices as possible. Our aim is to give you at least two out of your first three choices from Group 3, with the vast majority of students getting all three. Certain subject combinations will not be possible on the options form or if students subsequently change their minds. Some GCSE subjects may not run if not enough students opt for them.

You must return your final subject selection on the options form by Friday 1 February 2018.

After your summer examinations at the end of Lower 5 (Year 10) and during the autumn term in Upper 5 (Year 11) your career interests will be assessed. The Maynard School is a member of the Independent Schools' Careers Organisation and this entitles our pupils to many free benefits. At the end of Lower 5 you will take the Morrisby Psychometric Profile, which gives an indication of your personality, strengths and skills and outlines possible career choices for you.

During Lower 5 and Upper 5 there will be opportunities to listen to speakers from a variety of careers and to have a careers interview. Work experience takes place at the end of the summer term of your Upper 5 year.

Every half term there will be feedback on progress to parents where we will either send a “snapshot” progress check, have a parents’ and daughters’ meeting or produce full written reports.

More information on the content of the following courses can be found on the school website and on the Awarding Body websites:

www.aqa.org.uk

www.edexcel.com

www.ocr.org.uk

GROUP 1:

CORE GCSE SUBJECTS

ENGLISH AND ENGLISH LITERATURE

Awarding Body: AQA

Specification: English Language 8700 & English Literature 8702

English Language and English Literature are examined as separate subjects and our students will gain a GCSE from each of them. Both subjects are taught simultaneously throughout the Lower and Upper Fifth. Both subjects are assessed by 100% linear examination (no coursework or controlled assessment) and will be graded according to the new 1-9 system.

Lessons are varied and stimulating and consist of debate and discussion as well as both analytical and creative reading and writing. For English Literature, pupils work towards two examinations which cover a play by Shakespeare, a nineteenth century novel, a modern text (either drama or prose) and a selection of poetry. For the English Language course, which also culminates in two examinations, pupils are encouraged to produce accurate descriptive and transactional written work and to respond to a range of fiction and non-fiction texts taken from nineteenth, twentieth and twenty-first century sources. Assessment of spelling, punctuation and grammar make up 20% of English Language and 5% of English Literature.

Pupils will complete a Spoken Language assessment that consists of a presentation and a question and answer session. A mark is awarded for this assessment which is recorded separately on certificates as a further endorsement to the English Language qualification.

MATHEMATICS

Awarding Body: Edexcel

Specification: GCSE (9-1) in Mathematics 1MA1

The course aims to enable students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Topics covered include all aspects of numerical calculation, algebra, geometry, trigonometry, data handling and applications of Mathematics.

The purposes of this qualification are to:

- Provide evidence of students' achievements against demanding and fulfilling content, to give students confidence in the mathematical skills, knowledge and understanding that they will have acquired during the course of their study.
- Provide a strong foundation for further academic and vocational study and for employment and to give students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education. These courses include Level 3 Mathematics as well as Level 3 and undergraduate courses in other disciplines such as Biology, Geography and Psychology, where the understanding and application of Mathematics is crucial.

SCIENCE

Awarding Body: AQA

Specifications: 8461, 8462, 8463 (Separate Science) and 8486 (Combined Science)

Separate Sciences

In Lower and Upper 5 students undertake an average of two and a half hours of lessons per week in each Science subject which are delivered by a subject specialist. At the end of the Upper 5 year students sit two 1 hour 45 minute examinations in each Science subject and are awarded a GCSE in each (graded using the 9-1 system) i.e. three Science GCSEs in total.

Combined Sciences

In Lower and Upper 5 students undertake two hours of lessons per week in each Science subject which are delivered by a subject specialist. At the end of the Upper 5 year students sit two shorter 1 hour 15 minute examinations in each Science subject. The marks for these papers are amalgamated and students are awarded two GCSEs in Science (graded using the 9-1 system). The Combined Science syllabus is very similar to the Separate Science syllabus but with less content since some of the topics are omitted.

The benefits of each route

Students with an interest in Science who enjoy learning at a slightly faster pace are better suited to the more demanding Separate Science route and these pupils will receive a GCSE in each Science subject. Students who benefit from spending more time consolidating their understanding are likely to achieve higher GCSE grades and have a better experience of studying Science if they follow the Combined Science route. Either route is considered appropriate preparation for A-level Sciences provided that the entry requirements are met.

