



OSH

OLD SWINFORD HOSPITAL

A Guide to KS4 Courses 2025-2027

Introduction

Choosing your GCSE options is an exciting and empowering milestone in your educational journey. That said, making decisions about the subjects you want to study at GCSE are tricky, requiring careful thought about your skills, interests and future career goals. This booklet is designed to help guide you through this process and to help you make a fully informed decision about your academic subjects at OSH.

As you progress to Key Stage 4 study, you will continue to follow a core programme of subjects. These include GCSEs in English Language, English Literature, Mathematics and Science. Within the Core there are also courses in Physical Education and Beliefs and Issues, which includes RSE, Citizenship and the study of ethical and religious issues.

In addition to this, you will select four further subjects as your ‘options’. There are four option blocks and for each block, you will need to identify first, second and third choices.

Before you embark on your options journey, please keep the following advice in mind:

Do	Don't
Seek plenty of advice from parents, class teachers, form tutors etc.	Select courses simply because your friends have selected them
Look into the courses you are thinking about doing in more depth, to ensure it's a good fit for you	Select courses without being clear on what the course will entail, how it's assessed etc.
Select subjects you feel you would be skilled in, passionate about, or will help you on the next steps in your journey	Select courses that will narrow your future choices or career paths
Keep an open mind – you may not get your first choices in all four option blocks	Approach options with a fixed mindset, as this may lead to disappointment if you don't get first choices

When you have read the booklet, if you require any further advice, please speak to your academic tutor, subject teachers, Mrs Ablett or Mr Sidaway.

KS4 Choices

This booklet gives detailed information about courses in Years Ten and Eleven, leading to qualifications at GCSE Level.

Please note: the details included in the booklet are current at the time of printing but are liable to revision in some subject areas in the light of future curriculum developments and specification changes.

More detailed information on the option process, and which subjects sit in which option blocks, are on the next page.

1) Core	2) Optional
English Language (GCSE) English Literature (GCSE) Mathematics (GCSE) Science (either combined or separate sciences*) Beliefs and Issues Core PE	Separate Sciences (Option Block A*) Art Business Chinese Computing Design and Technology Drama Economics Food Preparation and Nutrition French Geography History Music Physical Education Religion, Philosophy and Ethics

* More information about how science and option blocks work on the next page

Choosing Your Options

If you are in set 1 or 2 for Science, you will be studying Separate (Triple) Science. This course is worth three GCSEs and covers a broader range of content and will be taught in option block A as well as in your usual timetabled Science lessons. As such, you will be selecting Separate Science in block A, and then will have free choice of subjects from blocks B,C and D.

All other students will study the Trilogy (Double award) Science. This course is worth two GCSEs and still covers Biology, Chemistry and Physics and is the GCSE qualification sat by the majority of students in the country. These students will therefore choose one of the other optional subjects from block A, as well as having free choice in blocks B, C and D.

It is important to make you aware of a few important caveats to the options process:

- Whilst the school will endeavour to honour first choice option choices, there is no guarantee that this will be the case (when you are given the options form, you will be required to select first, second and third choices).
- In certain (rare) instances, we may step-in to change the options of students if the subjects chosen are too narrow or are not deemed appropriate.
- The options that students are assigned are provisional and are not made final and fully confirmed later in the academic year via confirmation letter.
- In the unlikely event of such action being needed, OSH reserves the right to amend option blocks.

Below is a breakdown of which subject you can select from each option block:

Option Block A	Option Block B	Option Block C	Option Block D
Separates (Triple) Science Sets 1 and 2.	Design Technology	Art	Art
Business	Drama	Business	Business
Design Technology	Economics	Computing	Chinese
Geography	Food Prep and Nutrition	Economics	French
History	History	Food Prep and Nutrition	Geography
	Religion, Philosophy and Ethics	Physical Education	Music
			Physical Education
			Religion, Philosophy and Ethics

Core Subjects

English

Key Info

Qualification:

English Language and English Literature are assessed as two separate subjects at GCSE.

Exam Board:

AQA

Exam Codes:

English Literature 8702

English Language 8700

Key Contact

Mrs J Kainth (Subject Leader for English)

Grading Structure:

9—1

Assessment:

English Language

Students will be assessed through terminal examinations for the units: *Explorations in Creative Reading and Writing* and *Writers' Viewpoints and Perspectives*.

In addition to this, they will have a non-exam component, *Spoken Language*, which will be assessed by their class teachers.

English Literature

Students will be assessed through terminal examinations for the units: *Shakespeare and the 19th Century Novel* and *Modern Texts and Poetry*.

Grading System

Tiers: all exams are untiered and will be graded on the grading system from 9—1, with 9 being the highest and 1 being the lowest.



English (cont.)

What you will study...

English Language

Units: Explorations in Creative Reading and Writing and Writers' Viewpoints and Perspectives

The study of English Language is centred on encouraging students to read fluently and write effectively. Studying this course will enable them to practise key skills so that they are able to write in a way which is confident and controlled whilst using Standard English. They will also be able to write for a variety of different audiences and purposes whilst being able to create a range of sentences and punctuation for effect. Furthermore, they'll develop writing skills and focus on being able to use grammar correctly, punctuate and spell accurately. When analysing texts, students will read a wide range of texts. They'll be encouraged to read critically and use knowledge gained from wide reading to inform and improve their own writing.

There is a non-exam component which is Spoken Language and this is assessed internally. The Spoken Language endorsement is part of the qualification but it will not form part of the final mark and grade, however, students will receive a separate certificate for this.

English Literature

Units: Shakespeare and the 19th Century Novel and Modern Texts and Poetry

The study of English Literature is centred on reading comprehension and reading literary texts critically. Furthermore, students will, through the study of literature, be able to demonstrate their understanding of a word, phrase or sentence in context whilst also exploring aspects of plot, characterisation, events and settings. Students will engage in critical reading: identifying the theme and distinguishing between themes (then being able to compare between texts) whilst supporting a point of view by referring to evidence in the text. Moreover, students will utilise their understanding of writers' social, historical and cultural contexts to inform their evaluation, making an informed personal response that derives from analysis and evaluation of the text.



Useful web-sites:

www.aqa.org.uk/subjects/English/gcse/english
www.aqa.org.uk/subjects/English/gcse/english-literature
www.bbc.co.uk/schools/gcsebitesize
www.bbc.co.uk/arts
https://absoluteshakespeare.com
www.novelguide.com

Where can English take me...

Find out by logging into Unifrog and going to <https://www.unifrog.org/student/careers/english/>

Extra-curricular opportunities:

Theatre trips
Author visits
Writing workshops
Writing competitions
Reading Group
Creative Writing Group



Maths

Key Info

Qualification:

The subject content and assessment objectives of the GCSE specification are based on the National Curriculum strands, programmes of study.

Exam Board:

AQA

Exam Codes:

8300

Key Contact

Mr A Minors (Subject Leader for Maths)

Grading Structure:

9—1

Websites

www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300

Assessment:

The specification assesses student's ability to recall, select and apply their knowledge of Mathematics, and to interpret, analyse and solve problems. Elements of functional Mathematics have been embedded in a traditional framework, allowing a more holistic style of teaching.

Each paper consists of both short answer questions (testing manipulative skills) and structured/extended questions (applications to the process of problem solving). At each tier of entry the first paper is non-calculator, but the use of an electronic calculator is expected in the second and third paper. Each paper will randomly sample across A01-3 all relevant levels, but not necessarily all Statements of Attainment. There will be common questions for targeted levels to aid standardisation between tiers.

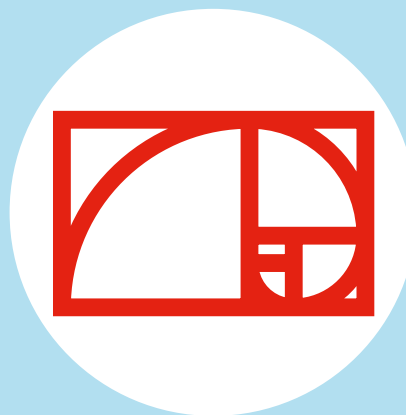
A01—use and apply standard techniques

A02—reason, interpret and communicate mathematically

A03—solve problems within mathematics and in other contexts

All year 9 pupils begin studying the GCSE course in September and are taught in mathematics ability groups (sets). The different ability groups will be prepared for entry at an appropriate tier. Final decisions will be made after the Mock Examinations, in January Year 11. Pupils who excel over years 9 and 10 also have the opportunity to study a level 2 certificate in Further Mathematics (8365) from AQA in Year 11. For more information about this please contact Mr Minors, Head of Mathematics.

$$A = \pi r^2$$



Maths (cont.)

