

Year 9 Options Booklet, 2017

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Introduction

The purpose of this booklet is to guide you through the options procedure and to help you make informed choices for your GCSE courses. Please take time to read all the material here carefully before you make your choices. If you have any questions about GCSE options, then please contact your form tutor or Head of House.

Summary of Subjects and Choices in Years 10 & 11

Compulsory GCSE Subjects:

English Language, English Literature, Mathematics, Biology, Chemistry, Physics

Compulsory Non-Examined Subjects:

PE, Games, Co-curriculum, PSHE

Optional GCSE Subjects: Four choices, to include at least one Modern Foreign Language, from: Art and Design, Design and Technology, Geography, History, Latin, French, German, Music and RS.

Students are also asked to select a reserve choice, should their preferred selection prove impossible. In this event, you would be notified when this becomes apparent, later in the year, as the timetabling process begins.

The School Week

Each subject has an allocated number of teaching periods in the school timetable. As English studies two GCSE subjects, it has the largest allocation with 8 periods per fortnight in Year 10. The three sciences are allocated 4 periods each, with each remaining GCSE subject allocated 6 periods per fortnight.

The remaining lessons are allocated to the non-examined subjects. Students in Year 10 follow a Games programme together on Thursday afternoons. In Year 11, they join the Senior Games programme on a Wednesday afternoon.

Coursework/Non-examination assessment (NEAs)

GCSEs can be assessed in two ways: through coursework/non-examination assessment and through examinations. Coursework/non-examination assessments have been drastically reduced in the new GCSEs. At Judd, some subjects are assessed by both coursework and examination, but most are assessed by examination only.

However, coursework/ non-examination assessment provides two essential study skills for students: individual study and time management. If the students use their class and homework time wisely, then they will encounter few difficulties in meeting deadlines and they will benefit immensely from the more independent learning style that will be a key feature of A-level courses.

Coursework/non-examination assessment should not be the most important factor that influences your option subjects. (*See page 18 – Making your Choice – Advice and Guidance*)

Types of GCSE

New GCSEs

You may already be aware that new GCSEs have been introduced in all subjects offered at Iudd. Ofqual have reformed the content of GCSEs to make them “more challenging so pupils are better prepared for further academic or vocational study, or for work.”

The new GCSEs will be graded on a 9 point scale where 9 is the top grade. There is no direct comparison between individual grades on the new and old A*-G scale, however:

- Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.
- Broadly the same proportion of students will achieve a grade 7 and above as currently achieve an A and above.
- For each exam, the top 20 per cent of those who get grade 7 or above will get a grade 9 – the very highest performers.

Glenys Stacey (Ofqual Chief Regulator and CEO) cautioned against direct comparisons of individual grades.

IGCSEs and Level 2 Certificates

These alternatives to the old style GCSEs have been studied in a number of subjects in recent years. They were very popular in selective and independent schools as they offered an academic curriculum, with rigorous assessment strategies, appropriate to our students. With the advent of reformed GCSEs we now only follow the CIE IGCSE in History. This qualification is still graded A* to G with implied equivalence to the ‘old style’ GCSEs. However, CIE (examination board for the IGCSEs) have not as yet redesigned their specifications for a 9-1 grading that satisfy Ofqual accreditation.

Core Subjects

Mathematics

All boys will be prepared for the new GCSE which was introduced in 2015. The content of the course provides a strong mathematical basis for future study, and the specification also puts an increased emphasis on students' reasoning and problem-solving skills. The teaching groups are set according to a student's pace of comprehension and, for those students in the accelerated sets, we will study for an extra qualification – either the FSMQ Additional Maths or the AQA Level 2 Certificate in Further Maths.

The skills developed in the new GCSE Maths are essential for a student tackling A Level Maths or indeed A Level Further Maths. Whilst knowledge of an additional qualification will enable students to undertake an accelerated course, there is no requirement for students to take anything above GCSE to study Further Maths. All groups will benefit from a thorough preparation of the GCSE content, and setting is under constant review throughout Year 9 to ensure that all students are studying at a comfortable yet challenging pace.

Head of Mathematics: Mrs L M Mifsud

Science

Students in year 9 have already started their GCSE in Biology, Chemistry and Physics. We follow the AQA GCSE course for separate sciences.

For each science, students will sit two papers at the end of year 11. Each paper is 1 hour and 45 minutes long and contributes equally to the overall grade. The questions are a combination of multiple choice, structured, closed short answer and open responses. Our students will sit the Higher Tier papers.

