



# Christ's College Year 9 Options 2024 to 2026





## **CONTENTS**

<b>The Options Process</b>	<b>2</b>
<b>Core Subjects and Options</b>	<b>3</b>
<b>Qualifications Explained</b>	<b>3</b>
<b>Advice on Choosing Your Courses</b>	<b>4</b>
<b>CORE SUBJECTS</b>	
<b>Combined Science - Trilogy</b>	<b>5</b>
<b>English</b>	<b>6</b>
<b>Maths</b>	<b>7</b>
<b>Spanish</b>	<b>8</b>
<b>Citizenship</b>	<b>9</b>
<b>SUBJECT OPTIONS</b>	
<b>Art</b>	<b>10</b>
<b>Business Studies (Enterprise)</b>	<b>11</b>
<b>Computer Science</b>	<b>12</b>
<b>Information Technology</b>	<b>13</b>
<b>Dance</b>	<b>14</b>
<b>Design &amp; Technology</b>	<b>15</b>
<b>Drama</b>	<b>16</b>
<b>Food Preparation &amp; Nutrition</b>	<b>17</b>
<b>Geography</b>	<b>18</b>
<b>History</b>	<b>19</b>
<b>Music</b>	<b>20</b>
<b>Photography</b>	<b>21</b>
<b>Physical Education</b>	<b>22</b>
<b>Religious Studies</b>	<b>23</b>
<b>Separate Sciences (Biology, Chemistry, Physics)</b>	<b>24</b>
<b>Travel &amp; Tourism</b>	<b>25</b>
<b>Non Examined</b>	
<b>Religious Studies &amp; PSHE</b>	<b>26</b>
<b>CONTACT DETAILS</b>	
<b>Department Subject Leaders</b>	<b>27</b>
<b>Careers</b>	<b>27</b>



## THE OPTIONS PROCESS

Welcome to your Year 9 Curriculum Options Booklet. You are about to make some very important decisions about your future as you choose the subjects you wish to study in Years 10 and 11. Achieving the highest grades you can on these courses is vital so that you have as much choice as possible at the end of Year 11. Your job now is to work with us to make sure you achieve your best possible suite of qualifications.

This booklet is intended to give you all the information you need to help you make an informed choice. Read and think carefully about each subject, and what it has to offer you. Talk to your teachers, parents/guardians, tutors and older students in Years 10 and 11 who have experienced GCSEs. Make your choices wisely as they may affect your post-16 choices.

Tuesday 20 <sup>th</sup> February 2024	“Introduction to the Options Process” presentation for parents/carers and a chance to speak to Subject Leaders 6.00pm – 7.30pm
February to March 2024	Students will attend year group assemblies which will be taken by different Subject Leaders who will discuss their subjects in more detail with them
Tuesday 19 <sup>th</sup> March 2024	Year 9 Parent Consultation Day
Thursday 28 <sup>th</sup> March 2024	Deadline for the online Google Options Form to be completed



## CORE SUBJECTS & OPTIONS

The curriculum is designed to provide you with a breadth of study that enables you to pursue every option in the future and builds on your skills and strengths. In Year 10 and Year 11 all students study the following examination subjects:

### CORE EXAMINED SUBJECTS

Combined Science – Trilogy (2 GCSES)	Mathematics
English Language	English Literature
Either Spanish or Citizenship	

In addition to the compulsory core subjects, you will choose from 3 additional subjects. One of these options will be either History or Geography, and the others can be made from the following choices:

Fine Art	Drama	Photography
Business Studies	Food Preparation & Nutrition	Physical Education
Computer Science	Geography	Separate Sciences (Biology, Chemistry, Physics)
Dance	History	Travel & Tourism
Design & Technology	Music	ICT
Religious Education		

We make every effort to accommodate a student's first choice of subjects, but sometimes this may not always be possible. You will be asked to make a reserve choice when completing the options form. In the event that a student is unable to take their combination of subjects, a member of the senior leadership team will discuss with them the alternative options available.

Students will also study three non-examined subjects in Years 10 & 11.

PSHE	RE
Core PE	

Throughout Year 10 & 11 a range of other core and cross-curricular subjects are covered, through assemblies, tutor time and school visits such as:

- Our Future Choices Programme (Careers and Sex and Relationships Education)
- Citizenships Issues

## QUALIFICATIONS EXPLAINED

**GCSEs** in recent years have undergone a significant reform, resulting in curriculum changes across all subjects. This includes a new grading structure, using grades from 9 (the highest) to 1 (the lowest). All courses will have exams which the students will sit at the end of the two-year course.

**BTEC Level 2 (Vocational), OCR and BTEC qualification at Level One or Two.** (Equivalent to GCSEs). All BTEC Level 2 qualifications are graded Distinction\*, Distinction, Merit or Pass. BTEC Level 2 qualifications have a significant element of coursework to complete throughout the course. You will need to complete a portfolio of evidence to show you have met the assessment criteria, in addition to the external assessment.

When choosing your options, you should always identify how it is assessed. Many courses are assessed only by examinations at the end of Year 11. Some courses have elements of controlled conditions tasks (coursework), which are written throughout the course.



## ADVICE ON CHOOSING YOUR COURSES

### Do:

- ✓ Consider facilitating subjects e.g. subjects that are most commonly required or preferred by colleges and universities to get on to a range of apprenticeships or degree courses. Geography and History are two such subjects in the Humanities.
- ✓ Choose subjects that you enjoy: you will probably put more time and effort into these subjects and will most likely be more successful.
- ✓ If you have a definite career in mind, choose subjects that will best support your career route. However, remember that however keen you are on any particular career or job now, you might change your mind before you leave school.
- ✓ The majority of people change their career during their working life. Your choice of subjects must not limit you to just one type of career.
- ✓ Choose subjects that you are good at. You need to gain as many high grades/points as possible.
- ✓ Do find out everything that you can about the subject before you choose it. Once you have started a subject we expect you to stick with it for the full two years.
- ✓ Remember that for A level choices, your suite of results is important rather than specific subjects: many A level courses can be studied without having taken them for GCSE.
- ✓ Listen to advice given to you in subject talks in assemblies.
- ✓ Talk to your parents, subject teachers and Year 10/11 students.