What you will study...

Subject Content:

Number - As well as recapping vital skills such as written methods and fractions, decimals and percentages, we extend number skills to topics such as standard form, compound and reverse percentages, indices and surds.

Algebra - We build upon the algebra skills taught in years 7 and 8 by learning how to solve a variety of more complicated algebraic problems, such as solving simultaneous equations and quadratic equations. We learn how to plot the graphs of a wide range of different functions.

Geometry - This is the study of all things shape and space. As well as learning about the areas and volumes of shapes, angles and transformations, we will also cover new areas of geometry such as Pythagoras' theorem and trigonometry.

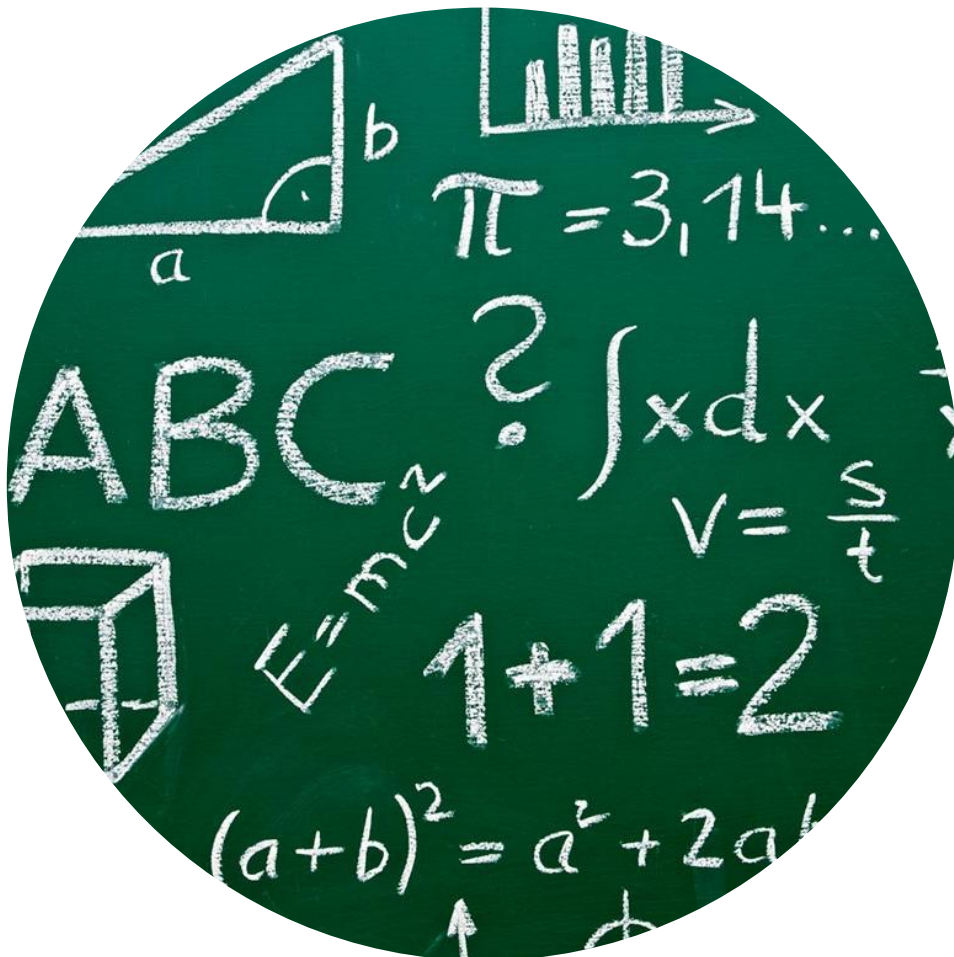
Statistics - This is where we study probability, averages and representing data in a number of appropriate ways.

Foundation Subject Content

25% Number, 25% Ratio, Proportion and Rates of Change, 20% Algebra, 15% Statistics and Probability, 15% Geometry and measures

Higher Subject Content

15% Number, 20% Ratio, Proportion and Rates of Change, 30% Algebra, 15% Statistics and Probability, 20% Geometry and measures



Useful web-sites:

www.bbc.co.uk/schools/gcsebitesize

www.aqa.org.uk/subjects/mathematics/gcse/maths-8300

www.mymaths.co.uk

www.dr frostmaths.com

www.physicsandmathstutor.com

www.mathsgenie.co.uk

www.mrbartonmaths.com

Where can Maths take me...

Find out by logging into Unifrog and going to <https://www.unifrog.org/student/careers/mathematics>

Extra-curricular opportunities:

Maths Challenge
Extra support

Science

Key Info

Qualification:

All Year nine pupils start 3 GCSE Sciences leading to the award of either two or three GCSEs. The examinations have two tiers of entry: Higher and Foundation.

Exam Board:

AQA

Exam Codes:

Biology 8461

Chemistry 8462

Physics 8463

AQA Combined Science 8464 Trilogy

Key Contacts

Mr T Kerr Subject Leader of Chemistry)

Mr R Hodgson (Subject Leader for Physics)

Mrs A Wakefield (Subject Leader for Biology)

Grading Structure:

9—1

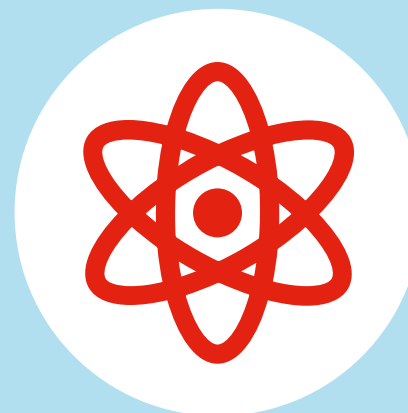
Assessment:

External Assessment (100%)

There are two written papers at Foundation and High Tier.

Questions consist of multiple choice, structured, closed short answer and open response.

Although there is no internal assessment pupils will undertake a number of key practicals. They will be asked questions on these during their end of course exams.



Science (cont.)

What you will study...

Subject Content:

Students study GCSE Sciences across Years 9, 10 and 11.

Biology:

Human Biology, Evolution and environment
Cells, microbes and inheritance
Diffusion, transport and micro organisms,

Chemistry:

Atoms, bonding and moles
Chemical reactions and energy changes
Rates, equilibrium and organic chemistry
Analysis and the Earth's resources

Physics:

Energy, radiation and the Universe
Electricity, forces and motion
Circular motion, waves, optics and transformers



Useful web-sites:

www.iop.org
www.bbc.co.uk/gcsebitesize
www.scool.co.uk
www.explorescience.com
www.bbc.co.uk/science/humanbod
www.creative-chemistry.org.uk
www.bbc.co.uk/science/space

Where can Science take me...

Find out by logging into Unifrog and going to
<https://www.unifrog.org/student/careers/biology>
<https://www.unifrog.org/student/careers/chemistry>
<https://www.unifrog.org/student/careers/physics>

Extra-curricular opportunities:

Science and engineering week activities
Extra support

Physical Education

Key Info

Qualification:

n/a

Exam Board:

n/a

Exam Codes:

n/a

Key Contacts

Mr A Coalter (Director of Sport)

Grading Structure:

Internal effort rewarded

Assessment:

Assessment will occur throughout the Units of work and students will be graded based on their average attainment in 5 key areas throughout the grading period.



Physical Education (cont.)

What you will study...

All students in Years 10 and 11 undertake a minimum of 3 hours of Physical education per week. This is structured into a single period PE lesson and a double period games afternoon.

In the single PE lesson the focus is on developing a range of advanced sports skills in a variety of activities including invasion games, net/wall games and athletics. Students will also study the components of Fitness and Health learning how to conduct and perform a variety of fitness tests and plan appropriate and safe exercise programmes.

Games afternoons focus on team sports and competitive performances either against each other, or representing the House or School.



Where can Sport take me...

Find out by logging into Unifrog and going to <https://www.unifrog.org/student/careers/teamwork>

Useful web-sites:

www.bbc.co.uk/science/humanbody
www.bbc.co.uk/health
<https://news.bbc.co.uk/sportsacademy>

Extra-curricular opportunities:

In addition to PE lessons there is an extensive range of extra-curricular sports offered both after school and in the evenings. Many of these will be for competitive school fixtures and tournaments but there is also a huge number that are for pupils to participate on a more recreational and social level. Examples include clubs for Rugby, Football, Hockey, Cricket, Squash, Racquetball, Fencing, Volleyball, Climbing, Badminton, Squash, Table Tennis, Kick Boxing and Weight Training.