Heads of each Science:

Biology – Dr M F Courel, Chemistry – Mrs A M Bambridge, Physics – Mr S A Hewitt

English (Language and Literature)

From September 2015 there has been significant changes to the syllabus for both English Language and English Literature.

English Language: Students sit two exams in Year 11: Paper 1 (1hr 45 m) and Paper 2 (1hr 45 m). There is no written coursework.

English Literature: Students sit two exams in Year 11: Paper 1 Shakespeare and Post-1914 Literature (1hr 45m) and Paper 2 19th-century Novel and Poetry since 1989 (2hr 15m). There is no coursework for this subject and both exams are closed text.

There is additionally a non-examination assessment of Speaking and Listening, which does not contribute to the overall score for either subject but is separately endorsed (Pass, Merit or Distinction).

There will be 8 lessons over the fortnight timetable. Students will receive an anthology of poetry from the school, for Paper 2 of English Literature, but are expected to provide the texts (novel/drama) themselves.

Head of English Department: Mr A W McCulloch

Compulsory Non-Examined Subjects

Co-curriculum

There is a compulsory requirement for all students to receive Religious Studies lessons. If you choose NOT to take Religious Studies as a GCSE option, then your co-curriculum lessons will be used to meet this requirement. Students studying Religious Studies as part of Co-curriculum will follow the Kent Agreed Syllabus and will work towards a Short Course GCSE. For those who choose the RS GCSE option the co-curriculum lessons will cover a range of life-skills and interests which will be determined later in the year and may include (for example) musical expression, cookery, politics, architecture or personal finance.

Personal, Social and Health Education programme

In years 10 & 11 students will follow a PSHE programme delivered through 'collapsed' curriculum days. Students will study various elements of PSHE and Citizenship, covering four main areas:

1. Relationships and sex education. This covers contraception and safe sex and healthy relationships (in families, friendship groups and same/opposite sex romantic relationships).
2. Careers and Finance: Career choices, post-16 options, money management, study skills and writing a CV.
3. Wellbeing: Mental health, stress and resilience, alcohol and other drugs.
4. Citizenship: Rights and responsibilities, diversity and discrimination, environmental issues and crime and justice.

PSHE and Citizenship are delivered by a combination of teaching staff and outside speakers.

Careers Advice & Work Experience

All students have access to the Careers Library (Room 24) throughout the day. Mrs Thomas, the Careers & Higher Education Advisor, is available to help with any questions you might have about choosing GCSE or A Level subjects, university courses or employment. She is happy to be contacted by students and parents by email linda.thomas@judd.kent.sch.uk. There is a wide range of literature covering many different career options as well as all the university and college prospectuses.

Careers interviews can be made with Mrs Thomas or with an independent careers advisor who visits the school, upon request. Careers Education Information and Guidance (CEIAG) is an integral part of the Year 10 and 11 PSHE programme. In addition, students will have access to 'cascaid-launchpad', an online careers service with information on different careers and the requirements for the role.

The Judd School provides every Year 11 student the opportunity of a personal interview to discuss their Sixth Form, Higher Education and career plans with a senior member of staff.

Work Experience takes place in Year 12 but it is recommended that students take every opportunity of doing work related learning in Y11 after they have finished their GCSEs in preparation for the Sixth Form.

Optional Subjects

Art and Design

The Judd Art Department offers AQA Fine Art full course at GCSE over two years.

GCSE Fine Art (specification code 8202)

This GCSE course provides students with a wide range of stimulating opportunities to explore their interests in Art and Design, develop skills and create personal outcomes.

Candidates receive instruction in both traditional and new media. They are then encouraged to develop as independent, creative individuals, producing personal responses to themes set by their teacher and by the AQA exam board.

Unit 1 Portfolio of Work

96 marks: 60% of GCSE. Set and marked by the centre and moderated by AQA

The assessed portfolio of work is composed of 2 elements; the first is teacher instigated and the other directed more by the student.

1. A selection of trials and experiments

We start the course with an introduction to advanced 2D and 3D practical processes. Students will work through an induction process covering a variety of techniques within the following areas; drawing, painting, sculpture, installation, printmaking, mixed media and land art.

Students will also develop their skills of visual analysis and critical understanding through the practical and theoretical study of artwork from different times and cultures.