### Don't:

- ✗ Try to get into the same groups as your friends; it probably won't happen.
- ✗ Choose a subject because of the teacher; teachers change.
- ✗ Just go on your experience of Years 7 to 9; look at what each subject has to offer on the curriculum: it may be different.
- ✗ Narrow down your options too much; you may change your mind about what you like and what you want to do in the future.



## COMBINED SCIENCE

## CORE SUBJECT

### Exam Board: AQA– Paper Specification 8464 GCSE COMBINED SCIENCE – TRILOGY

This course provides students with two GCSE qualifications in Science.

#### **Why Study Science?**

This course provides a very good grounding for students considering A Level Sciences. All employers and universities recognise this as a desirable qualification. Science develops a number of key transferable skills.

Combined Science will be taught across the full two years of Key Stage 4 and contains Biology, Chemistry and Physics units. These units are assessed at the end of Year 11 in Paper 1 and Paper 2. Each of the papers will assess knowledge and understanding from distinct topic areas.

**Biology 1** covers topics 1–4:  
Cell Biology; Organisation;  
Infection and response; and  
Bioenergetics.

**Biology 2** covers topics 5–7:  
Homeostasis and response;  
Inheritance, variation and  
evolution; and Ecology.

**Chemistry 1** covers topics 8–12:  
Atomic structure and the periodic  
table; Bonding, structure, and the  
properties of matter; Quantitative  
chemistry; Chemical changes; and  
Energy changes.

**Chemistry 2** covers topics 13–17:  
The rate and extent of chemical  
change; Organic chemistry;  
Chemical analysis; Chemistry of  
the atmosphere; and using  
resources.

**Physics 1** covers topics 18–21:  
Energy; Electricity; Particle model  
of matter; and Atomic structure.

**Physics 2** covers topics 22–24:  
Forces; Waves; and Magnetism  
and electromagnetism

There are 21 required practicals for Combined Science and form 15% of the available examination marks.

The full specification can be accessed online at

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

#### **Assessment**

Assessment time is 7 hours for the Combined Science GCSE. In addition, practical skills are assessed in the written papers, and this is worth 15% of the marks. There is also a set percentage of mathematics (20%) in the examination papers in Combined Science.

#### **How to do well in Science**

Students will need to have a keen interest in the science-related world about them. The best way to do this is to watch news programmes, look at the science section on the BBC News website, read local and national newspapers, and watch TV documentaries relating to science in the real world.

<https://www.bbc.co.uk/bitesize>

<https://www.kerboodle.com/app>

<https://senecalearning.com/en-GB>



## ENGLISH

## CORE SUBJECT

**EXAM BOARD: AQA**

**GCSE ENGLISH LANGUAGE** - Paper Specification 8700

**GCSE ENGLISH LITERATURE** - Paper Specification 8702

### Why Study English?

The study of English is vital in the modern world; reading and writing skills are fundamental requirements of any job. These are practised along with the analysis of literature, which will enable your child to explore their expressive, as well as academic side. English Language and English Literature are excellent subjects to support study at a higher level, as they enable students to develop and hone their skills of interpretation and essay writing; essential for many university courses.

GCSE English Language is a compulsory course that will require students to draw upon a range of texts as a reading stimulus and engage with creative, as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into various topics and themes.

The GCSE specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and grammar, both in deploying figurative language and analysing texts. Students will sit two examinations for the English Language GCSE, each lasting 1 hour 45 minutes, during which their reading and writing skills will be tested.

All students will also sit the GCSE in English Literature. This GCSE will require students to study Shakespeare, 19<sup>th</sup> Century Literature, Poetry, and Modern Prose or Drama. Students will sit two examinations for the GCSE English Language, one lasting 1 hour 45 minutes and the other 2 hours 15 minutes.

### Assessment

#### ENGLISH/ENGLISH LANGUAGE

**Paper 1** - Explorations in Creative Reading and Writing (examination) 50%

**Paper 2** - Writers viewpoints and perspectives (examination) 50%

**Non-examination assessment** - Speaking and Listening (no longer part of the assessment, but still recognised)

#### ENGLISH LITERATURE

**Paper 1** – Shakespeare and the 19<sup>th</sup> Century Novel (examination) 40%

**Paper 2** – Modern Texts and Poetry (examination) 60%

### Skills needed

- The ability to think carefully about what you read and to be prepared to question why and how it has been put together by the writer, looking at language, structure and form;
- The ability to think carefully about what you write before you write it, making sure that each word, and their order, is appropriate and effective;
- To independently revise texts and consolidate learning outside of the classroom



# MATHEMATICS

## CORE SUBJECT

**EXAM BOARD: Pearson Edexcel - Paper Specification 1MA1**

**GCSE - MATHEMATICS**

### **Why Study Mathematics?**

We want all students to leave Christ's College with confidence in Mathematics and the ability to carry out the key skills that they will need in later life. Mathematics teaches students to think logically and find ways to solve difficult problems. Where possible, students will look at real-life contexts for their work.

GCSE Mathematics is a compulsory course. There is no coursework requirement and it is assessed through three written papers at the end of the course in Year 11. One paper will examine students' skills in working without a calculator and the other two will test their ability in topics where a calculator is essential. The course extends the work covered in Key Stage 3.

### **Assessment**

Paper 1 – Non-Calculator (33%)

Paper 2 – Calculator (33%)

Paper 3 – Calculator (33%)

All of the papers contain questions on Number, Algebra, Shape, Space and Measure and Data Handling.

### **How to do well in Mathematics**

- Bring equipment
- Know your times tables
- Use of websites to help you improve your understanding of various topics
- Use of individual learning packages
- Complete all classwork and homework to the highest possible standard

### **Useful websites**

[www.hegartymaths.com](http://www.hegartymaths.com)

[www.bbc/bitesize.co.uk](http://www.bbc/bitesize.co.uk)

Mathematics specifications at:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>





## Spanish

### CORE SUBJECT

**EXAM BOARD:** Pearson Edexcel Paper Specification 1SP1

**GCSE - Spanish**

#### **Why Study Spanish?**

The ability to speak another language is not only a benefit, but fundamental in our global society.

Studying Spanish can help you in your application to study a wide variety of subjects at university including: Classical Studies; Languages; English; European Studies; Law; Speech Therapy; International Studies; International Business; Education; Politics.

GCSE Spanish is a core subject of the English Baccalaureate (EBacc), and it is an exciting course that will allow you the opportunity to develop your language skills in a variety of contexts. It will also broaden your understanding of the culture and the lifestyle of countries and communities where Spanish is spoken.