Choosing a GCSE Science route

The Separate Science route will count as one of your GCSE option choices, meaning that students who choose this route will have one fewer GCSE option from which to choose other options subjects. During the Upper Four year all students follow the same Science syllabus so that decisions about which route to follow can be made during the course of the year. If requested, advice will

be offered as to whether Separate Science or Combined Science is the most appropriate route. To receive advice contact Mr Ridler.

Required Practical Activities

There is no longer a practical controlled assessment within Science. However, pupils will conduct a number of Required Practical Activities in each Science subject, the details of which can be assessed in the written examinations.

MODERN FOREIGN LANGUAGES (FRENCH, GERMAN & SPANISH)

Awarding Body: AQA

Specifications: 8658, 8668, 8698

French, German and Spanish GCSE courses aim to:

- Develop your ability to understand and use the language effectively for practical communication in a wide variety of everyday situations.
- Promote skills which have a wider application such as analysis, drawing inferences and memorising.
- Develop an understanding of grammar.
- Offer insights into other cultures.
- Provide enjoyment and intellectual stimulation.
- Form a sound base of the skills required for further study, work and leisure.

The four skills (listening, reading, speaking and writing) are assessed in terminal examinations each accounting for 25% of the overall grade. Pupils are assessed on three main themes, namely:

- Identity and culture,
- Local, national, international and global areas of interest
- Current and future study and employment

During the course there is the opportunity to take part in an exchange visit to Hildesheim and study trips to France and Spain. In addition, we have links with schools in each country and a shared blog.

GROUP 2: CORE GENERAL SUBJECTS

PHYSICAL EDUCATION

The emphasis is on encouraging girls to take more responsibility for their own fitness and hopefully build good habits for life-long participation in sport.

Lower 5 Programme: Two 1 hour lessons per week

In the autumn term the Games curriculum includes basketball, aerobics and hockey, whilst in the Physical Education lessons we cover netball (including an introduction to the Young Umpires Award), badminton, tag-rugby and volleyball. In the autumn term the Under 15 squad train for and play hockey fixtures.

In the spring term during Games lessons girls are introduced to an options system where they choose dance/fitness, an on-site activity or squash. In Physical Education we cover volleyball and Fitness for Life. In the spring term the Under 15 squad train for a play netball fixtures.

In the summer term the programme includes tennis, athletics, rounders and softball.

Upper 5 Programme: One 2 hour lesson per week

We offer an options system which encourages girls to choose according to their interest. We also provide opportunities to follow the Sports Leaders Award.

In the autumn and spring terms an option is chosen from: aerobics, fencing, golf, squash, swimming, Sports Leadership and a selection of activities as an on-site option. The Under 16 and Senior squads play Hockey in the autumn term and Netball in the spring term.

PHILOSOPHY, POLITICS AND RELIGION

PPR is The Maynard's Citizenship and Religious Studies core curriculum for Lower 5 and Upper 5, which involves discussing, reflecting on and reasoning about our values, with the aim that girls will develop into active citizens in society.

The PPR schemes of work incorporate many of the topic areas on the National Curriculum Key Stage 4 Citizenship and PSHE Personal Development curriculum documents. The schemes of work are a considerable contribution to The Maynard's provision of Spiritual, Moral, Social and Cultural Education.

Topics currently covered in Lower 5 and Upper 5 include units on: "Why should we act morally?", "Fair Trade or Free trade?", "Globalisation and Poverty", "A Brave New World - justifying the state", "Liberty" and "Sexual Ethics".

PPR aspires to be a model of best practice in incorporating debate, innovation and thinking skills (e.g. de Bono's CoRT-1 skills) to develop higher cognitive and reasoning abilities, while maintaining academic rigour and addressing the agreed Religious Studies, Citizenship and Values content.

N.B. All girls follow the PPR programme, which will be delivered through half-day sessions once every half term. It is entirely distinct from the GCSE Religious Studies option, details of which are to be found in Group 3: GCSE Option Choices.

GROUP 3: GCSE OPTION CHOICES

ART & DESIGN

Awarding Body: OCR

Specification: J171

This exciting and enjoyable course enables you to develop your creative thinking and practical skills. It encourages an adventurous, enquiring approach and projects are designed to encourage creativity, self-expression and self-motivation. It will enable you to develop your visual literacy, analytical and research skills and your ability to communicate visually. You will develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. During the course you will visit galleries and take part in a whole day Artist in Residence practical workshop. The achievement of all students is celebrated in the group Art Exhibition held at the end of the course. All coursework for submission is produced in school during your Art & Design lessons. The course consists of:

- **Unit 1: Art and Design Portfolio (coursework, 60%).**
You will produce a portfolio of work that demonstrates a personal response to the subjects and themes set. A variety of 2D and 3D media is explored and you are encouraged to discuss your work with your teacher at all times.