2. A sustained project

Having developed confidence in their technical abilities through the induction process, students will then carry out a sustained project, developing personal and independent responses to a given theme. Teachers and technicians will support, encourage and advise students throughout the self-directed process.

In January of year 11 students carefully select, organise and present the best outcomes produced during the induction lessons, as well as their sustained project. Portfolio work is mounted on study sheets for submission and final assessment.

Unit 2 Externally Set Assignment

96 marks 40% of GCSE - Marked by the centre and moderated by AQA

Question papers are issued from January 1st in year 11. Students respond to a starting point chosen from an externally set assignment paper. There is a period of preparatory time before the 10 hours of supervised time which normally takes place after the Easter holidays.

All assessment objectives must be met through a combination of the project work completed before the exam, and a final outcome produced under controlled conditions.

GCSE Assessment objectives:

Candidates must demonstrate their ability to:

AO1	Develop their ideas through investigations, demonstrating critical understanding of sources.
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3	Record ideas, observations and insights relevant to intentions as work progresses.
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

At GCSE we pride ourselves on helping students to develop individual lines of enquiry reflecting their values and enthusiasms, while encouraging the development of skills and challenging understanding.

Past Moderator's comments:

“Students’ confidence in the use of a wide range of media and their most personal, thoughtful outcomes were as a result of an excellent course of study in the Fine Art endorsement. It was a pleasure to see their work.”

“Impressively, both projects, one on Coast and the other on Expressionism, were based on first hand experiences through gallery visits and trips to the coast... Many of the students whose work was seen were actively engaged in the process of art and design in order to develop as independent learners and reflective young people with enquiring minds. Many were confident in taking risks and had an understanding of the role of contemporary art in society, by questioning and responding to art in its broadest sense.”

For further information or advice on any aspect of the course students should see:

Head of Art Department: Miss L M Thomas

Design Technology

“GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.” AQA Design and Technology

This is an exciting and challenging course for those pupils who have enjoyed Design and Technology in Years 7, 8 & 9 and wish to continue their interest. The course aims to encourage students to problem solve through the design and manufacture of a prototype products and develop knowledge and understanding of Design & Engineering industries. Pupils will complete a range of practical projects and a theory subjects over the course of year 10. Pupils are introduced to the more demanding nature of the subject at this level with a wide range of material uses and processes. The use of CAD/CAM and technology is encouraged through all stages of the course. Their work is complemented by an on-going graphics programme covering presentation techniques as well as marketing, commercial and industrial practices. The wider social, cultural, moral and environmental implications of Design and Technology are also considered.

In year 11 students complete a large design project for the NEA (non-examined assessment) that is set in June of year 10 by the exam board. Pupils work to develop a design solution to the set design context. Research, sketching and modelling are used to develop a design idea, and a range of manufacturing methods used to create a working prototype of the students' own design.

Scheme of Assessment

Written Paper: 50% of total marks. Candidates will be tested on their knowledge and understanding of the design and development process, a range of different materials and manufacturing processes.

Non-Examined Assessment: 50% of total marks. One practical project (which should typically represent about 40 hours of workshop time) together with a supporting design folder detailing all aspects of the piece. A range of materials may be selected for use including paper/card, wood, metal, plastics, textiles and electronic components.

Head of Design & Technology Department: Mr F S Reay

Geography

The Geography GCSE (9 – 1) course follows the Edexcel Geography A syllabus. The course divides into 3 units:

1. The Physical Environment

- The Changing landscapes of the UK
- Weather hazards and climate change
- Ecosystems, biodiversity and management

2. The Human Environment

- Changing cities
- Global development
- Resource management

3. Geographical Investigations

- Fieldwork
- UK challenges

By the end of Year 9 students will already have covered a number of topics to a GCSE standard, looking at World Development, River landscapes and processes, Population change and Managing water resources. This new GCSE syllabus gives students the opportunity to study a range of contemporary topics with equal emphasis on both Physical and Human Geography.

There is also a **fieldwork** element to the course and students must undertake two days of fieldwork (one on Physical Geography and one on Human Geography). These fieldwork investigations will involve researching a topic and environment, carrying out fieldwork, presenting and analysing results and using their geographical knowledge, understanding and skills to interpret these environments. There is no longer any coursework element to this syllabus.