In this course, you will build on your Key Stage 3 knowledge, with greater emphasis on developing a more independent approach to using the language. You will study current themes relevant to you such as: Technology in Everyday Life; Social Issues affecting Youth; Global Issues affecting our Planet.

#### **Assessment**

GCSE Spanish is designed to ensure that students of all abilities can demonstrate what they know and can do. The assessment covers all four communicative skills: Listening; Reading; Writing; Speaking. The assessment includes an element of translation, since this is a fundamental skill in our hyper-connected and globalised world, dictation and reading aloud a short text. All examinations will take place at the end of the course in Year 11. There is a Foundation (grades 1-5) and a Higher Tier (grades 5-9) for all four skills, which are equally weighted (25% each).

#### **How to do well in Spanish**

The key to success in GCSE Spanish is focused and independent study through the consistent revision of vocabulary, reading short novels, magazines and comics, watching videos and TV programmes in Spanish and listening to songs and people speaking Spanish as often as possible. You will also be provided with the necessary resources during the course.

#### **Useful websites**

BBC Bitesize, GCSE Spanish <https://www.bbc.co.uk/bitesize/examspecs/z799hbk>

Languages Online: <https://www.languagesonline.org.uk/Hotpotatoes/index.html#gsc.tab=0>

Linguascope: <https://www.linguascope.com/secure/students/intermediate/topics.php?language=spanish>



## Citizenship

### CORE SUBJECT

**EXAM BOARD: Pearson/Edexcel - Paper Specification 1CS0**  
**GCSE - Citizenship**

#### **Why Study Citizenship?**

To understand how we live within society and how we can deliver a benefit or change for a particular community or wider society.

You will develop a good understanding of: democracy and government; citizenship participation in democracy and society; rights, the law and the legal system in England and Wales; and the UK and its relations with the wider world.

GCSE Citizenship is directly relevant to your lives: it will broaden your understanding of how our society works, bringing together aspects of sociology, politics, geography, RE and law.

Throughout the course you will learn by exploring key questions such as:

- How have communities developed in the UK?
- What are democratic values and where do they come from?
- Who runs the country and how does Parliament work?
- What is the law for and how does it affect us?
- How does our justice system work?
- What role and influence should the media have?
- Does the UK have power and influence in the wider world?

#### **Assessment**

GCSE Citizenship is a linear GCSE: you will be examined in two papers, taken at the end of Year 11. One of these papers will specifically ask you about the citizenship action project, which you will complete in Year 11.

Paper 1: 50% of the GCSE, 1hr 45 minutes. Content: Living together in the UK, Democracy at work in the UK, Law and justice.

Paper 2: 50% of the GCSE, 1hr 45 minutes. Content: Power and influence and taking citizenship in action

#### **How to do well in Citizenship**

Being aware of the world around you is essential to success in Citizenship. Listen to the news, take an interest in school, local, national and/or global issues and politics and be ready to form a point of view (hopefully backed up by some relevant evidence). You will need to transfer the writing skills you have learnt in years 7-9 to form secure, persuasive answers. Be ready to have an opinion!

#### **Useful websites**

Pearson/Edexcel Exam Specification and details:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/citizenship-studies-2016.html>

Global, national and local issues today: <https://www.bbc.co.uk/news>



## ART

## OPTION SUBJECT

**EXAM BOARD: AQA – Paper Specification 8208**

### **GCSE FINE ART**

#### **Why Study Fine Art?**

Choosing Fine Art will enable you to develop your creative ability which is widely valued by universities and work places, giving you a broad spectrum for the future. There is a vast range of careers which Art will be ideal for, including Illustration, Media, Set Design, Fashion, Interior Design, Games Design, Photography, Hairdressing, Product Manufacture, Architecture, Film and Television.

GCSE Fine Art provides you with a wide range of creative and stimulating opportunities to explore your interest in Art. The course is developed to encourage your creative potential, by using a variety of different endorsements including drawing, painting, graphics, computer aided Design, photography and art history.

All work completed in lessons and for homework will be accounted for. The portfolio is built up from several smaller projects where you practise your drawing and research skills, are inspired by other artists, experiment with media and develop your own personal response. In order to succeed in Art, you must be prepared to work hard, do your homework, enjoy being creative and have a love for the subject.

#### **Assessment**

##### **Unit 1: Portfolio of Work - 60%**

The majority of coursework is completed in Years 10 and 11 both in lessons and at home. Every piece of work is entered as part of your GCSE. You will be given a range of projects which will fulfil the marking criteria and develop your artistic ability.

##### **Unit 2: Externally Set Task - 40%**

In January of Year 11 you will be given an examination paper from which you will choose 1 question. You will have a period of time to prepare and research your question and then complete a final piece in a 10-hour controlled exam.

Students will be required to purchase art materials to complete their work at home or alternatively attend art club and use our facilities and resources.

#### **How to do well in GCSE Fine Art?**

- Meet all deadlines and complete homework (approximately 2 hours every week)
- Be prepared to experiment with ideas, media and techniques
- Try hard and work to the best of your ability at all times
- Have your own equipment and media
- Challenge yourself and be creative

#### **Useful websites**

Full specifications of the course are online at [www.aqa.org.uk](http://www.aqa.org.uk). Search for GCSE Fine Art.



## **BUSINESS STUDIES (Enterprise)**

## **OPTION SUBJECT**

**EXAM BOARD:** Pearson – Qualification Number: 603/7063/4

**BTEC LEVEL 1/LEVEL 2 TECH AWARD IN ENTERPRISE**

Students will complete **three** components.

### **Why Study Business?**

Enterprise is an important part of the business sector and plays a major role in the UK's global economic status. The role of entrepreneurs is to help create wealth for the nation and its citizens through the creation of enterprises that innovate and grow the economy. There are nearly 6 million such businesses in the UK, employing around 16.6 million people. In 2019, small and medium sized enterprises (SMEs) accounted for 99.9% of the business population in the UK, three fifths of the employment, and around half of the turnover in the UK private sector - around £2.2 trillion.

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills such as problem solving, research, decision making, innovation, project management, planning and communication.