Beliefs & Issues

Key Info

Qualification:

n/a

Exam Board:

n/a

Exam Codes:

n/a

Key Contacts

Mr J Higgins (Subject Leader for BE)

Grading Structure:

Internal effort rewarded

Assessment:

Assessment will occur throughout the units of work and students will be graded based on their average attainment in 4 key areas throughout the grading period.

Aims

Beliefs and Issues (BE) is a planned, developmental programme of learning which students acquire the knowledge, understanding and skills they need to manage their lives now and in the future. It encourages them to be enterprising and supports them in making effective transitions, positive choices and in achieving economic well-being. A critical component of BE is providing opportunities for young people to reflect upon their own values and attitudes and explore the complex and sometime conflicting range of values and attitudes they encounter now and in the future.



Beliefs & Issue (cont.)

What you will study...

The Programme of Study is based on 4 core themes within which there will be broad overlaps and flexibility:

1. Religious beliefs
2. Wider World
3. Communicating Ideas (Spiritual, Social, Moral and Cultural).
4. Positive Relationships

Year 10

Transition to GCSEs/Work experience/careers/Post 16 education

Mental Health

Government and Politics

Global and Religious issues

Drugs education (inc classification)

RSE (relationship and sex education)

Year 11

Global issues

Drugs education

Global and Religious Issues

Mental Health

RSE (relationship and sex education)

Study skills/revision.

The overarching aim for B&I is to provide pupils with:

- Accurate and relevant knowledge
- Opportunity to turn knowledge into personal understanding
- Opportunity to explore, clarify and if necessary challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.



Where can B&I take me...

Find out by logging into Unifrog and going to <https://www.unifrog.org/student/careers/teamwork>

Extra-curricular opportunities:

Senior debating society (student led)



Useful web-sites:

www.bbc.co.uk/science/humanbody

www.bbc.co.uk/health

<https://news.bbc.co.uk/sportsacademy>

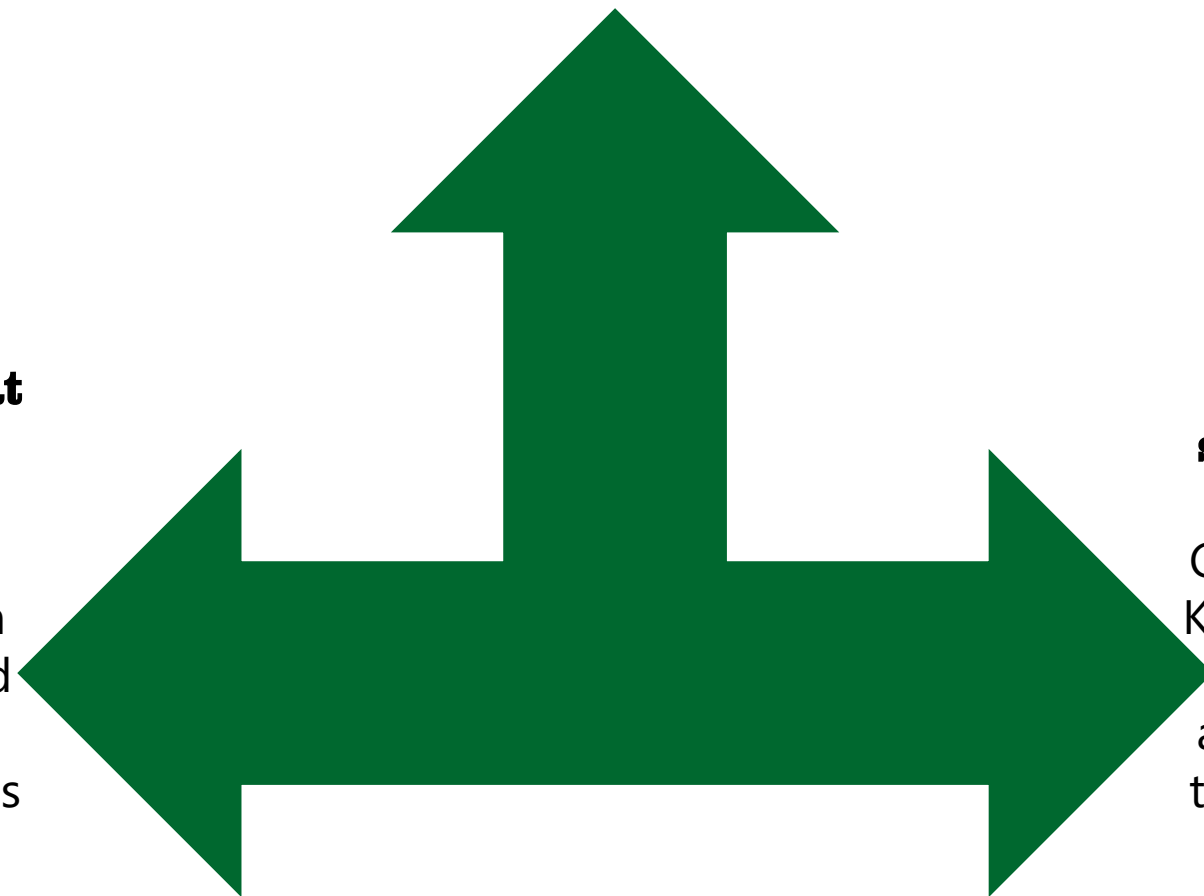


Option Subjects

Advice on how to choose

Look to the future...

Many jobs require you to have studied certain subjects at GCSE and subjects will give you the skills that employers are looking for. Check out the Subjects and Careers Libraries on www.unifrog.org

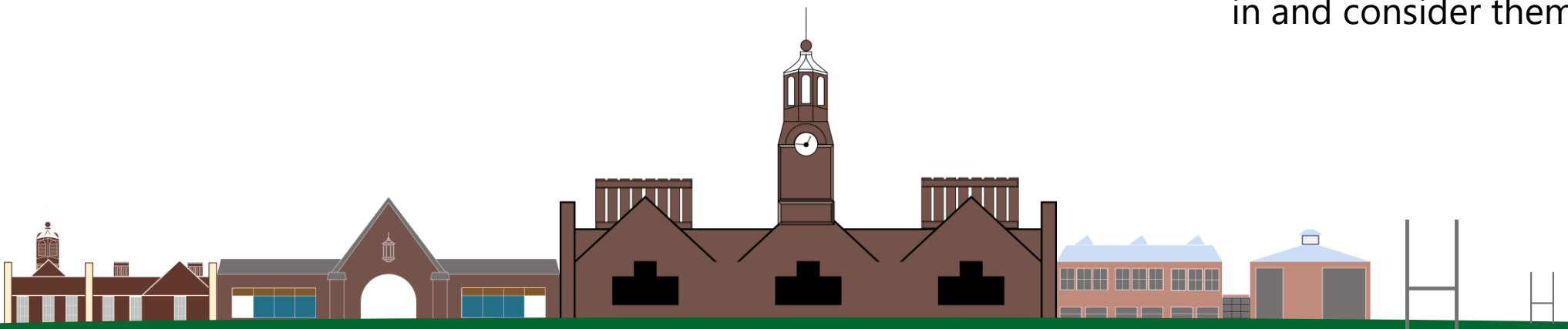


What do you enjoy at the moment?

You're going to be studying your Option Choices in more depth and detail than you did at KS3 level. As you're doing this for 2 years its important you choose something that's going to keep your interest

What have you shown aptitude for at KS3 level

GCSE is a step up from KS3 lessons. You'll have exam papers and assessment objectives to work towards. Think about the subjects where you've already been performing well in and consider them



Art & Design

Key Info

Qualification:
GCSE

Exam Board:
AQA

Exam Codes:
Fine Art 8202

Key Contacts

Mrs E Pincher-Bradley (Subject Leader for Art)

Grading Structure:
9-1

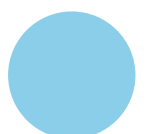
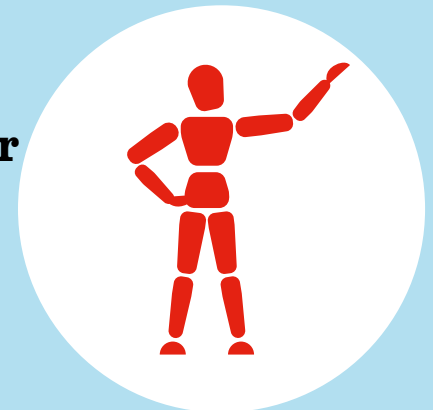
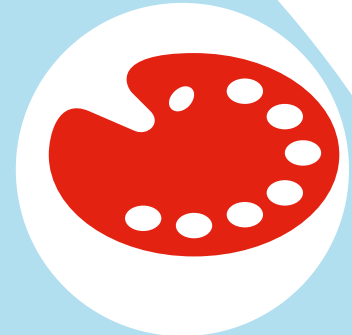
Assessment and Components

Component 1 Portfolio

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

Component 2 Externally set assignment

Students respond to their chosen starting point from an externally set assignment paper given to students in January, evidencing coverage of all four assessment



What you will study...