Students are also expected to draw on their knowledge and understanding of Physical and Human Geography to investigate contemporary challenges facing the UK today. These UK challenges will be drawn from the four themes below:

- Resource consumption and environmental sustainability challenge
- Settlement, population and economic challenges
- Landscape challenges
- Climate change challenges

The GCSE course is also based on a wide variety of skills including a high skill level in literacy and numeracy. Other skills that students will develop throughout their course of study include: atlas and map skills, graphical skills, investigative skills, and data and information research skills.

Due to its high skills content and the underlying basis of learning knowledge and understanding of different places in the world around us, Geography is often seen as a good subject to study alongside other subjects. At A level it is often studied alongside those studying Mathematics and Science subjects but is equally comfortable as an accompaniment to English and Languages.

Head of Geography Department: Mr N. A. Southall

History

Course: University of Cambridge IGCSE Modern World History

Assessment: Two exams at the end of Year 11 and Coursework at the end of Y10

The study of History at IGCSE focuses upon understanding the nature of the modern world, with a focus on events in the 20th century. The course is spread over three years and covers a range of themes from international relations, to warfare and social crises. The IGCSE exam allows for much flexibility allowing students to focus on areas that suit their personal preferences and strengths.

Year 9: Students focus on European history in the first half of the 20th century – a most tumultuous, disturbing and significant period that spans across two World Wars and has left a deep imprint on the collective memory of all nations involved.

Year 10: This year provides our historians with a more international perspective as they examine inter-war America with its gangs, prohibition, boom and bust before they conduct a study on post-war attempts to secure peace in international relations.

Year 11: The Cold War is an essential period within living memory and affects our society to this day. Case studies of the Vietnam War, the Korean War, the Cuban Missile Crisis and the division of Europe show just how close the world came to a nuclear war. The newly introduced study of conflicts the Middle East is highly topical and provides an essential historical backdrop to today's struggle for peace in this area of the world.

Y9

The First World War



The Second World War



The Holocaust



Y10

Interwar USA



International Relations



Coursework



Y11

The Cold War



Conflicts in the Middle East



Revision + Exam Prep



Why study history?

Because it is interesting...

The vast majority of students enjoy the IGCSE course we offer. The fascinating wars and conflicts of the 20th century highlight the darker sides of recent human history whilst the attempts to achieve and maintain peace look at the flipside of this coin. But studying History not only provides us with interesting insights into human nature, it also helps us understand the emergence of the political and societal structures we find today.

Because it is useful...

History fosters a skill set that is highly beneficial to the studies of other subject areas such as English, geography, RS and languages. A good historian can put a convincing argument together, write in a coherent and intelligent manner and knows much about the world we live in – key skills required in a vast array of professions such as law and journalism. History graduates can therefore be found in a wide range of fields from politics to business and even in the royal family. John F Kennedy, Prince Charles and Annita Roddick, the founder of 'Body Shop', are only a few examples of highly successful and influential history graduates.

Because of its reputation...

Employers and universities know what good historians can do and look favourably on those who studied it successfully even when outside the traditional areas associated with the subject. History is rightfully regarded as a highly academic and demanding subject and a History GCSE qualification is therefore a very useful asset on anyone's CV.

Head of History Department: Miss K Hoyer

Famous history graduates



Latin

Latin is a rewarding subject which is highly respected for its academic rigour and the skills which it develops, such as the ability to be logical and analytical, clarity of expression, ability with language, the ability to persuade. These skills will be highly valued by future employers.

Results are excellent: in 2016 89% of candidates achieved an A* or A grade. The number of students opting to study Latin is increasing and there are currently 58 students studying Latin in Year 10.

Students will continue to develop their linguistic skills through the language component of the course, while the literature component develops students' understanding of the society and values of the Classical World.

Language: In Year 10 the focus at the start continues to be on language. Students continue to study the Cambridge Latin Course. Book IV is set in Rome and centres on life under the cruel emperor Domitian and on the schemes of Salvius. Most of the grammar required for GCSE will have been covered by the end of Year 10.

Literature: After Christmas in Year 10 literature is introduced. This is divided into prose and verse and has been selected to stimulate not only the enjoyment and appreciation of the Latin language but also interest in the themes explored by the Classical authors. The prose literature will focus on Boudicca's rebellion and the Druids, and the verse will consist of extracts from Book 4 of Virgil's epic poem The Aeneid which describes the adventures of the hero Aeneas. All questions in the literature papers will be based on material that has been extensively studied in class.