### **Component 1**

#### **Exploring Enterprises**

Students will explore different enterprises, to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Students will explore how enterprises use market research to find out about their customer needs and competitor behaviour, and how internal and external factors may affect enterprises. This will be assessed through a controlled assessment task set by Pearson. It includes three tasks which will be completed in 6 hours of monitored preparation and 5 hours of supervised sessions. This is worth 60 marks (30% of the qualification), and it will be completed in Year 10.

### **Component 2**

#### **Collecting, Presenting and Interpreting Data**

Students will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation in order to make recommendations for improvements. It is assessed through a controlled assessment task set by Pearson which includes four tasks that will be completed in 6 hours of monitored preparation and 7 hours of supervised sessions. This is worth 60 marks (30% of the qualification), and it will be completed in Years 10 and 11.

### **Component 3**

#### **Marketing and Finance for Enterprise**

Students will explore how marketing is used by enterprises, and the factors that influence how enterprises identify and target their market. Students will complete financial documents and statements, and explore how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success. This is assessed through a 2 hour written examination worth 60 marks (40% of the qualification), which students will sit at the end of Year 11.

### **Homework**

Homework for the course will be given to consolidate your learning. The tasks will be both paper and computer based, depending on the topic at the time.

**Resources:** BBC Bitesize | tutor2u.com | Bized.co.uk | revisionworld.com | Revision Guide |

**OPTION SUBJECT****COMPUTER SCIENCE**

You have a choice to take either an IT course or GCSE Computer Science.

**COMPUTER SCIENCE**

**EXAM BOARD: AQA – Paper Specification 8525**

**GCSE COMPUTER SCIENCE**

AQA Computer Science has a broad curriculum encouraging students to think creatively, analytically and logically, and solve problems by creating solutions. The course provides an excellent foundation to move into A Level Computer Science or any IT related field.

**Why Study Computer Science?**

The vast majority of us use computers in our day-to-day lives for everything from gaming and communicating by email or on social media to finding information, paying our bills and shopping. In 2015, nearly eight in 10 adults in the UK accessed the internet every day or nearly every day, and over seven in 10 used a computer every day (eight in 10 16-24 year olds).

Computer Science is a dynamic and rapidly growing area that has become an integral part of the world that we live in today. Computer Science will give you the skills to access one of the fastest growing industries worldwide. It will encourage you to think creatively, analytically and logically about ways to solve problems using computer programs

**Assessment:****Paper 1: Computational thinking and programming skills**

Includes 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: 2 hours, 90 marks, 50% of GCSE

**Paper 2: Computing concepts**

Includes data representation, computer systems, computer networks, cyber security, databases & SQL, computing & ethics.

Written exam: 1 hour 45 minutes, 90 marks 50% of GCSE

**Homework**

Tasks will be both paper and computer based depending on the topic at the time. For any programming tasks, we use Python and students can either download Python IDLE or use Trinket.io in their web browser.

**Resources:**

codecombat.com | teach-ict.com | projects.raspberrypi.org/en/codeclub | codecademy.com

# INFORMATION TECHNOLOGY

## OPTION SUBJECT

**EXAM BOARD: PEARSON** – Qualification Number: 603/7050/6

**BTEC LEVEL 1/LEVEL 2 TECH AWARD IN DIGITAL INFORMATION TECHNOLOGY**

Students will complete **three** components.

### **Why Study IT?**

The digital sector is a major source of employment in the UK. Despite a turbulent economy in 2020, the digital sector in the UK advertised 90,000 jobs per week. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. The UK Tech industry as a whole employs over 2.93 million people, and has seen 40% growth between 2017-2019. The UK has positioned itself to be the 'Digital Capital of Europe' as it continues to invest billions every year in digital skills and commerce. The modern world expects digital skills to be as important as English and Maths. Having both technical skills and business understanding is the key to success.

The IT course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills such as User Interface (UI) and Design and Development, and you will learn how to develop a project plan for your own UI designs.

### **Component 1**

#### **Exploring User Interface Design Principles and Project Planning Techniques**

Students will develop their understanding of what makes an effective User Interface and how to effectively manage a project. They will use this understanding to plan, design and create a User Interface. This will be assessed through a controlled assessment task set by Pearson which includes four tasks to be completed in 6 hours of supervised sessions, and worth 60 marks (30% of the qualification). This will be completed in Year 10.

### **Component 2**

#### **Collecting, Presenting and Interpreting Data**

Students will understand the characteristics of data and information, and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information. This will be assessed through a controlled assessment task set by Pearson, which includes three tasks that will be completed in 7 hours of supervised sessions, and worth 60 marks (30% of the qualification). This will be completed in Years 10 and 11.

### **Component 3**

#### **Effective Digital Working Practices**

Students will explore how organisations use digital systems, and the wider implications associated with their use. This will be assessed through a written examination of 1 hour 45 minutes, and worth 60 marks (40% of the qualification). This will be completed at the end of Year 11.

### **Resources:**

codecombat.com | teach-ict.com | projects.raspberrypi.org/en/codeclub | codecademy.com

## DANCE

## OPTION SUBJECT

**EXAM BOARD: AQA – Paper Specification 8236**

### **GCSE DANCE**

GCSE Dance is a mainly practical course that aims to increase your skills as a dancer, choreographer and dance analyst.

As with all practical subjects, a desire to work hard in class time as well as out of hours learning will be the key to your success. You will perform in groups but also on your own and will develop the necessary confidence and expertise.

#### **Component 1**

#### **Performance & Choreography (60%)**

##### **What is Assessed?**

**PERFORMANCE** Set phrases through a solo performance (approximately one minute in duration)  
Duet/trio performance (three and a half minutes in duration).

**CHOREOGRAPHY** Solo or group choreography - a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and half minutes).

##### **How is it assessed?**

Internally marked and externally moderated

**PERFORMANCE** - 30% of GCSE  
40 marks (15 marks for set phrases and 25 marks for duet/trio performance)

**CHOREOGRAPHY** - 30% of GCSE

40 marks

Total component 60%

Non-exam assessment marked by the centre

#### **Component 2**

#### **Dance Appreciation (40%)**

##### **What is Assessed**

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

##### **How is it assessed?**

40% of GCSE

Written exam: 1 hour 30 minutes

Questions based on students' own practice in performance and choreography and the GCSE Dance anthology.

80 marks

#### **Useful websites**

Take a look at the full specification on [www.aqa.org.uk](http://www.aqa.org.uk), and search for GCSE Dance.

