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Introduction

The purpose of this booklet is to guide you through the options process and guide students in making informed choices for their GCSEs.

This year, the school have reviewed the curriculum offer at Judd and have made modifications for the 2023 academic year. We are committed to providing an ambitious, broad and balanced curriculum that meets the school's aims, while providing students the opportunity to study from a wide range of options.

New for this year, therefore, is a shift in our approach for the delivery of PSHE away from the previous 'drop down days' towards a new curriculum, incorporating PSHE, Learning Mastery, Oracy, Student Vision, Mindfulness and other areas, we are calling 'Learn, Grow, Belong' – consistent with our school maxim.

Students in Years 7, 8 & 9 will have a weekly lesson in this bespoke curriculum that focusses on what we believe students need to be most successful in their studies and their future lives. In Years 10 & 11, a fortnightly lesson. Consequently, we needed to find space in our timetable for these lessons, while seeking to find the right balance for the existing subjects in our curriculum. As such, we have taken the decision to formalise our **extended 3 year KS4, so students will make their final GCSE choices as part of this options process**, rather than the staggered process of previous recent years.

Please take the time to read all the material carefully before you make your choices. If you have any questions about our GCSE Options process, please speak with your form tutor, your Head of House or email your question to academic@judd.kent.sch.uk.

Our broad and balanced curriculum

At The Judd School, we believe it is important for students to retain a broad range of subjects through to GCSE. To achieve this ambition, our curriculum consists of a mix of core and options subjects. The core curriculum – English, Mathematics, Biology, Chemistry, Physics, Religious Studies, 'Learn, Grow, Belong', Core PE and Games – is studied by all students. Students then enhance their curriculum by selecting options subjects; they study four options subjects which must include at least one from each subject group: Languages, Humanities and Creative Subjects

In deciding to allow students a choice of what they will study for GCSE in Year 9, we understand that this narrows their range of subjects a year earlier than in many schools. We are able to bring forward this decision because students have studied almost all the full entitlement of the National Curriculum in Years 7 and 8, with remaining aspects covered through our 'Learn, Grow, Belong' curriculum.

By requiring students to retain a broad curriculum through to GCSE, we believe this creates the best possible opportunity for students to become accomplished learners with a greater range of skills and knowledge, specifically with regard to the learning characteristics from our 'Student Vision' – being empathetic, reflective, inquisitive, courageous, reasoning and collaborative.

Our curriculum facilitates the government expectations around the English Baccalaureate, or EBacc. The DfE describe the EBacc as "a set of subjects at GCSE that keeps young people's options open for further study and future careers". The government's stated intention is that 75% of pupils will study the EBacc subject combination at GCSE by 2022, and 90% by 2025.¹

We support the government's ambition for students to have access to an academic curriculum that opens doors to the best universities and other routes through life. However, we also feel that the EBacc

¹ <https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>

has had two, perhaps unintended, consequences; namely the marginalisation of the creative arts and the failure to recognise Religious Studies as a Humanity and as a crucial aspect of students' education. Consequently, we have structured our curriculum offer to ensure that both RS and a range of creative subjects are studied at Judd.

All students study RS as a part of the Full Curriculum and are required to study one subject from the pool of creative subjects through to GCSE. We define our 'creative subjects' quite broadly. The pool includes Art and Design, Computer Science, Design and Technology, Music, Physical Education and, **new for this year, Drama**. We believe these subjects do fit together well; as a set they develop students' ability to think and act creatively, solve problems, organise themselves, communicate and use their imagination or original ideas to create, assess and evaluate.

We strongly believe that the 'Full Curriculum' is the right curriculum offer and its demands are within the capacity of the majority of Judd students. However, some students do benefit from studying a more bespoke curriculum; we call this alternative pathway the Focused Curriculum.

The Focused Curriculum

We recognise that up to 15-20% of students would benefit from studying fewer GCSEs, with support in the released time for the core subjects, support in learning mastery and time to focus on independent study.