The aim of the course is both to develop students' linguistic skills and their appreciation of the Classical World. To aid the latter, a non-compulsory trip to Italy is offered to pupils who have opted to study Latin. This greatly has been greatly enjoyed by students since 2002. 4 days are spent in the Bay of Naples area and 3 in Rome and sites visited include Pompeii, Herculaneum, Mt. Vesuvius, Capri, Solfatara, The Colosseum, The Roman Forum, The Palatine Hill, Ostia and St. Peter's Basilica.

The OCR specification is followed which consists of 3 components weighted as follows:

Language (comprehension and translation):	50%	(1 ½ hour paper)
Prose Literature:	25%	(1 hour paper)
Verse Literature:	25%	(1 hour paper)

If you have any questions about studying Latin at GCSE please speak to Mr. Thornton or Mrs Gale.

Head of Latin Department: Mr R J D Thornton

Modern Foreign Languages

Every student at Judd is required to take at least one Modern Foreign Language at GCSE. Students may, of course, choose to take both French and German.

French

The French department offers the AQA GCSE. The balance of skills is 50% speaking and writing and 50% comprehension (reading and listening), which allows all students of all abilities to perform well and achieve their full potential. Four separate papers are taken in the different skills areas including speaking.

Lessons aim to be interactive and fun as well as challenging; they include group and pair work as well as help with essay planning and writing and focus on comprehension skills. Assessments throughout the course are based on past and specimen papers which gives students confidence as they are fully familiar with the demands of the exam before they sit it. There is no coursework component and all skills are assessed by final exam at the end of year 11, with a focus on accuracy.

A firm grammatical foundation will be established and expertise and excellence in the written language will be fostered, especially for those boys who are likely to continue their study of French to A/S level. Cultural knowledge of France is intrinsic to our teaching and we use authentic materials, songs and films where appropriate to supplement our teaching.

The Spoken Language

The French department offers all GCSE students the opportunity to use the spoken word. Native speakers work with us to help prepare our students for the oral exam and give them confidence in the role play aspect of the exam as well as in the general questions on such themes as:

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

These themes are broken down into further topics of interest such as social media, cinema, holidays, sport and free time.

The French Exchange

Students from years 11-13 are invited to take part in the annual exchange to France which this year is to Tourcoing, near Lille. Students will be given the opportunity to experience life in a French school as well as benefitting from staying with a French family. The Judd students go to France in the first part of the February half-term and the return leg of the exchange takes place at the beginning of the Easter holiday. Many students go each year, gaining a very strong foundation in the spoken language as well as an understanding of French culture.

Head of French Department: Mrs S H Terrasse

German

Why choose this subject?

At Judd we are passionate about German. We believe that learning German is much more than just learning a language. Whether you are interested in history, music, literature or architecture, Germany has it all. When you learn a foreign language you will obtain a range of skills which can improve the quality of both your work and private life. Germany has an incredibly strong economy and a wealth of international links. German can be a useful additional skill in any career, as it ranks among the top 10 most frequently spoken languages in the world and plays an important role in many countries, particularly in Central and Eastern Europe.

What and how will you be learning?

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

Theme 1: Identity and culture

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

Theme 3: Current and future study and employment

The German Department has a very interactive teaching style and encourages as much active participation in lessons as possible, in order to increase students' confidence in their own abilities. There is a considerable amount of work on comprehension of the spoken and written word and on oral practice, sometimes in pairs and groups, as the oral test includes general conversation, a role-play and a picture based discussion.

Furthermore, a firm grammatical foundation will be established and expertise in writing the foreign language will also be expected, especially of those boys likely to continue language study. Cultural knowledge of the country is strongly encouraged by the Department through the watching of films in German and listening to authentic music as well as reading German magazines and readers, to supplement the course where appropriate.

The candidate who successfully completes the GCSE course should be able to communicate in the foreign language in situations he is likely to encounter when visiting a German speaking country or when receiving a guest from that country.

How will the course be assessed?

German is following the AQA syllabus for GCSE and students will take four separate examinations on the language skills at the end of Year 11 – listening, speaking, reading and writing (25% each).

How do you find out more?

Please talk to your German teacher. You can also find more information on the AQA website, specification code: AQA 8668

Exchange visits

The long standing German Exchange with the Adolf-Reichwein-Gymnasium (the 2016 Exchange was our 44th!) takes place annually, providing an opportunity for Year 10 students to go to Heusenstamm, near Frankfurt am Main, in May and for the German students to visit England in July. In addition, the German Department organises a visit to the Christmas Markets in Aachen and Cologne every other year, mainly for Year 11 students.