- **Unit 2: Art and Design Externally Set Task (examination, 40%).**

For this unit you will receive an early release question paper from which you will research, plan and develop your chosen starting point for your own personal response. You will be able to discuss your ideas and approach with your teacher. Up to 10 hours are given for you to complete your final piece.

COMPUTER SCIENCE

Awarding Body: OCR, Specification: J276

Fancy being an App Designer? Computer Programmer? Want to work for some of the most exciting Tech companies around the world? Then this is your first step! This qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world application.

OCR's GCSE in Computer Science will encourage learners to:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to computer science.

Paper 1: Computer Systems - 1½ hour written paper worth 40% of GCSE

Paper 2: Computational Thinking, Algorithms and Programming Component - 1½ hour written paper worth 40% of GCSE

Paper 3: Programming Project - 20 hour coursework - 20%

DRAMA & THEATRE STUDIES

Awarding Body: Edexcel

GCSE Drama challenges you to work both creatively and intellectually whilst also furnishing you with valuable communication skills such as interpreting and communicating meaning to an audience, confidently voicing opinion and constructing persuasive argument. You will also experiment with different ways of visually presenting ideas, while encouraging quick and lateral thinking.

Over the two years you will analyse play texts practically with a focus on staging and work as performers, directors and designers, you will also watch and review a range of professional theatre shows (including a trip to London's West End)

and attend workshops with professional companies. This is a well-respected qualification in which no two lessons are the same and where you are encouraged to think outside the box.

The first year follows a programme of study with all assessments in the Upper 5 year. Assessment is as follows:

Unit 1 (40%) Devising:

Creation of devised drama in response to stimulus material set annually by the exam board. Practical internal assessment, written coursework element.

Unit 2 (20%) Performance:

External examination of performance text extracts either as actor or designer by a visiting examiner.

Unit 3 (40%) Written exam:

There are three areas of study; understanding direction and the practical rehearsal process, dramatic terminology and evaluation of a seen live performance.

FOOD PREPARATION AND NUTRITION

Awarding Body: AQA

This is an exciting GCSE course from AQA with a very strong practical element on a weekly basis, enabling students to investigate a wide variety of nutritional and health issues. During the course we build upon the work we have completed in Upper 4 and investigate the relationship between nutrition, food choice, diet and health. We aim to equip students with a range of life skills including organisation, management and practical skills, problem solving and decision making, all in the context of a relaxed and fun environment. If you enjoy Food and Nutrition this year you'll love this!

This course has the added bonus of having a Non-Exam Assessment known as an NEA which accounts for 50% of the total mark.

Subject content:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

Food preparation skills are integrated into the 5 sections

Paper 1: Food preparation and nutrition (50% of GCSE)

Theoretical knowledge of food preparation and nutrition from sections 1-5
Written exam: 1 hour 45 minutes, 100 marks.

Non-exam assessment (NEA) (50% of GCSE)

Task 1: Food investigation

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Practical investigations are a compulsory element of this NEA task

Task 2: Food preparation assessment

Students' knowledge, skills and understanding on 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.

How is it assessed?

Task 1: written or electronic report (1,500-2,000 words) including photographic evidence of the practical investigation

Task 2: written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included,

GEOGRAPHY

Awarding Body: AQA

The GCSE syllabus covers some of the most important global issues facing the planet today. Geography provides a global perspective to your studies and helps you develop knowledge, skills and understanding to deal with the issues which will affect you throughout your life.

During the course you will be taught six main topics (3 physical Geography, 3 human geography), plus an examination of two pieces of fieldwork you have conducted and an issues evaluation.

Unit 1: Living with the Physical world: 1 hour 30 minutes (35%)

- Challenges of Natural Hazards: Learn about tectonic hazards (volcanoes and Earthquakes), tropical storms, extreme weather in the UK and climate change
- Physical landscapes in the UK: Coasts and Rivers
- The Living World: Local ecosystems, tropical rainforests and cold environments

Unit 2: Challenges in the Human Environment: 1 hour 30 minutes (35%)

- Urban challenges: Global patterns in two contrasting cities and sustainable urban futures
- The Changing economic world: Global patterns, closing the development gap, contrasting studies of economic development
- The challenge of resource management: Overview of resources in the UK, global resources and food security.