Fine art explores ideas, conveys experience or responds to a theme or issue of personal significance. The areas of study are very broad and cover drawing, painting, sculpture, installation and mixed media.

The Art course is designed to foster and encourage through direct personal expression, imagination, sensitivity, conceptual thinking, powers of observation, analytical abilities and practical attitudes.

Students must have a genuine interest in the subject as students will be expected to be self motivated, organised and determined to follow an individual path of study.

Students must have a commitment complete Art work inside and outside of lesson time, and have an overall enthusiasm for a range of Art and Design activities.

What skills will you learn?

Alongside improving your practical expertise, you will learn how to:-

- Develop, refine and record your ideas
- Present a personal response that realises your intentions
- Improve your creative skills through the effective and safe use of media, materials, techniques, processes and technologies
- Successfully use visual language and the formal elements eg colour, line, form, shape, tone, texture.
- Use drawings for different needs and purposes.
- Approach and learn digital skills relevant to the creative workplace.

Where Art can take me...

Find out by logging into Unifrog and going to

<https://www.unifrog.org/student/careers/art-and-design>

I ♥ ART

Useful web-sites:
www.tate.org.uk/learn/young-people

www.bbc.co.uk/schools/gcsebitesize/art

www.artcylopedia.com

www.studentartguide.com



Business

Key Info

Qualification:

GCSE

Exam Board:

AQA

Exam Codes:

GCSE Business (8132)

Key Contacts

Mrs R Ferguson (Head of Business & Economics and Head of Information, Advice & Guidance)

Grading Structure:

9-1

Assessment

2 x Examinations

Both 1hr 45mins in length

Both worth 50% of GCSE

Both have 90 marks available

Paper 1: Influences of operations and HRM on business activity

What's assessed:

Business in the real world
Influences on business
Business operations
Human resources

Section A has multiple choice questions and short answer questions worth 20 marks.

Section B has one case study/data response stimuli with questions worth approximately 34 marks.

Section C has one case study/data response stimuli with questions worth approximately 36 marks.`

Paper 2: Influences of marketing and finance on business activity

What's assessed:

Business in the real world
Influences on business
Marketing
Finance

Section A has multiple choice questions and short answer questions worth 20 marks.

Section B has one case study/data response stimuli with questions worth approximately 34 marks.

Section C has one case study/data response stimuli with questions worth approximately 36 marks.



Business (cont.)

What you will study...

Business in the real world:

The purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business. Students need to be aware of the impact business in the real world has on the four functional areas of business

Business ownership	Setting business aims and objectives	Stakeholders
Business location	Business planning	Technology
Expanding a business	Ethical & environmental consideration	Legislation
Competitive environment	The economic climate on business	Globalisation

Influences on business:

The importance of external influences on business and how businesses change in response to these influences. .

Students need to be aware of the impact influences have on the four functional areas of business:

- Business operations
- Human resources
- Marketing
- Finance

Students should understand the interdependent nature of business operations, human resources, marketing and finance. Students should be able to give examples of how business objectives would be split into functional plans with clear links throughout.

Business operations:

What business operations involve, their role within the production of goods and the provision of services, and how they influence business activity.

Human resources:

The purpose of human resources, its role within business and how it influences business activity.

Marketing:

The purpose of marketing, its role within business and how it influences business activity.

Finance:

The purpose of the finance function, its role within business and how it influences business activity.



Where can Business take me...

Find out by logging into Unifrog and going to <https://www.unifrog.org/student/careers/art-and-design>

Useful web-sites:

www.bbc.co.uk
www.businessstudiesonline.com
www.tutor2u.net
www.aqa.org.uk
www.thetimes100.co.uk
www.bbc.co.uk/schools/gcsebitesize

Extra-curricular opportunities:

Business students will have the opportunity to take part in a range of activities and support sessions.



Chinese (Spoken Mandarin)

Key Info

Qualification:

GCSE

Exam Board:

AQA

Exam Codes:

1CN0

Key Contact

Mr L Kabel (Subject Leader for Languages)

Grading Structure:

Foundation Tier (grades 5-1) and a Higher Tier (grades 9-4). Students will be assessed through terminal examinations at the end of the GCSE course and must take all four papers at the same tier. All question papers must be taken in the same series.

Assessment

Paper 1: Listening (25%)

- The paper will assess your ability to understand and respond to different types of spoken language.
- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)

Paper 2: Speaking (25%)

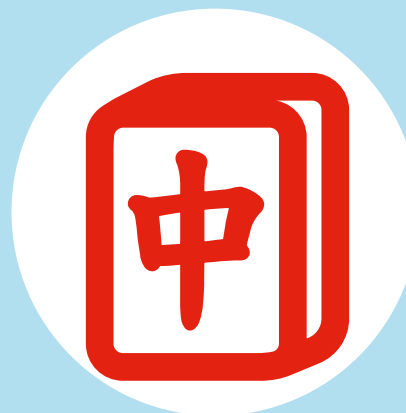
- The paper will assess your ability to communicate and interact effectively in speech for a variety of purposes.
- 7-9 minutes (Foundation Tier)+ preparation time.
- 10-12 minutes (Higher Tier)+ preparation time.

Paper 3: Reading (25%)

- The paper will assess your ability to understand and respond to different types of written language.
- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

Paper 4: Writing (25%)

- The paper will assess your ability to communicate effectively in writing for a variety of purposes.
- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)



Chinese (cont.)

What you will study...

Students need to have studied spoken Mandarin and simplified Chinese characters (Official standard in China) for three years in order to continue to GCSE.

This course will allow students to develop their ability to communicate with Chinese native speakers in both speech and writing. Students will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Chinese-speaking communities and countries.

Themes

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/ communities where Chinese is spoken.

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment



Where can Chinese take me...

Find out by logging into Unifrog and going to

<https://www.unifrog.org/student/careers/modern-languages>

Useful web-sites:

www.quizlet.com (Revising and learning new vocabulary)
www.archchinese.com (Looking up words and the stroke order of characters, typing in Chinese)
www.baidu.com (Chinese equivalent to Google)
www.youku.com (Chinese equivalent to YouTube)
www.youtube.com/watch?v=vCDDYb_M2B4 (Chinese TV channel CCTV4 live)

Extra-curricular opportunities:

Extra support
Trips to Chinese communities in the UK and to China
Participation in national and international competitions

Computing

Key Info

Qualification:

GCSE

Exam Board:

AQA

Exam Codes:

8525

Key Contacts

Mr J Adey (Subject Leader for Computing)

Grading Structure:

9-1

Assessment

Paper 1: Computational Thinking and Programming Skills

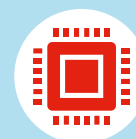
Computational thinking, code tracing, problem solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

- Written exam set in practically based scenarios: 2 hours.
- A mix of multiple choice, short-answer and longer-answer questions assessing programming, practical problem solving and computational thinking skills.
- 90 marks
- 50% of GCSE

Paper 2: Computing Concepts

Theoretical knowledge from Subject content 3–8.

- Written exam: 1 hour 45 minutes.
- A mix of multiple choice, short-answer, longer-answer and extended response questions assessing SQL programming skills theoretical knowledge.
- 90 marks
- 50% of GCSE



Computing (cont.)

What you will study...

This course recognises the well established methodologies of computing, alongside the technological advances which make it such a dynamic subject. GCSE Computer Science has been designed as a stepping stone to further A level study.

Students will complete this course equipped with the logical and computational skills necessary to succeed at A Level, the workplace or beyond.

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Cyber security
7. Relational databases and structured query language (SQL)
8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy



Further Information

Programming Languages:
AQA supports the following programming languages (In paper 1 the students will be required to design, write, test and refine program code):

- C#
- Python 3
- VB.Net

IDE used throughout the course
(students are welcome to use other software, installed on to their own machines):

- Visual Studio
- PyScripter

Useful web-site:

<http://www.aqa.org.uk/subjects/ict-and-computer-science/gcse/computer-science-8525>

Where can Computing take me...