## DESIGN & TECHNOLOGY

## OPTION SUBJECT

EXAM BOARD: AQA – Paper Specification 8552

### GCSE DESIGN & TECHNOLOGY (PRODUCT DESIGN)

#### Why Study Product Design?

The GCSE course covers a range of skills from graphics to the making of products. This can lead directly into the current A Level structure where Design and Technology can be studied in the form of **Product Design** or **Resistant Materials**. From this point you could be looking at a career in the design industry serving, for example, car or furniture manufacturers.

AQA Product Design is a GCSE that in addition to traditional craft skills introduces students to new materials, manufacturing processes and emerging manufacturing technologies. Students are encouraged to design products which can be evaluated for their commercial viability. They will also learn how to critically analyse and evaluate existing products in order to develop their own ideas.

The GCSE course has a 50% controlled assessment in Year 11 in order to recognise the importance of design and practical work within the subject. The course requires students to study commercial constraints, marketing and the moral and environmental impact of design and making incorporating packaging, labelling and manufacturing/assembly instructions. While designing and making are considered the core of the qualification, it must be remembered that students are required to produce a comprehensive design portfolio to accompany their completed practical outcome. Finally, the subject also has a theory-based component accounting for 50% of the final examination. In addition to learning about materials and making processes, students will also study the history of manufacturing and historical design movements of the twentieth century.

#### Assessment

Product Design has a 50% coursework weighting and a 50% terminal, design based theory examination paper. The coursework component is derived from a theme that the AQA exam board sets the students each year in June. Students will be assessed on their response to design or develop a product using the given theme showing how well they can meet the assessment criteria for each area of coursework, both designing and making. The student's assignment must be submitted as an A3 format consisting of approximately 25 to 30 sides of relevant text, diagrams, records of experiments and model making to support the design and production of a chosen practical assignment. The final exam is a two-hour design-based task on a theme set by the AQA exam board. The exam will test a student's knowledge of materials and processes as well as their ability to creatively solve a design problem set by the exam board.

#### Costs

There is a voluntary contribution attached to cover the increasing cost of materials. A figure of £20 minimum per student per year should cover general material costs.



**DRAMA****OPTION SUBJECT****EXAM BOARD: PEARSON EDEXCEL– Paper Specification 1DR0****GCSE DRAMA**

Drama challenges students to look at the world in new ways. It demands taking risks, being creative and expressing yourself in an active and exciting way. It will require you to work in a group, contributing your ideas and taking on board those of others. You will be a performer, a director and a critic all in one lesson.

Students will learn how to explore new ideas by putting themselves in other people's shoes. They will also have the opportunity to play many different parts in different imaginary situations. The course offers students the chance to be inspired by looking at plays and seeing top quality performances. Students will then be challenged to perform in a public performance and ultimately sit a written exam.

**Content and Assessment overview**

Drama consists of two coursework components and one externally examined paper. All students must be prepared to perform in front of an audience.

**Component 1:****Devising**

**Coursework- 40% of the qualification – 60 marks**

**Content overview**

Create, develop and perform a devised piece from a stimulus.  
Analyse and evaluate the devising process and performance

**Assessment overview**

Internally assessed and externally moderated

There are **two parts** to the assessment:

1) A portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks). The portfolio submission evidence between 1500–2000 words

2) A devised performance (15 marks, assessing AO2)

**Component 2:**

**Performance from Text Coursework- 20% of the qualification – 48 marks**

**Content overview**

Students will either perform in and/or design for two key extracts from a performance text

**Assessment overview**

Externally assessed by visiting examiner  
Performance/design realisation covering both key extracts is worth 48 marks.

If two separate performances are done covering two key extracts, then each performance/design realisation is worth 24 marks.

**Component 3:****Theatre Makers in Practice**

**Written examination: 1 hour 30 minutes - 40% of the qualification – 60 marks**

**Content overview**

Practical exploration and study of one complete performance text  
Live theatre evaluation – free choice of production

**Assessment overview**

**Section A: Bringing Texts to Life - 45 marks, assessing AO3**

This section consists of one question broken into six parts (short and extended responses) based on one extract from the chosen performance text.

Performance texts are not allowed in the examination as the extracts will be provided

**Section B: Live Theatre Evaluation - 15 marks, assessing AO4**

This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen. Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

# FOOD PREPARATION & NUTRITION

## OPTION SUBJECT

EXAM BOARD: EDUQAS - Paper Specification C560P1

### GCSE FOOD PREPARATION & NUTRITION

#### Why Study Food Preparation and Nutrition?

In this GCSE course you will have the opportunity to develop skills in the following areas;

- Food preparation skills: preparing, cooking and presenting high quality meals.
- Food science: investigating and applying the scientific principles involved in the preparation of foods as well as understanding the functions of ingredients.
- Nutrition and food choices: understanding detailed principles of nutrition and healthy eating to make informed decisions for a range of different needs.
- Food safety: understanding food hygiene and safety techniques when preparing food.
- Food provenance: learning about where our food comes from and about the huge challenges that we face globally to supply the world with nutritious and safe food.

This course offers a full GCSE in Food Preparation and Nutrition and is a good foundation for further study towards a career in the food industry.

#### Assessment

**COMPONENT 1:** Principles of food preparation and nutrition (50% of qualification).

Written examination to be taken at the end of Year 11, comprising of short and extended answers.

**COMPONENT 2:** Food preparation and nutrition in action – controlled assessment (50% of qualification).

Two parts to be undertaken in Year 11:

- An investigation into the working characteristics of ingredients which is written up in a report of 1500 -2000 words. This is worth 15% of the final grade and must be completed within eight hours. Examples of the investigation might be, find the most suitable ingredients to produce a crisp pastry or investigate the different methods used to thicken sauces.
- A food preparation assessment worth 35% (12hours). Plan, prepare, cook and evaluate three dishes to suit a specific dietary need such as the cuisine of another country or a special diet such as vegetarianism. A report will be produced of 15 sides.

#### How can I do well in Food Preparation and Nutrition?

This course has a lot of theoretical information that will need a lot of constant revision. You will also need to employ your skills in English and science in order to carry out investigations, understand key elements of food science and be able to write clear reports and answers to exam questions.

#### Is there a Cost?

All students are expected to:

- Contribute for the cost of ingredients every term (£20 per term)
- Purchase a text book and for further support with revision and study at home.
- Provide ingredients for exam work.