Unit 3: Geographical Applications: 1 hour 15 minutes (approximately 30%)

- Issue Evaluation: Theme of an issue which can be selected from any part of the specification based on secondary material in a pre-release booklet
- Fieldwork: two fieldwork enquiries of physical and human environments. The fieldwork enquiry process is assessed through examination.

Geography helps to develop a wide range of skills by using maps of various kinds and scales, analysing graphs, photographs and diagrams, collecting fieldwork data and making reasoned judgments on geographical issues. Students are encouraged to read widely and pursue their own interests in depth using the internet. GIS and ICT are regularly used in lessons to bring the world into the classroom. There are regular fieldwork opportunities including overseas trips to destinations such as Iceland and Costa Rica and there will be two compulsory fieldwork days to prepare for Unit 3.

HISTORY

Awarding Body: AQA

This qualification will take you on a journey through some of the most significant events in modern world history, linking these events with the present and basing your understanding on a wide variety of historical evidence. The focus will not just be on learning history but learning from history!

The course will make extensive use of multi-media in its delivery and our students are encouraged to present their work in many different ways including class presentations, written essays, posters, wall displays and app-based iPad learning tasks.

Our new specification consists of two assessments, each worth 50% of your final grade. There is no longer any controlled assessment.

Assessment 1: Written exam - 1 hour 45 minutes

- **Section A:** focuses on the key developments in a country's history over a 50 year period. We will be studying Option 1D: USA 1920-1973: Opportunity & Inequality in which you will learn about the huge changes that took place within American society during these years.
- **Section B:** focuses on the wider modern world as a depth study with an emphasis on understanding rising tensions and growing conflict. We will be studying Conflict and Tension between East and West, 1945-1972, focusing on the dramatic events that surrounded the 'Cold War'.

Assessment 2: Written exam - 1 hour 45 minutes

- **Section A:** is a thematic study looking at the key developments that have taken place over a long sweep of time. We will be studying Option 2A Britain: Health and the people. We will learn about the extraordinary journey of progress (and occasional regress) that medicine and public health has undergone from Roman times right up to the present day and the controversies that surround health care in the 21st Century.

- **Section B:** is specifically focused on learning about a period of British history in depth and will include the study of an historic environment. We will be studying Elizabethan England, focusing on the final 35 turbulent years of her reign and weighing the extent to which this was a 'Golden Age'.

LATIN

(Please note that we will run either Latin or Classical Civilisation, not both subjects. This will depend on the number of students choosing each option)

Awarding Body: Eduqas

The first three years of Latin at Key Stage 3 are the foundation for the GCSE course. We continue to develop language skills, grammatical understanding and vocabulary knowledge through translation and comprehension work. Further aims of the course are to read and appreciate some of the literature in the original language and to acquire a wider understanding of the life, history and customs of the Roman people and their contribution to the culture of Europe. We read from a variety of authors, e.g. the poetry of Virgil, Ovid, and selections from Suetonius, Pliny and Juvenal.

Three units will be examined for GCSE, these are:

- One language unit consisting of unseen prose translation and answering comprehension questions. The girls will also choose between answering questions on accidence and syntax or translating short English sentences into Latin.
- One unit comprising Latin Literature and Sources centred around the theme of "A Day at the Races" – providing insight into Nero's passion for chariot racing, Caligular's favourite horses and a lament for a dead charioteer.
- One unit consisting of a prescription of Latin forming a narrative. For examination in 2018-19, this will be Ovid's "Echo and Narcissus", an extract taken from Metamorphoses III.

CLASSICAL CIVILISATION

(Please note that we will run either Latin or Classical Civilisation, not both subjects. This will depend on the number of students choosing each option)

Awarding Body: OCR

As the swiss army knife of subjects, Classical Civilisation has something for everyone. This course provides an exciting opportunity to study a wide range of evidence from the ancient world, including literary, visual and material sources.

Two units will be examined for GCSE, these are:

- J199/12: Women in the Ancient World (50% of total GCSE)
Pupils will develop knowledge and understanding of the roles of women in the societies of Athens and Republican Rome, Sparta and Pompeii. We shall examine the realities of life as a woman in these societies; both women

who are portrayed as living a respectable, ideal life of virtue, and those who created scandal. There are a wealth of famous women in classical myth and legend. From Helen of Troy to Cleopatra, pupils will enjoy learning about these figures in more depth and exploring how the ancient world thought about these women, about whom stories are still written.