Find out by logging into Unifrog and going to

<https://www.unifrog.org/student/careers/computing>

Extra-curricular opportunities:

ICT Support club
- 8.00am and 1.00pm
(Monday-Friday)

Design & Technology

Key Info

Qualification:

GCSE

Exam Board:

AQA

Exam Codes:

8552

Key Contacts

Mr L Reed (Subject Leader for Technology)

Grading Structure:

9-1

Assessment

The Non Examined Assessment (NEA) is a design and prototype project which is completed in class with your teacher. The NEA is worth 50% of the overall grade.

The exam sat at the end of year 11 is also worth 50% of the grade and is 2 hours 30 mins. It covers all 3 content areas.

- **Core technical principles** - New and emerging technologies and developments in new materials; Systems approach to designing; Mechanical devices; Materials and their working properties.
- **Specialist technical principles** - Selection of materials or components; Forces and stresses; Ecological and social footprint; Using and working with materials with stock forms, types and sizes; Specialist techniques and processes and surface treatments and finishes.
- **Designing and making principles** - Investigation, primary and secondary data; Environmental, social and economic challenge; The work of others; Design strategies with communication of design ideas; Prototype development and selection of materials and components; Tolerances and material management; Specialist tools and equipment with specialist techniques and processes



Design & Technology (cont.)

What you will study...

Design and Technology teaches students a detailed understanding of the world around them. They understand problem solving and learn how to use appropriate materials for specific applications.

Design and Technology covers all traditional and modern materials along with looking at the sustainability of products and materials. Students will look also at manufacturing processes and design eras with their respective designers.

Year 10

The first two terms are spent building on subject theory. You will have learnt some during year 7-9 but now is the time to develop that knowledge into a full working understanding of materials, processes and the wider design world. You may complete mini NEA projects so you can understand the design and make process fully.

The NEA begins in June when AQA release the themes for that year. Students will complete the research section in the summer term and start designing ready for September of year 11. Previous themes have included designing for the disabled, a safe and comfortable home and healthy lifestyles.

Year 11

The first term is devoted to NEA, started off with designing and then developing into a prototype. Students will also spend time in the workshop manufacturing their chosen prototype.

Spring term will be spent analysing and testing their prototypes with 3rd party feedback. After the NEA is completed the emphasis will shift into exam preparation and revisiting previously completed theory ready for the May external exam.

There is an expectation that all students work independently, quickly and accurately to get the project completed on time. There is an expectation that students will spend some of their own time completing work when required.



Useful web-site:

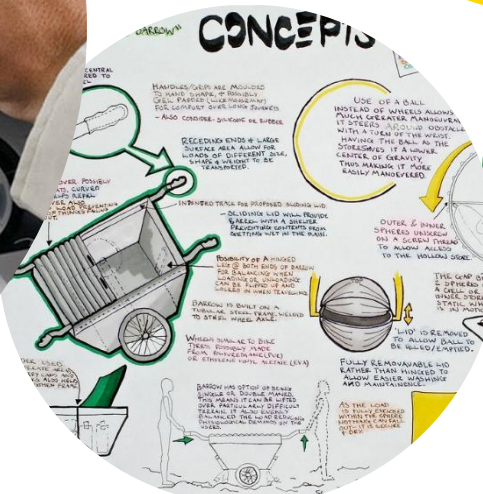
www.data.org.uk
www.aqa.org.uk
www.technologystudent.com

Where can Design take me...

Find out by logging into Unifrog and going to <https://www.unifrog.org/student/careers/art-and-design>

Extra-curricular opportunities:

It is very important that students are prepared to give a regular amount of their own time so that work is completed on time and to use the workshops under teacher supervision. Workshops are open at lunch time and after school for students to continue with their NEA.



Drama

Key Info

Qualification:

GCSE

Exam Board:

AQA

Exam Codes:

8261

Key Contacts

Mrs Priestnall

Grading Structure:

9-1

Outline



Component and Title	Assessment
Component 1: 40% <u>Understanding drama</u> (open book written exam)	<ul style="list-style-type: none">● Knowledge & understanding of theatre roles and responsibilities<ul style="list-style-type: none">● Study of one set play● Analysis & evaluation of live theatre
Component 2: 40% <u>Devising drama</u> (practical & written NEA)	<ul style="list-style-type: none">● Process of creating devised drama● Performance of devised drama● Analysis & evaluation of own work – NEA coursework
Component 3: 20% <u>Texts in Practice</u> (practical)	<ul style="list-style-type: none">● Performance of two extracts from one play● Marked by a visiting examiner from AQA

Drama (cont.)

What you will study...

GCSE Drama is designed to help you become not only a confident performer, but a confident young adult who will be able to present to an audience in any career choice. You will devise, perform and analyse a variety of engaging plays in both written and practical examinations.

All texts are chosen because they help support an understanding of the wider world. Your practical work will comprise of a scripted and a devised performance. The devised piece will develop collaborative and storytelling skills you've learned in KS3. You will create a log book to accompany your devised piece, which may comprise a combination of writing, speaking and images. The scripted performance will strengthen your ability to create character through physicality, voice and proxemics. This can be as part of a group, a duologue or on your own as a monologue if you prefer. There is also an option to be assessed as a designer through lighting, sound, set of theatrical costume.

Your written exam will involve an analysis of the set text and a live theatrical performance. Studying a play will help us deepen our understanding of the playwright's intent and how our dramatic choices bring different subtexts to a script. Watching and evaluating a live performance will not only explore the magic of live theatre, but will help you develop your own stage presence. In order to be a successful GCSE Drama candidate you need to have a willingness to work collaboratively, be a reflective learner and be prepared to share your performances.



Useful web-site:

<https://www.ocr.org.uk/qualifications/gcse/drama-j316-from-2016/>

Where can Drama take me...

www.unifrog.org

Extra-curricular opportunities:

As this is a brand new GCSE, students will have the opportunity to shape how Drama outside of the classroom looks at OSH!

Economics

Key Info

Qualification:

GCSE

Exam Board:

AQA

Exam Codes:

8136

Key Contacts

Mrs R Ferguson (Subject Leader for Economics)

Grading Structure:

9-1

Assessment

Paper 1: How markets work

What's assessed:

- Economic foundations
- Resource allocation
- How prices are determined
- Production, costs, revenue and profit
- Competitive and concentrated markets
- Market failure

How it's assessed:

- Written exam - 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Section A 10 multiple choice questions and followed by a range of calculation, short and extended response questions.

Section B five questions involving a mix of calculations, short and extended responses.

Paper 2: How the economy works

What's assessed

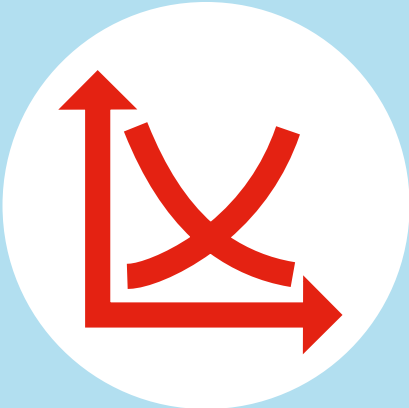
- Introduction to the national economy
- Government objectives
- How the government manages the economy
- International trade and the global economy
- The role of money and financial markets

How it's assessed

- Written exam - 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Section A 10 multiple choice questions and followed by a range of calculation, short and extended response questions.

Section B five questions involving a mix of calculations, short and extended responses.



Economics (cont.)

What you will study...

How Markets Work

Economic foundations: nature and purpose of economic activity based on the production of goods and services and the satisfaction of needs and wants.

Resource allocation: role of markets in allocating scarce resources. Economic sectors, specialisation, the division of labour and exchange.

How prices are determined: Supply & demand, intermarket relationships and price elasticities.

Production, costs, revenue and profit: Significance of cost, revenue and profit for producers. Productivity and economies of scale.

Competitive and concentrated markets: Explore competitive and non-competitive markets. Consider the operation of the labour market and factors that determine wages.

Market failure: Explore the meaning of market failure and gain an understanding that the market mechanism does not always allocate resources efficiently. Costs associated with misallocation of resources and government intervention.

How The Economy Works

Introduction to the national economy: Government spending and taxation, economic activity and interest rates.

Government objectives: Stable prices, economic growth, full employment and the Balance of Payments.

How the government manages the economy: Government policies will be looked at, with a focus on monetary, fiscal and supply-side policies. Government policies to affect the distribution of income and the correction of negative externalities are also addressed.

International trade and the global economy: Why countries trade and the importance of international trade to the UK. Balance of trade, surpluses and deficits. Exchange rates and impact on producers and consumers. Free-trade agreements, significance of the European Union. Globalisation and the role of the multinational corporations.