#### Useful websites

Take a look at the full subject specification on [www.eduqas.co.uk](http://www.eduqas.co.uk).

## GEOGRAPHY

## OPTION SUBJECT

**EXAM BOARD: Pearson Edexcel - Paper Specification 1GB0**

**GCSE GEOGRAPHY B**

### Why Study Geography?

Geography is the key to the past, present and future, and is all about contemporary world issues and the world we live in. Students who study Geography gain a wide knowledge and understanding of the built and natural environment, and study some of the issues and challenges faced in key areas going forward through case studies and in-person visits. Geography connects intimately with science, looking more deeply into geology, biomes and earth sciences including tectonic hazards through a unique combined physical and human lens.

Students also have the opportunity to complete fieldwork in the local area and Nationally, and obtain their own primary evidence, which allows them to make connections between lesson study and the real world. They also develop empathy and understanding of many relevant news issues through the study of how humans interact with their environment. Geography is part of the Baccalaureate suite of subjects.

Through KS4, students will continue to build on knowledge gained through KS3. The GCSE course includes fieldwork in both an urban and natural environment, and there are two compulsory field trips to Guildford town centre and the South Coast. Additionally, we run a range of other trips to help bring the GCSE course to life and practice fieldwork skills which are examined in paper 3. A wide range of case studies and examples are covered from all across the world and personal experiences are also very relevant and useful. The course is usually completed by February half term in Year 11, and the remainder of the time is spent revising for the exams.

### Assessment

The GCSE Geography exam is a set of three papers, each 1 hour and 30 minutes long. Fieldwork is examined in paper 3. <https://www.youtube.com/watch?v=vDT5i2FdyV8>

### Homework:

Homework is set regularly to review topics and look back. Revision techniques learned to date are all utilised including flashcards, key terms and knowledge retrievers. Additionally, a list of stretch and challenge tasks are set alongside each topic, usually from Wide World magazine (see below) that students can use to acquire 'mastery' level in their subject. These tasks are connected to current news and affairs and can be used very successfully in the exam papers.

### Cultural Capital:

The school subscribes to "Wide World" magazine, and students have free online access to all current and previous emagazines. These are written by teachers and students and cover relevant case studies and exam techniques. There is an enormous and diverse range of jobs that taking GCSE Geography can give you access to.

Geography specification which can be found here

[https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/Specification\\_GCSE\\_L1-L2\\_Geography\\_B.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/Specification_GCSE_L1-L2_Geography_B.pdf)

Royal Geographical Society "Going Places with Geography Flyer" [shorturl.at/gIEG4](http://shorturl.at/gIEG4)

# HISTORY

## OPTION SUBJECT

**EXAM BOARD: Pearson Edexcel - Paper Specification 1HIB**

### GCSE HISTORY

#### Why Study History?

History develops skills, knowledge and understanding that will serve young people well in many walks of life, including Archaeology, Anthropology, Researching, Law, Teaching, Intelligence Services, Journalism and many more.

GCSE History will encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study.

GCSE History enables students to engage in the process of historical enquiry, to develop as effective and independent critical thinkers, and develop their knowledge and coherent understanding of selected aspects of the subject. It enables an awareness of how the past has been represented and interpreted differently. It also develops the ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context, and to recognise that their historical knowledge, understanding and skills help them understand the present.

#### GCSE Assessment

**Paper 1:** Thematic Study and Historic Environment – students will study Crime and Punishment in Britain, 1000 – present. This will include a focus on Whitechapel 1870-1900, the focus being: Crime, policing and the inner city. **30% of total GCSE. The examination will be 1 hour and 15 minutes**

**Paper 2:** This will include two topics. Students will be studying Early Elizabethan England 1558-1588 and will also do a period study looking into the American West 1835-1895. **40% of total GCSE. The examination will be 1 hour and 45 minutes.**

**Paper 3:** This will be a modern depth study. Students will study Weimar and Nazi Germany 1918-1939. **30% of total GCSE. The examination will be 1 hour and 20 minutes.**

#### How to do well in History

- Ensure you keep your exercise book up to date with all work presentable and detailed
- Participate in class and ask questions
- Do homework, very carefully read the suggestions made and act on them
- Practise exam style questions and revise appropriately

#### Useful websites

Full specifications of the course are online at:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

# MUSIC

## OPTION SUBJECT

**EXAM BOARD: Pearson Edexcel - Paper Specification 1MU0**

### GCSE MUSIC

#### Who Can Take Music?

Every single student comes to GCSE music with their own unique musical experiences and interests, which makes the music classroom a really exciting place where we can all learn from one another, collaborate, share and support each other to develop new knowledge and skills.

Music is suitable for singers and instrumentalists. You just need to be genuinely interested in music and excited to perform and create. You must be ready to perform in class and in front of your peers!

The course involves three components, which are performing, composing and appraising. Performing and Composing are coursework elements worth 60% of your final grade. The appraising takes place through a listening exam at the end of the course and this provides 40% of your grade.

Component	Weighting	Assessment
<b>Performing</b>	Solo (15%) Ensemble (15%)	Coursework (internally assessed, externally moderated)
<b>Composing</b>	Free choice (15%) Exam brief (15%)	Coursework (internally assessed, externally moderated)
<b>Appraising</b>	40%	Exam (1hr 45m)

#### Set Works

GCSE Music ensures that students appreciate and engage with a wide range of styles. Students will need to be open-minded in order to explore unfamiliar genres and music from different times and cultures. There are eight set works across four Areas of Study (AoS), ranging from JS Bach to John Williams and Queen.

#### Skills and Future Success

GCSE Music at Christs' College Guildford aims to cultivate the many different qualities in our learners that are highly sought by colleges, universities and employers. For levels 7-9 it is advisable to have a grade 4 in either music theory or in the performance of a musical instrument. So no matter what your next steps are for 6th form and beyond, music helps you prepare for a successful future and in particular fosters the following skills:

- Independent learning
- Self-management
- Determination
- Courage
- Creativity

# PHOTOGRAPHY

## OPTION SUBJECT

**EXAM BOARD: AQA - Paper Specification 8206**

### **GCSE PHOTOGRAPHY**

#### **Why Study Photography?**

Choosing Photography will enable you to develop your creative ability which is widely valued by universities and work places, giving you a broad spectrum for the future. There is a vast range of careers within the photography world including Advertising, Fashion, Product, Travel, Television and Film.