- J199/22: Roman City Life (50% of total GCSE)
In this component learners will explore everyday life in Roman cities, with a particular focus on the Imperial period and popular sites and artefacts from Rome, Ostia, Pompeii and Herculaneum. The Culture section of this component comprises a study of a variety of aspects of Roman society. Examining typical Roman housing can be an excellent way to make learning tangible and relatable for pupils, as can the study of education and the lives of young people in the Roman world. The Roman social system was notorious for its intrigues and politics and this, coupled with the study of the spectacle provided by Roman entertainment, provides an exciting and enjoyable course.

MUSIC

Awarding Body: Eduqas

GCSE Music offers the opportunity to not only perform and create your own music but also to listen to a wide variety of musical styles, ranging from classical and world music to musicals and popular genres. This course balances practical music-making with listening and understanding and you will enjoy discovering what makes a piece of music unique and gets your toes tapping!

- **Component 1** – Performing (30%) You will perform one piece as a soloist and one piece as part of an ensemble. Performances take place in the final year of the exam and must last a minimum of 4 minutes in total.
- **Component 2** – Composing (30%) During the course we compose in various styles and learn compositional techniques. Two compositions are completed under controlled conditions and submitted. One composition is to a brief set by the exam board and the other is in the style of your choosing.
- **Component 3** – Appraising (40%) You will listen to a wide variety of music and learn more about how and why it was written and performed.

There are four different areas of study:

1. Musical forms and devices
2. Music for ensemble
3. Film music
4. Popular music

Two pieces will be studied in greater depth:

- Eine Kleine Nachtmusik: Minuet: Mozart
- Since You've Been Gone: Rainbow

This area of the subject is assessed by a written listening examination lasting 1 hour 15 minutes in the summer of the Upper 5 year.

RELIGIOUS STUDIES

Awarding Body: AQA, Specification: Religious Studies A (8062)

This is a new GCSE RS specification, designed to inspire students to engage with major issues that are interesting, relevant and important in the 21st century world. By taking this course, you can gain a deeper understanding of two religions and explore key themes in philosophy and ethics. You will develop your skills of critical evaluation and analysis while broadening your knowledge of the world around you.

This course is divided into two components. These are:

1. The study of religions: beliefs, teachings and practices.
2. Thematic studies.

For component one, we will be exploring the beliefs and practices of Christianity and Islam, the two largest world religions. This component will be examined by one examination of 1 hour 45 minutes.

For component two, you will explore different religious and non-religious perspectives on four themes. These are:

- Relationships and families
- Religion and life
- The existence of God and revelation
- Religion, human rights and social justice

Within these four broad themes, you will have the opportunity to learn about, discuss and evaluate a wide range of topics, such as: gender and sexuality; marriage and divorce, philosophical arguments about God; religious experience; animal rights; medical ethics; prejudice and discrimination.

This second component will be examined by another written examination of 1 hour 45 minutes.



INTENTIONS FORM

Name: _____

Form: _____

To help us provide the option blocks that take as many students' potential choices into account, we are asking you to fill out this form and return it to Dr Rudling (via form tutor) by Wednesday 13 December. This will allow us to anticipate how many classes we need to run for each subject. Although you do not have to choose the subjects that you indicate on this form on your actual GCSE Options Form (issued in January), certain combinations of subject will not be possible on the Options Form based on the information supplied below.

You will be studying:

- Mathematics
- English
- English Literature
- Sciences (Physics, Chemistry, Biology as the two GCSE Combined sciences).

You can study Separate Sciences (3 GCSEs) by choosing Separate Sciences. Students are strongly recommended to study a Modern Foreign Language.

GCSE subject Options

Please select 6 subjects you are most likely to choose and put them in order of preference (1 being highest priority). You will only study four of these subjects so the 5th and 6th choices are in case a subject does not have sufficient numbers to run or your subject combination does not fit the timetable.

Art and Design

German

Classical Civilisation

History

Computing

Latin

Drama

Music

Food and Nutrition

Religious Studies

French

Separate Sciences (3 GCSEs)

Geography

Spanish

Daughter's signature _____

Date _____

Confirmatory signature of parent _____