The role of money and financial markets: Role & functions of money, importance of the financial markets. Importance to of saving, borrowing and spending.



Useful web-site:

www.bbc.co.uk
www.economicsonline.co.uk
www.tutor2u.com
www.aqa.org.uk
www.thetimes100.co.uk
www.bbc.co.uk/schools/gcsebitesize

Where can Economics take me...

Find out by logging into Unifrog and going to <https://www.unifrog.org/student/careers/economics>

Extra-curricular opportunities:

Economics students will have the opportunity to take part in a range of activities and support sessions.

Food Preparation and Nutrition

Key Info

Qualification:

GCSE

Exam Board:

AQA

Exam Codes:

8585

Key Contacts

C Wickins

Grading Structure:

9-1

Assessment and content outline



Content Overview	Assessment Overview	
<p>This content should be covered throughout all three components.</p> <p>Section A Nutrition</p> <p>Section B Food: food provenance and food choice</p> <p>Section C Cooking and food preparation</p> <p>Section D Skills requirements: preparation and cooking techniques</p>	<p>Food Preparation and Nutrition (01)*</p> <p>100 marks**</p> <p>1 hour 30 minutes written examination paper</p>	<p>50% of total GCSE</p>
	<p>Food Investigation Task (02 or 03)*</p> <p>45 marks</p> <p>Non-examined assessment (NEA)</p>	<p>15% of total GCSE</p>
	<p>Food Preparation Task (04 or 05)*</p> <p>105 marks</p> <p>Non-examined assessment (NEA)</p>	<p>35% of total GCSE</p>

Food Preparation and Nutrition (cont.)

The Food Preparation and Nutrition course explores four key areas to develop your nutritional knowledge and food preparation skills:

Section A: Nutrition

This section aims to build knowledge around the relationship between diet and health. This includes looking in detail at macro and micronutrients, what they do in the body and which foods to consume to ensure you have a healthy balanced diet. Further to this, we use this knowledge to explore recipes and adapt them to suit an individual's dietary needs; this may be based on age, activity levels, medical conditions etc.

Section B: Food provenance and food choice

Understanding where food has come from and the different factors that affect somebody's food choice includes learning about how food is grown/caught/reared, food security, primary/secondary processing, culinary traditions around the world and a range of different beliefs such as religious, cultural, social and economical reasons that could impact food choice.

Section C: Cooking and preparation

How food reacts when prepared and cooked is a huge part of everyday life, as well as the course itself. There is an emphasis on food science; why food is cooked; the affect on nutritional value and sensory properties; the functional and chemical functions of ingredients.

Section D: Skills requirements

A range of preparation skills will be taught including complex knife skills, using a range of cooking methods, setting mixtures, how to make a variety of doughs and sauces, using a variety of raising agents Finally, judging and manipulating sensory properties to create well presented, flavourful dishes.

The course aims to provide a balance between practical and theoretical learning that are both useful for the course and in life generally. This takes place majoritively in year 10 with year 11 spent completing firstly the NEA1 food science investigation task (10 hours) then moving on to the NEA2 food preparation task (20 hours) which includes a 3 hour cooking assessment.

Afterwards, revision and exam technique are focused on ready for the final exam.



Where can this take me?

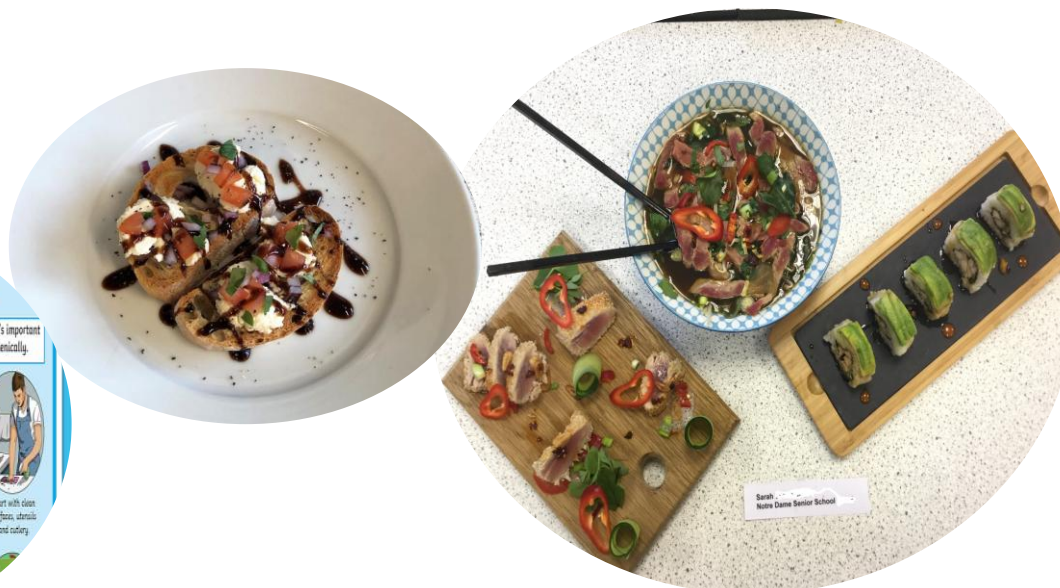
Catering and Events
Food Science
Food Safety & Hygiene
Working in supply chains and production
Farming
Dietetics
Public health
Medicine
Sports and exercise health
And more...

Useful web-site:

<https://www.ocr.org.uk/qualifications/gcse/food-preparation-and-nutrition-j309-from-2016/>

Extra-curricular opportunities:

It is important that students practice their practical skills on a regular basis.



French

Key Info

Qualification:

GCSE

Exam Board:

AQA

Exam Codes:

8658

Key Contacts

Mr L Kabel (Subject Leader for Languages)

Grading Structure:

9-1

Assessment

GCSE French has a Foundation Tier (grades 5-1) and a Higher Tier (grades 9-4). Students will be assessed through terminal examinations at the end of the GCSE course and must take all four papers at the same tier. All question papers must be taken in the same series.

Grading Structure:

Paper 1: Listening (25%)

- The paper will assess your ability to understand and respond to different types of spoken language.
- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)

Paper 2: Speaking (25%)

- The paper will assess your ability to communicate and interact effectively in speech for a variety of purposes.
- 7-9 minutes (Foundation Tier)+ preparation time.
- 10-12 minutes (Higher Tier)+ preparation time.

Paper 3: Reading (25%)

- The paper will assess your ability to understand and respond to different types of written language.
- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

Paper 4: Writing (25%)

- The paper will assess your ability to communicate effectively in writing for a variety of purposes.
- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)



French (cont.)

What you will study...

To opt for French, pupils must have studied it before. It is not a new option, but a continuation of the work started at KS3.

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Topic 1: Me, my family and friends: relationships with family and friends, marriage/partnership.

Topic 2: Technology in everyday life: social media, mobile technology

Topic 3: Free-time activities: music, cinema and TV, food and eating out, sport

Topic 4: Customs and festivals in French-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues: charity/voluntary work, healthy/unhealthy living