In our Focused Curriculum, students study 10 subjects (or in some cases fewer) with a reduced core and greater freedom of choice for their options subjects, in an effort to maximise their chances of success at GCSE and their route through to Sixth Form.

For students in our Focused Curriculum, Religious Studies moves from the core subjects to the options groups – in the Humanities block. Students, therefore, still make four choices, but may select subjects from at least two of the three groups – Humanities, Languages and Creative subjects – removing the requirement to study all three.

In the time this frees up, students will be in a small study group, typically around 10 students, where those 5 periods will be staffed, on rotation, by either a maths, English or Science teacher, or supervised by another colleague to support them with their study. The size of the study groups affords students more 1:1 staff attention and the opportunity to discuss topics less formally with their teachers and peers.

We have observed over recent years that some students who would benefit from this greater focus on fewer subjects realise too late and have not started on 10 subjects, often because it had restricted their choices. This is why for the first time this year, we have enabled greater freedom, not less, in an effort to ensure students make the right choice for them. We will be contacting parents with our recommendation for the pathway most suitable for their child in the coming days. We encourage parents to heed this advice and make choices as appropriate in the options process.

The Focused Curriculum is not for students we believe can be successful on our Full Curriculum, in order to reduce workload or narrow choices; it is to enable all students to be successful in their KS4 years. However, if having recommended the Full Curriculum for your son, you believe they would benefit from the Focused Curriculum, please contact your son's Head of House.

Summary of Subjects and Choices for study in KS4 (Years 9 – 11)

Subject Group	Full Curriculum	Focused Curriculum
Core Subjects	English Literature, English Language, Mathematics, Biology, Chemistry, Physics and Religious Studies	English Literature, English Language, Mathematics, Biology, Chemistry, Physics
Humanities	Geography and History	Geography, History and Religious Studies
Languages	French, German, Latin and Classical Languages	
Creative Subjects	Art, Computer Science, Design and Technology, Drama, Music, Physical Education	
Required Choice	1 Humanity 1 Language 1 Creative Subject 1 Free choice 1 reserve choice	Four subjects from at least two Subject Groups Plus one subject as reserve
Total subjects	11	10

Compulsory Non-Examined Subjects:

PE, Games, 'Learn, Grow, Belong'

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

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.

Types of GCSE

'New' GCSEs with 9-1 grading

You may already be aware that new GCSEs have been introduced in all subjects offered at Judd. 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".

These 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 before achieved a grade C and above.
- Broadly the same proportion of students will achieve a grade 7 and above as before achieved 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, this acknowledges the very highest performers in each subject.

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, however, we now only follow the iGCSE in History (Modern History option). This qualification will be also be one with 9-1 grading that satisfies Ofqual accreditation. It should be noted that this qualification does not qualify for the EBacc, but is chosen because the school believes it is more suitable qualification for Judd students, better preparing students for the study of History at A Level. This is only of consequence to the performance tables measure for the school, on which we place lesser importance than the value of the curriculum to our students.



Core Subjects

English (Language and Literature)

There have been significant changes in recent years to the syllabus for both English Language and English Literature.

English Language (8700): Students sit two exams in Year 11: Paper 1 (1hr45) and Paper 2 (1hr45).
English Literature (8702): Students sit two exams in Year 11: Paper 1 Shakespeare and 19th century novel (1hr45) and Paper 2 Modern Text, Poetry Anthology, Unseen Poetry (2hr15).

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 in Years 10 and 11, following 6 in Year 9. 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: Mr A McCulloch

Mathematics

All students will be prepared for the [Edexcel GCSE](#) (1MA1) 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 students in the accelerated sets will study for an extra qualification – either the FSMQ Additional Maths or the AQA Level 2 Certificate in Further Maths.