Head of German Department: Frau I E Lambert

Music

Music is open to all students who have enjoyed working in music in Years 7-9 and would like to continue at a deeper level. The aim of the course is to provide students with wide-ranging, essentially practical experience of musical skills and understanding, suitable both as a basis for study of music at A-level and a creative outlet for an interest in music.

There is considerable freedom to explore your preferred musical styles in what you compose and perform at GCSE when compared to Key Stage 3 Music lessons. The course continues to develop the skills of performing, composing and appraising and **60% of the course is practical coursework.**

Students will follow an integrated course based on the four fundamental components: **Performing (30%), Composing (30%), and Listening / Appraising (40%).**

Part of the practical focus is on the student's own instrument or voice on which they are required to undertake one solo performance and write a composition for which they set the brief themselves. They are then required to perform as part of an ensemble and complete a composition to a set brief.

Previous instrumental, vocal or music technology experience is desirable. It must be considered essential for all students to develop performing skills both in the classroom and at home. Instrumental or vocal lessons must be seen as complementary study.

The course will involve the study, analysis and understanding of music from five areas of study:

1. **My Music**
2. **The Concerto through time (Western Classical music)**
3. **Rhythms of the world**
4. **Film Music**
5. **Conventions of pop**

The study of these areas will build on the knowledge gained in KS3.

All students who take the course will be expected to participate in at least one regular musical activity which can be in school or outside of school.

Students are taught with a very flexible approach so that each student's preferred musical style can be exploited and developed.

Head of Music Department: Miss R N Balcombe

Religious Studies

Board: AQA (Specification A)
Exams: 2 x 1 hour 45 minute exams
Coursework: None

The GCSE assessment is composed of two papers, each of which constitute 50% of the final grade.

Why take GCSE Religious Studies?

Modern and engaging – Gain a deeper understanding of two religions, and explore philosophy and ethical studies in the modern world. It is very difficult to understand world politics — whether it be the US presidential elections or the Israeli-Palestinian conflict — without an understanding of religion.

Designed to inspire – The specification includes exciting content that explores relationships and families, peace and conflict, belief in God and non-religious belief. From ethical debates on current issues to questions of the soul and a possible afterlife, Religious Studies taps into our natural curiosity and enables pupils to think for themselves with respect to the big questions.

Skills for today's world – Religious Studies can open up the possibility of in-depth debate, which leads to critical evaluation and analysis. Increasingly the skills and content taught through Religious Studies are required in fields as diverse as journalism, medicine, law, social work and the worlds of business and politics. Religious Studies is an academic subject which has a high status in the UK. Aside from the world of work, we are living in an increasingly pluralistic society, and studying two religions helps people to appreciate different cultures, and develop empathy and respectful disagreement.

Straightforward assessment – It has a simple, clear assessment structure that consists of two written examinations and no coursework.

Component 1: The study of religions: beliefs, teachings and practices

Focusing on Islam and Christianity, students will learn about the origins of religion and its place in the modern world, as well as the impact of religious belief on individuals and communities. They will study the key beliefs and teachings of each faith, study important texts and scriptures and understand how these ideas are put into practice in the modern world, through religious practices, moral codes and celebration of festivals. They will critically evaluate religious belief and practice and analyse the diversity within and between religions.

Component 2: Thematic studies

Students will also study a range of ethical and philosophical issues, with a focus on Christian, Muslim and non-religious views. They will learn to evaluate and critique various perspectives, find common ground and areas of tension between them, develop and express their own view, and understand the implications of these ideas for modern society. The four themes are:

- The existence of God and revelation: Philosophical arguments for and against the existence of God; the nature of the divine and revelation
- Relationships and families: Sex, marriage and divorce; families and gender equality
- Religion, peace and conflict: Religion, violence, terrorism and war; religion and belief in 21st century conflict
- Religion, human rights and social justice: Human rights; wealth and poverty

Studying the full course in Religious Studies gives students the unique opportunity to develop their philosophical enquiry. Students often learn through collaborative projects, debates and ICT investigations, and have time to develop a deep and nuanced understanding of the topics.