Topic 3: Global issues: the environment, poverty/homelessness

Topic 4: Travel and tourism

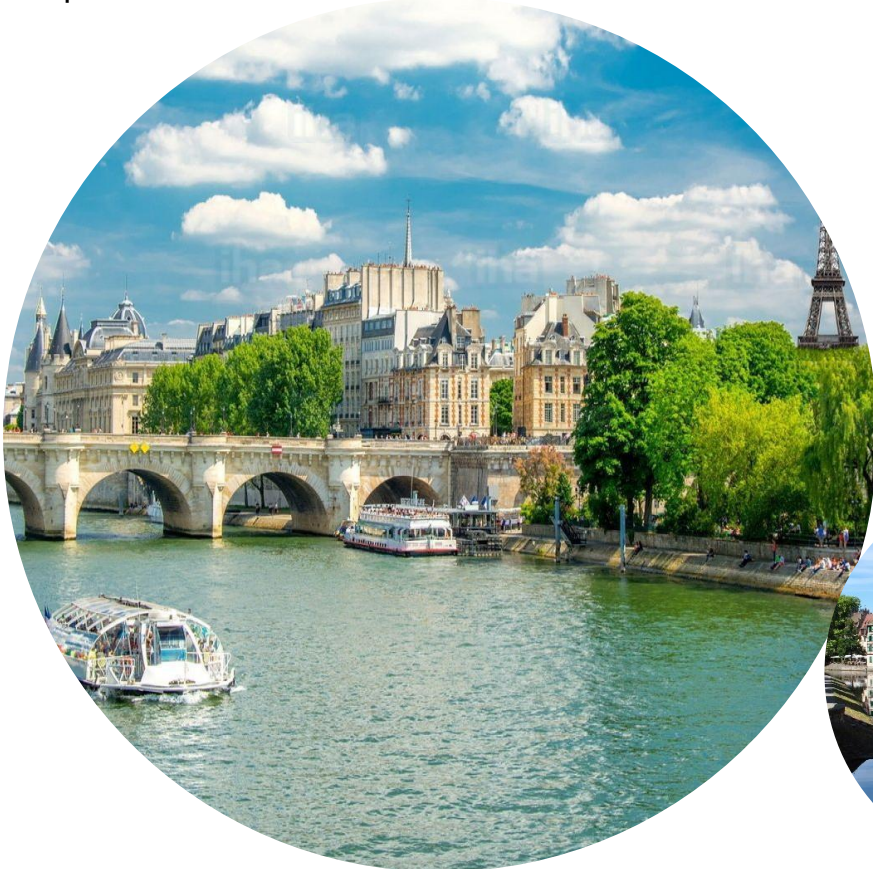
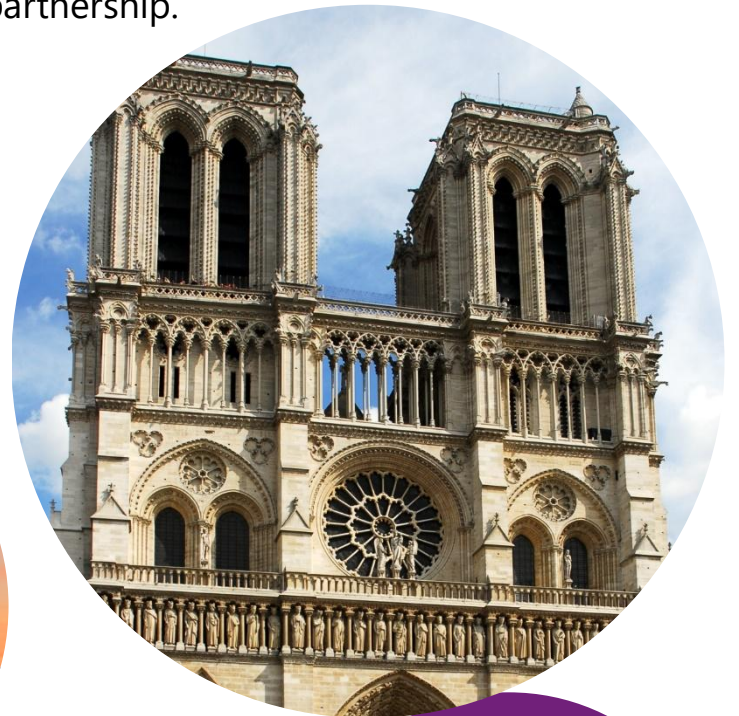
Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions



Useful web-site:

www.linguascope.com

www.languagesonline.org.uk

www.bbc.co.uk/learningzone/clips

www.lepointdufle.net

www.mflgames.co.uk

www.revisioncentre.co.uk/gcse/french

www.atantot-extra.co.uk

www.memrise.com

www.quizlet.com

Where can French take me...

Find out by logging into Unifrog and going to

<https://www.unifrog.org/student/careers/modern-languages>

Extra-curricular opportunities:

Extra support
Trips to France
during Adventure Week

Geography

Key Info

Qualification:

GCSE

Exam Board:

AQA

Exam Codes:

8035

Key Contacts

Mr J Parker (Subject Leader for Geography)

Grading Structure:

9-1

Assessment

Paper 1: Living with the Physical Environment

The challenge of natural hazards, Physical Landscapes in the UK, The living world, Geographical Skills.

How it is assessed

- Written exam 1 hour 30 mins including marks for spelling punctuation, grammar and specialist terminology

Paper 1: Challenges in the Human Environment

Urban issues and challenges, The changing economic world, The challenge of resource management, Geographical skills

How it is assessed

- Written exam 1 hour 30 mins including marks for spelling punctuation, grammar and specialist terminology

Paper 3: Geographical Applications

Issue evaluation, Fieldwork, Geographical skills

How it is assessed

- Written exam 1 hour including marks for spelling punctuation, grammar and specialist terminology. Pre-release resource material available from 15th March in the year of the exam

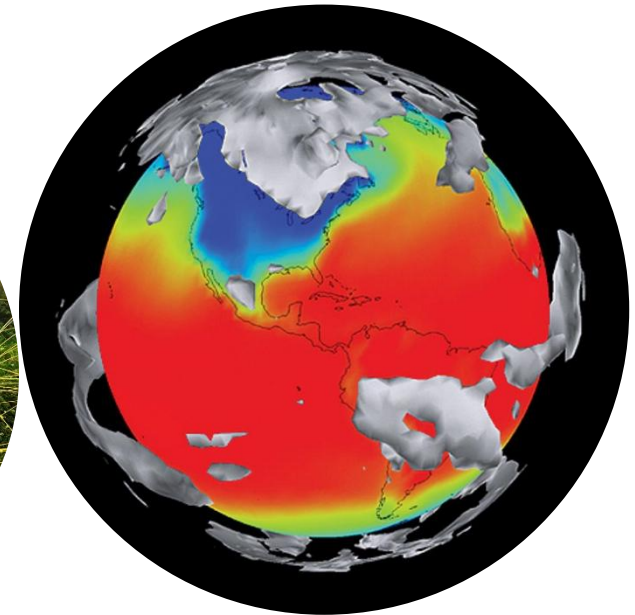


Geography (cont.)

What you will study...

Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK) newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Students will develop essential skills such as problem solving, decision making, synthesising ideas, identifying issues and communicating findings through the undertaking of a fieldwork investigation.



Useful web-site:

www.aqa.org.uk/index.php
www.bbc.co.uk/schools/gcse/bitesize
www.geography.org.uk
www.geography-site.co.uk/pages/skills.html
www.geographyinthenews.org/

Where can Geography take me...

Find out by logging into Unifrog and going to <https://www.unifrog.org/student/careers/geography>

Extra-curricular opportunities:

Extra support
Field trips/
Fieldwork

History

Key Info

Qualification:

GCSE

Exam Board:

Edexcel

Exam Codes:

1H10

Key Contacts

Mr C Harris (Subject Leader for History)

Grading Structure:

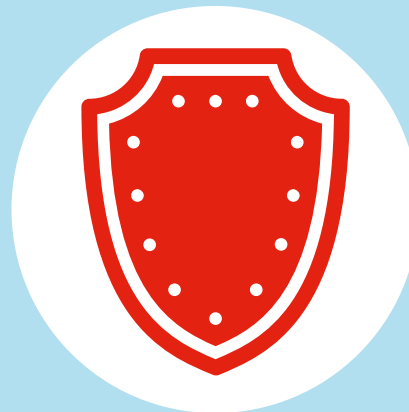
9-1

Assessment

Paper 1 1hr 20mins (30%): Thematic Study and Historic Environment
(unit 11)

Paper 2 1hr 50mins (40%): Period and British Depth Study
(unit (a)B3 and (b)26/27)

Paper 3 1hr 30mins (30%): Modern Depth Study
(unit 33)



History (cont.)

What you will study...

History consists of a thematic study on an historic environment, a British (pre-20th Century) and non-British depth study and a period study. The main focus is 20th century modern history but a depth study of Henry VIII in the Early modern period and the thematic study of medicine through time will require knowledge and understanding of eras of history that pre-date the 20th century.

The new GCSE will be 100% exam based, there is no coursework element. The larger focus with history now is interpretation of the past and how history and events have been viewed over time. Other skills such as chronological knowledge, assessing significance and discussing change and continuity will remain. There will be much emphasis on working with historical sources to encourage skills of inference, investigation and evaluation.

Paper 1

Ancient medicine, including the beliefs and practices of ancient civilizations such as the Egyptians, Greeks, and Romans.

Medieval medicine, including the role of the Church, the use of herbs and remedies

Renaissance medicine, focusing on the work of notable individuals such as Andreas Vesalius and William Harvey.

The Scientific Revolution on medicine, including the development of germ theory and the contributions of scientists like Louis Pasteur.

The advancements in surgery and public health during the Industrial Revolution.

Paper 2

British Depth Study: Henry VIII and his ministers, 1509-40.