Learning Photography will enable you to develop your artistic and creative skills. It is not essential to be able to draw, you just need an artistic eye, as the camera will be your paintbrush! You will learn how to manipulate photographs using Photoshop, use professional studio equipment, and learn about composition, lighting and image meaning. You will explore a wide range of styles of photography from portraiture to landscape, to close-up or experimental.

All work completed in lessons and for homework will be accounted for. The Portfolio is built up from several smaller projects where you practise your photographic skills, learn about the History of Photography, be inspired by other photographers and develop your own personal response. In Year 9 you will learn the skills required to ensure you are successful at GCSE Photography. In the Summer Term, you will start your GCSE coursework and continue in Years 10 and 11. In order to succeed in Photography, homework is essential as you will need to go out and take photographs regularly

#### **Assessment**

**Unit 1:** Portfolio of Work - 60%

The majority of coursework is completed in Years 10 and 11 both in lessons and at home. Every piece of work is entered as part of your GCSE. You will be given a range of projects which will fulfil the marking criteria and develop your photographic ability.

**Unit 2:** Externally Set Task - 40%

In January of Year 11 you will be given an examination paper from which you will choose one question. You will have a period of time to prepare and research your question and then complete a final piece in a 10 hour controlled exam. The main element of this exam will be manipulating your photographs using Photoshop.

Students may wish to purchase a digital SLR camera although this is not essential, just easier to have your own camera especially at home. Students will require their own SD card and may be required to top up their colour printing allowance each term.

#### **How to do well in GCSE Photography?**

- Meet all deadlines and complete homework (approximately two hours every week)
- Be prepared to experiment with ideas, media and techniques
- Try hard and work to the best of your ability at all times
- Have your own equipment and SD card
- Challenge yourself and be self-critical

#### **Useful websites**

Full specifications of the course are online at [www.aqa.org.uk](http://www.aqa.org.uk). Search for GCSE Art and Design: Photography.

**PHYSICAL EDUCATION – TWO OPTIONS****OPTION SUBJECT****EXAM BOARD: Pearson - Paper Specification 1PE0****GCSE PHYSICAL EDUCATION OR EDUQAS SPORT AND COACHING PRINCIPLES****Why Study Physical Education?**

These courses are an excellent starting point for a career in the Sports and Leisure industry. Many ex-students have become sports coaches or personal trainers, as well as gym instructors. They can lead to students studying A Level study in Sport and further degree courses in Sports Science, Sports Medicine, Physiotherapy, Sports Psychology, Biomechanical Analysis and PE coaching/teaching.

Both courses are demanding yet fun courses to participate in, and combine both practical and theory elements. However, the GCSE course has a significant theory element to learning (60%) and two exams at the end of Year 11, whereas the Sport and Coaching Principles course has only one exam (40%) and two other more practical units of work which are coursework based and moderated within school. The PE department and your teachers will decide on which course you are best suited to.

For **GCSE Physical Education**, the practical element is 40% of the overall grade and can be delivered through the student undertaking three different sports and a Personal Exercise Plan. The other 60% is based on the theory that underpins sport, such as Anatomy, Physiology and Psychology. There are 2 examinations at the end of Year 11. Students will need to revise for these examinations; this is ongoing throughout, as there are a series of tests and mock papers to ensure progress is on track.

**Assessment****Unit 1 - Theory of PE – 60%**

The two examination papers cover different topics. Paper 1 covers Fitness and Body Systems which relate to Anatomy and Physiology, Movement Analysis and Physical Training. Paper 2 covers Health and Performance which relate to Health, Fitness and Well-being, Sport Psychology and Socio-cultural influences.

**Unit 2 - Practical PE – 40%**

Students can do up to three sports, each worth 10% of the final mark. A Personal Exercise Plan (PEP) is worth 10% of the final grade. Students will be assessed in an individual activity as well as a team activity and then have a choice about which other sport they do

**Eduqas Sport and Coaching Principles**

This course is broken down into 3 units, students are examined in Fitness for sport which focuses on adaptations to body systems during exercise, components of fitness and training to improve performance. This unit is worth 40% of overall grade. The other two units are assessed internally through controlled assessment. Improving sporting performance is aimed at students analysing sporting performance and the factors which affect performance. This unit is worth 25% of the overall grade. The final unit of work is Coaching Principles provides students with the challenge of planning, leading and evaluating a coaching session within a sporting activity of their choice. This unit will bring together all prior knowledge from previous units and is worth 35% of overall grade.

**How to do well in Physical Education**

Practice is the key to any performance. If a student is willing to try new things, experiment and shows no fear of failure, they will find that by trial and error their performances will improve. The more they practise their skills in lessons, the more they rehearse their techniques, and the more they revise their theory, the better they will become.

**Useful websites**

Full specifications of the GCSE course are online at [www.edexcel.com](http://www.edexcel.com). Search for GCSE Physical Education 2016.

Full specification for the Eduqas Sport and Coaching Principles can be found at

[https://www.eduqas.co.uk/qualifications/level-1-2-vocational-award-in-sport-and-coaching-principles/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/level-1-2-vocational-award-in-sport-and-coaching-principles/#tab_keydocuments)

# RELIGIOUS STUDIES

## OPTION SUBJECT

**EXAM BOARD: AQA - Paper Specification 8062**  
**GCSE RELIGIOUS STUDIES**

At Christ's College Religious Studies is a core subject.

### Why Study Religious Studies?

Religious Studies is dynamic, engaging and relevant. You will consider real life issues affecting you and the people around you from a range of religious and non-religious viewpoints. You will get to have your say, and learn about what really matters in the world. In the future, it could take you towards a variety of careers including the police, counselling, social work, nursing, youth work, teaching or philosophy – in fact, Religious Studies is a vital qualification for any career that requires an understanding of people.

It is a study of real life and real issues, in which we try to answer the big questions about God and the world around us. The course covers topics within the study of religious teaching and practice, and key philosophical and ethical themes. A range of viewpoints are considered throughout the course, however students will focus primarily on understanding Christian and Muslim approaches to the issues covered.