Short Course GCSE Religious Studies

Board: AQA
Exam: 1 hour 45 minute exams
Coursework: None

As Religious Education is a statutory subject at this level, all students who do not choose Religious Studies as an option will instead take a short course in Religious Studies. This is equivalent to half a GCSE in terms of content at the same level of difficulty as the full course. The topics covered are:

- Islam – key beliefs and teachings
- Christianity – key beliefs and teachings
- Relationships and families
- Religion, peace and conflict

While the short course GCSE is a valuable qualification in its own right, because of the limited teaching time available it does not offer students the opportunity to fully develop their understanding and enthusiasm through in depth study and collaborative projects, nor the opportunity to study philosophy as part of the course. We would recommend that students with an interest in Religious Studies opt for the full course as a GCSE option.

The short course GCSE does not count towards the entry requirements for the Sixth Form at Judd.

Resources

All students are provided with online textbooks via Kerboodle.

Head of Department

Ms H A Jayne

Important Information on School Policy

The selection you are about to make is for the academic years 2017-18 and 2018-19, NOT for this current year (Year 9). You are required to maintain appropriate behaviour and full commitment to work in ALL lessons throughout the remainder of this year, regardless of whether you are taking that subject at GCSE or not.

All students are expected to perform well in the end of Year 9 exams in all subjects, including those they have not chosen for study in Year 10. If necessary, the school will ask students to resit exams so that they can reach their potential.

Sixth Form Entry Criteria for September 2018

Students must have achieved a **minimum total of 65 points across their best 10 GCSEs** (using the 9 to 1 scale, except that grades of 4 or below count as zero) including 5 or better in each of Mathematics and English Language. [Where unreformed GCSEs have been sat the following scale will be used: A*=9, A=7, B=6, C=5, D or below =0; C or better must be achieved in Maths and English Language]. All offers made during Year 11 are conditional on students fulfilling the above criteria.

There are also subject specific criteria, details of which may be found in the prospectus. For further details, see the Sixth Form Prospectus when in year 11. Gaining a place does not guarantee a particular course/subject may be followed.

(Note: all offers made during Year 11 are conditional on students fulfilling the 2019 entry criteria, which will go to consultation during December 17/January 18).

JMD

RJM

Making your choice: Advice and Guidance

The following section contains a brief summary of factors that it is worth considering prior to making your selection. If you are in any doubt as to what you should take then talk your options through with your parents, your form tutor or your Head of House, who will be happy to advise.

1. What subjects do you find interesting? Read this handbook carefully and speak to teachers to find out about the GCSE courses. Motivation is a key part of GCSE – particularly when it comes to coursework – so choose subjects you are interested in.
2. Careers. If you have a particular career in mind for the future then it is important that you check which subjects are required, or strongly favoured, by universities offering the appropriate courses. It would be somewhat foolish to set your sights on a career then find in the Sixth Form that you did not take the right subjects. For further information, see Mrs Thomas, visit the Careers Library or look on 'cascaid-launchpad'. If further information or advice is required, Mrs Thomas may suggest an interview with our external careers advisor.
3. Where do your strengths lie? Another obvious factor for deciding which subjects to choose is what you are good at. If you have been meeting or exceeding your targets in Y7 and 8 and have good grades this year in a subject, then that should give you confidence in your selection.
4. Do what is right for you academically and avoid making choices based on personal relationships (family, friends, teachers).
5. If you struggle with organisation and longer pieces of work, check carefully that the workload you will be taking on is manageable for you. If extended writing or project work is not your forte, then avoid selecting too many options with large non-examination assessment/coursework components. Again, if you have concerns about this then speak to your subject teacher or Head of House who will be able to advise you.
6. On the next page is a breakdown of the subjects and their exam/controlled assessment/coursework components that you may find helpful, where this information is known, or of current arrangements for subjects yet to determine course choice.