Henry VIII and Wolsey 1509-29

Henry VIII and Cromwell, 1529-40

The Reformation and its impact, 1529-40

Period Study: Superpower relations and the Cold War, 1941-91

Origins of the Cold War 1941-58

Cold War Crises, 1958-70: (Cuban Missile Crisis, Berlin Wall, Czechoslovakia)

The end of the Cold War, 1970-1991: (Thawing tensions, Détente and collapse of USSR)

Paper 3

Part 1 – Race relations and the Civil Rights Movement

Progress in education and the Montgomery Bus Boycott

Civil Rights Movement of the 1960s

Growing protest, progress and radicalisation by the 1970s

Part 2 – The Vietnam War

Causes of involvement and escalation

Nature of warfare US vs Guerrilla warfare

End of the war and withdrawal



Useful web-site:

www.pearson.com/uk/learners/secondary-students-and-parents.html

www.curriculumonline.gov.uk/subjects/hi

www.bbc.co.uk/schools/gcse/bitesize

www.bbc.co.uk/history

www.historylearningsite.co.uk

Where can History take me...

Find out by logging into Unifrog and going to

<https://www.unifrog.org/student/careers/history>

Extra-curricular opportunities:
Guest speakers
School trips

Music

Key Info

Qualification:

GCSE

Exam Board:

Edexcel

Exam Codes:

1MU10

Key Contacts

Ms L Hackett (Director of Music)

Grading Structure:

9-1

Assessment

Performing (30%): You will be required to perform for a minimum of four minutes. Within this timeframe you will perform a Solo Performance and an Ensemble Performance. You will need to perform on an instrument/ voice that showcases your best skills and to a standard of Grade 3 or above.

Composing (30%): You will compose two pieces of music throughout the course. One of these will be a piece based upon a Set Brief set by the exam board at the start of your Yr 11 study.

Appraising (40%): You will study 8 Set Works (pieces of music) through the two years of study. Through this study you will be taught to answer questions about the features of each piece as well as relating this understanding to some unfamiliar pieces of music too. This is assessed in just one 1hr 45min examination at the end of the course.



Music (cont.)

What you will study...

Music GCSE allows you to explore a wide variety of genres of music through the three GCSE components of study; Appraising, Performing and Composing. You will study music by Queen, music from movies such as Star Wars, and you will learn how Beethoven displayed his anger through compositional techniques in a piano sonata. It is paramount that you have a genuine interest in listening to a wide variety of genres of music.

You will be able to apply your learning to composing two of your own pieces of music, using computer software to help you multitrack your ideas. One of these compositions will be based upon your own musical preferences helping you to maximise your marks, showcasing strong melodic lines and harmonic contrast.

Being able to play an instrument or sing to a Grade 3 or above standard is extremely helpful in your approach towards the Performing component which is worth 30% of the overall grade, however as long as you are willing dedicate time to sing or start learning to play an instrument, you are welcome to participate in the GCSE. You will receive lots of support to help you achieve well.



Useful web-site:

<https://www.bbc.co.uk/bitesize/exams/pecs/z6chkmn>
<https://kahoot.com/>

Where can Music take me...

Find out by logging into Unifrog and going to <https://www.unifrog.org/student/careers/music>

Extra-curricular opportunities:

Rehearsals for all groups take place each week:-

Monday: 4pm-5pm: Concert Orchestra
Tuesday: 1pm-1:30pm: Woodwind Ensemble
4pm-5pm GCSE and A Level Individual Support Sessions
Wednesday: 4pm-5pm: Choir
4:30pm-5pm: String Ensemble
Thursday: 1:15-1:45 Chamber Choir
4pm-5pm Big Band
Friday: 1pm-1:30pm Guitar Ensemble

This list is not exhaustive and if you want to develop a new ensemble you are very welcome to do so.

Physical Education

Key Info

Qualification:

GCSE

Exam Board:

OCR

Exam Codes:

J587

Key Contacts

Mr D Bassett (Head of PE)

Grading Structure:

9-1

Assessment

GCSE PE includes the compulsory study of Applied Anatomy and Physiology, Physical Training, Sports Psychology, Socio Cultural Influences and Health, Fitness and Wellbeing. Alongside this are the skills of PE which are examined via the Non-Exam Assessment (NEA) component.

Component 1—Physical Factors Affecting Performance	30%
Component 2—Socio Cultural Issues and Sports Psychology	30%
Component 3—Performance and Physical Education	40%

Components 1 and 2 are assessed through 1 hour exam papers.

Component 3 is in two sections

Part One is an assessment of the candidate's ability in 3 sports. A team sport, and individual sport and any other from those listed on the specification.

Part Two is an Evaluating and Analysing performance task focusing on a specific sporting activity.



Physical Education (cont.)

What you will study...

Studying GCSE Physical Education will open your eyes to the amazing world of sports performance. Not only will you have the chance to perform in three different sports through the non-exam assessment component, but you will also develop wide-ranging knowledge into the how and why of physical activity and sport.

This course will prepare learners for the further study of PE or sports science as well as other related subject areas such as psychology, sociology and biology. Learners will also develop the transferable skills that are in demand by further education.

This specification will create confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team all skills that will enable them to stand out and effectively promote themselves as they progress through life.



Where can Sport take me...

Find out by logging into Unifrog and going to <https://www.unifrog.org/student/careers/hospitality-tourism-and-sport>

Useful web-site:

<https://www.bbc.co.uk/bitesize/exams/pecs/ztrcg82>
<https://kahoot.com/>

Extra-curricular opportunities:

Range of extra-curricular clubs to partake in



Religion, Philosophy and Ethics

Key Info

Qualification:

GCSE

Exam Board:

AQA

Exam Codes:

Religious Studies specification A 8062.

Key Contacts

Mr J Higgins (Subject Leader for RS)

Grading Structure:

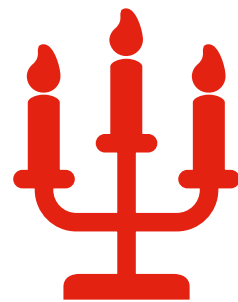
9-1

Assessment

The students will sit **two** exams in Religious Studies.

Paper 1: Christianity and Islam: Beliefs, Teachings and Practices. 1 hour 45 minute exam. 50% of GCSE

Paper 2: Thematic Studies including the assessment of Themes A, B, D and E. 1 hour 45 minute exam. 50% of GCSE.



Religion, Philosophy and Ethics

(cont.)

What you will study...

Through completing a GCSE in Religious Studies students will have the opportunity to:

- Study the teachings, beliefs and practices of two major world religions; Christianity and Islam
- Study relevant and contemporary ethical issues of importance. The students will have the opportunity to apply their own perspective and religious perspectives to these issues.
- Develop their personal perspective and viewpoint on religion and issues of importance.
- Learn to appreciate the beliefs of others whilst also developing their own unique viewpoint.

Students will study several units during the course.

Christianity: Beliefs, Teachings and Practices

The students will study a range of beliefs, teachings and practices in Christianity and Islam. The following is just a selection of the beliefs, teachings and practices the students will study:

- The Nature of God
- Christian beliefs about the afterlife
- The Person of Jesus Christ
- Salvation
- Worship
- Christian Festivals: Christmas and Easter
- Christian Pilgrimage
- The role of the Church in the local community



Islam: Beliefs, Teachings and Practices.

- The six articles of faith in Sunni Islam and the five roots of Usul-ad Din in Shia Islam
- Angels, their nature and role, including Jibril and Mika'il.
- Predestination and human freedom and its relationship to the Day of Judgement.
- Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell
- Prophethood (Risalah)
- Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam.
- Islamic Festivals including Id-ul-Adha, Id-ul-Fitr, Ashura.



Thematic Studies

Theme A; Relationships and Families: The students will study the beliefs and perspectives on a range of topics. This includes the issues of contraception, homosexuality and sexual relationships before marriage. The students will need to develop their own personal beliefs whilst studying religious approaches.

Theme B; Religion and Life: The students will need to consider and study important ethical issues such as abortion, euthanasia and animal rights. They will also need to consider philosophical questions such as the origins of the universe.

Theme D; Religion, Peace and Conflict. The students will consider the role of violence and war in today's world. They will study religions responses to the issue of war and violence. Furthermore, they will need to consider current issues such as nuclear weapons and terrorism.

Theme E; Religion, Crime and Punishment: The students will study the role of punishment and the correct way in which to carry it out. They will explore the morality and suitability of prisons and capital punishment. They will also consider the reasons behind crime.

Useful web-site:

<https://www.bbc.co.uk/bitesize/exams/pecs/zjgx47h>
<https://kahoot.com/>

Where can RS take me...

Find out by logging into Unifrog and going to

<https://www.unifrog.org/student/careers/liberal-arts-and-sciences>

Extra-curricular opportunities:
Debating Club