### Outline of the Course

The course comprises the following, equally weighted components:

#### **1. The study of religions – 50%**

- Beliefs and practices in Christianity
- Beliefs and practices in Islam

#### **2. Thematic Studies – 50%**

- Crime and Punishment
- Peace and Conflict
- Religion and Life
- Relationships and Families

To be successful in Religious Studies students will need to gain knowledge and understanding of religious concepts, as well as developing an ability to analyse and evaluate opposing points of view. Students will need to have an open mind and be able to clearly explain not just what different people think and do, but why.

### Assessment

There is no coursework involved with this course. This is a linear course and assessment is done solely through written examinations at the end of the course in Year 11. Students will sit papers in both of the assessment components outlined above.

### How to do well in Religious Studies

- Get involved! Take an active part in the learning and have your say
- Be open to other points of view and ready to listen to everyone's views
- Develop your writing skills so that you can explain accurately and argue convincingly
- Work hard to achieve your full potential
- Listen to advice and feedback given on how to improve your grade



## SEPARATE SCIENCES

## OPTION SUBJECT

**EXAM BOARD: AQA**

**GCSE BIOLOGY** - Paper Specification 8461

**GCSE CHEMISTRY** - Paper Specification 8462

**GCSE PHYSICS** Paper Specification 8463

GCSE Separate Sciences offers students a chance to gain a more in-depth knowledge of Chemistry, Biology and Physics and to build on areas covered in Combined Science in more detail as well as covering extra content. This course is great preparation for studying Science at A level, undergraduate and postgraduate degree level.

The aim is to enhance understanding of key scientific concepts, build on topics covered in Combined Science and prepare students to study Science at the next level. Students studying Separate Sciences will have an additional four lessons, and in this time will cover additional content in the following areas;

### **BIOLOGY:**

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

### **CHEMISTRY:**

1. Atomic structure and the periodic table
2. Bonding, structure and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

### **PHYSICS:**

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism & Electromagnetism
6. Particle model of matter
7. Atomic structure
8. Space physics

Separate Science enhances the understanding of the effects of Science on society and knowledge of the material, physical and living worlds. Additionally, students will further develop how to use hypothesis and evidence to understand Science. During the course, students will deepen their observational, enquiry and problem-solving skills and become adept at communication, mathematics and technology involved in science.

### **Examination information**

Students will sit six exams at the end of Year 11 – two Biology, two Chemistry and two Physics.

Each paper will be 1 hour and 45 minutes long.

The students will achieve three separate GCSEs (Biology, Chemistry and Physics).

There will also be 24 required practical experiments that students have to complete through-out the course.

Aspects of required practical work, including correct use of equipment and analysis of outcome are also assessed in the examinations.

# TRAVEL & TOURISM

## OPTION SUBJECT

**EXAM BOARD:** Pearson – Qualification Number: 603/7048/8  
**BTEC LEVEL 1/LEVEL 2 TECH AWARD IN TRAVEL AND TOURISM**

Students will complete **three** components.

### **Why Study Travel and Tourism?**

The Travel and Tourism sector is recognised globally as being fast-paced and dynamic, providing a range of employment opportunities, both directly and indirectly, across the world. There are many factors which can impact the sector and the organisations that operate within it. The use of technology and innovation means that the sector is at the forefront of emerging trends and developments, igniting our passion for exploring new destinations, and providing exciting opportunities to learn more about the world we live in.

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills through vocational contexts, by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global travel and tourism.

### **Component 1**

#### **Travel and Tourism Organisations and Destinations**

Students will investigate travel and tourism organisations in the UK, their ownership, aims, key products and services, and how they work together. They will also explore the role of different consumer technologies within the Travel and Tourism industry. Students will understand the different types of tourism and different types of visitor, and will investigate the features of and routes to popular tourist destinations. This is assessed through a controlled assessment task set by Pearson, which includes five tasks that will be completed in 4 hours of monitored preparation and 6 hours of supervised sessions. It will be worth 60 marks (30% of the qualification), and it will be completed in Year 10.

### **Component 2**

#### **Customer Needs in Travel and Tourism**

Students will investigate how organisations use market research to identify travel and tourism trends, and identify customer needs and preferences. They will apply their understanding by exploring how specific needs are met by organisations, and how travel planning meets customer needs and preferences. This is assessed through a controlled assessment task set by Pearson, which includes four tasks that will be completed in 5 hours of monitored preparation and 6 hours of supervised sessions. It will be worth 60 marks (30% of the qualification), and it will be completed in Years 10 and 11.

### **Component 3**

#### **Influences on Global Travel and Tourism**

Students will explore the different factors that may influence global Travel and Tourism, and how travel and tourism organisations and destinations respond to these factors. Students will examine the potential impacts of tourism at global destinations, and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism. This is assessed through a 2 hour final written examination worth 60 marks (40% of the qualification). This will be completed at the end of Year 11.

**Resources:** Visitbritain.com | BBC Bitesize | Revision Guide | t&tpublishing.co.uk | mondrago.co.uk

## Religious Studies & PSHE

## Non-Examined

### Religious Studies

Religious Studies is a dynamic, engaging and highly relevant subject. During core RE lessons in KS4, you will consider real life issues affecting you and the people around you from a range of religious and non-religious viewpoints. You will get to have your say, and learn about what really matters in the world. In the future, it could take you towards a variety of careers including the police, counselling, social work, nursing, youth work, teaching or philosophy – in fact, Religious Studies is a vital foundation for any career that requires an understanding of people.

These are some of the questions we will explore:

- Where does life come from?
- Does it matter how we treat our planet?
- Should we have the right to test new medicines on animals?
- What happens after we die?
- How important is family?
- When is it okay to have sex?
- Are genders equal in today's society?
- Why is there so much poverty in the world?
- What does religious freedom look like?

And many more.

### PSHE

PSHE allows students to be educated in areas outside of the national curriculum. The course is designed to allow students to debate issues and build their understanding through asking questions. Students are encouraged to listen to the opinion of others and question what they already know. The course has a variety of topics in Year 10 and 11 including:

- Human rights
- The prison system
- Marriage
- Equalities Act
- Social Media
- First Aid
- Stress Management
- Financial Management
- Personal banking
- Refugees and current affairs
- CV writing
- Abortion and miscarriage
- Euthanasia

## CONTACT DETAILS

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## DEPARTMENT SUBJECT LEADERS

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## CAREERS ADVICE

Mr Annan our careers lead is available every Friday in the Hub, both before college, at break and lunchtime to answer any questions you may have about careers.