A summary of the methods of GCSE assessment

Subject	Board	Exams	Non-examination assessment/coursework
Mathematics	Edexcel	3 papers: 1½ hours each	
English Language	AQA	Paper 1: 1¾ hours Paper 2: 1¾ hours	
English Literature	AQA	Paper 1: 1¾ hours Paper 2: 2¼ hours	
Biology	AQA	Paper 1: 1¾ hours Paper 2: 1¾ hours	
Chemistry	AQA	Paper 1: 1¾ hours Paper 2: 1¾ hours	
Physics	AQA	Paper 1: 1¾ hours Paper 2: 1¾ hours	
Art & Design	AQA	40% of mark - 10 hrs	A portfolio of work, usually 2 projects (60% of total mark)
Design and Technology	AQA	50% of mark - 2 hours	Y11: Personal project (50% of total mark)
Geography	Edexcel	3 papers x 1½ hour. The Physical Environment, The Human Environment, Geographical Investigations	
History*	IGCSE University of Cambridge	2 exams at end of Y11 - Both 2 hours P1 International Relations C19th and C20th P2 Sources	Coursework – end of Y10
Latin	OCR	Paper 1: 1½ hours: Language 50% Papers 2 & 3: Each 1 hour: Literature - each paper 25%	
French	AQA	4 papers: Listening, Reading, Speaking and Writing (25% each)	
German	AQA	4 papers: Listening, Reading & Writing, Speaking (25% each)	
Music	OCR	1 paper: Listening & appraising: 40% - 1½ hours	Performance, solo and group - 30% Composition, free and to a brief - 30%
RS	Edexcel	2 papers: 1½ hours each	

GCSE Results 2016

131 boys (includes Maths taken early)

	Entries	A*	A	B	C	A*-C	%	D	E/F
ART	23	5	12	6	0	23	97	0	0
BIOLOGY	131	90	27	9	4	130	89	0	1
CHEMISTRY	131	67	31	21	8	127	100	3	1
D T	43	17	13	12	1	43	100	0	0
ENG LANG	131	60	49	18	4	131	97	0	0
ENG LIT	130	58	30	27	15	130	91	0	0
FRENCH	107	53	32	15	6	106	95	1	0
GEOG	78	25	39	12	2	78	100	0	0
GERMAN	71	36	28	7	0	71	95	0	0
HISTORY	77	50	16	8	3	77	97	0	0
LATIN	36	18	14	2	0	34	96	2	0
MATHS	131	98	21	12	0	131	91	0	0
MATHS - FURTHER	31	23	7	1	0	31	94	0	0
MUSIC	24	11	7	5	1	24	100	0	0
PHYSICS	131	67	38	19	5	129	96	2	0
R.S.	63	21	23	13	5	62	98	1	0
TOTAL	1338	699	387	187	54	1327	99.2	9	2
%		52	29	14	4			0.6	

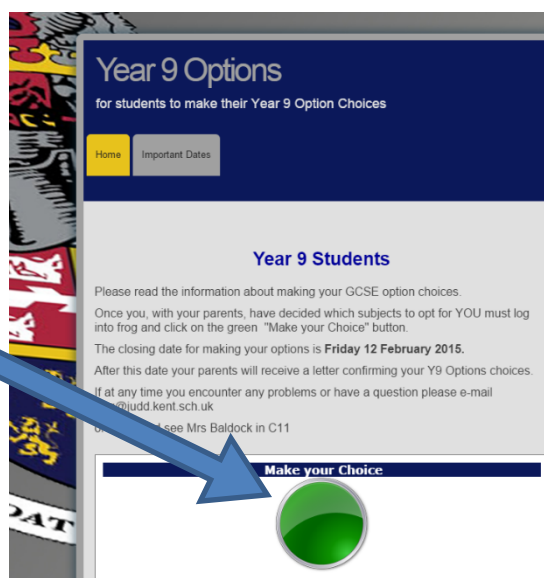
	2016	2015	2014	2013	2012	2011
% A*	52.2	56.3	53.2	43.3	53.6	41.4
% A*/A/B	95.1	96.6	95.1	93.1	97.5	92.4
% 5 A grades	90.8	96.1	90.8	81.6	93.1	82.2

Making Your Choices Online

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Year 9 Options

Making your choice:

In addition to English, Mathematics and Science, you must choose Four subjects from the list below, one of which must be a Modern Foreign Language (MFL) – either French or German. You can also opt to do both French and German. You may choose freely from the other 8 subjects.

NB: Whilst every effort is taken to accommodate every student's wishes, the school may have to modify choices where set size or combinations are impractical or impossible to timetable.

Art (Ar)
Design/ Technology (Dt)
French (Fr)
Geography (Gg)
German (Ge)
History (Hi)
Latin (La)
Music (Mu)
Religious Studies (Rs)

Please make your choices below then click on **SUBMIT**.

Hello Kermit Frog please make your choices:

Modern Foreign Language	French
1st Preference	Art
2nd Preference	DT
3rd Preference	French
Reserve	Art

Submit