The skills developed in 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 at A Level. All groups will benefit from a thorough preparation of the GCSE content, and setting is under constant review throughout Year 9 to ensure that every student is studying at a comfortable yet challenging pace.

Head of Mathematics: Dr J Wainwright

Science

Students in year 9 start studying for their GCSE in [Biology](#) (8461), [Chemistry](#) (8462) and [Physics](#) (8463). 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.

Head of Biology: Dr M Courel; Head of Chemistry: Mr J Shaghaghi; Head of Physics: Mr D Lesquerre

Religious Studies

Board: [AQA \(Specification A\)](#) (8062)

Religious Studies is a compulsory subject in the 'Full Curriculum' through to full course GCSE. The GCSE assessment is composed of two papers, each of which constitute 50% of the final grade.

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; 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 critically examine 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 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, Crime and Punishment: Justice, attitudes to the law and the authority of the state; theories of punishment; capital punishment.
- Religion and Life: Abortion, euthanasia, pollution, animal testing
- Religion, Human Rights and Social Justice: Equality, prejudice and discrimination.

Studying 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.

Head of Religious Studies: Miss R Jenkins

Compulsory Non-Examined Subjects

Personal, Social and Health Education programme

Throughout years 9, 10 and 11, students will now follow a PSHE programme delivered through our new **'Learn, Grow, Belong'** curriculum as part of their regular timetable. Students will study various elements of PSHE and Citizenship, covering eight main areas:

- Careers
- Citizenship
- Equality and Diversity
- First Aid
- Health and Wellbeing
- Money Management
- Online Safety
- Relationships and Sex Education

In addition, the 'Learn, Grow, Belong' curriculum will develop students learning ability, their oracy, and provide them with the skills they need to be successful.

Careers Advice & Work Experience

Careers Education Information and Guidance (CEIAG) is an integral part of the Year 9, 10 and 11 PSHE programme. This is delivered through careers lessons in their 'Learn, Grow, Belong' curriculum, links made throughout the rest of their curriculum and through one-to-one or small group interviews with our careers adviser in year 11. Students also have access to the Unifrog careers information platform.

Up to date careers information is available on the Careers site on the Judd Dashboard. Parents may access this by using the following link: <https://sites.google.com/judd.kent.sch.uk/careers>. Careers-related books, and guides relating to higher education, may also be found in the Careers section of the School Library. Students and parents can easily book a meeting with our careers advisers, Ms C Swindin and Mrs L Yue, using the link on the careers meeting section of the site at any time and can be contacted at careers@judd.kent.sch.uk.

Students are strongly encouraged to make the most of work experience opportunities, and many students complete these during the school holidays. Where this is not possible, permission may be given for students to do work experience in school time. The Careers department can assist students with finding suitable placements, and relevant opportunities are also posted on the Careers site. Currently, there are a number of excellent virtual opportunities available which are also shown on the Careers website. There is a particular focus on awareness of preparation for the world of work and higher education for students in year 10 with "Future Focus" workshops in the summer term. In year 12 students have a week's work experience during the summer term.

Careers networking evenings, regular speakers and business enterprise days are on offer but to find out more about our commitment to careers & higher education decisions support as well the Careers Programme and Policy please follow this link on the Judd School website: <https://www.judd.online/careers>

Options to be chosen

Languages

Every student at Judd is required to take at least one Language at GCSE. Students may, of course, choose to take more than one, though study in year 10 is regrettably limited to a maximum of two.

French

Why should you continue to study French? [French Department Website - Year 8 Options](#)

5	2nd	1st
French is spoken on every continent	Learnt foreign language in the world	In-demand language for UK employers

French is the international language of: **cooking, fashion, theatre, visual arts, dance, architecture.**

French is also a working language and an official language of the: **United Nations, EU, UNESCO, NATO, International Olympic Committee, International Red Cross and international courts.**

Our vision is to learn French through culture and communication to prepare the students for the GCSE but also to be able to go to a French speaking country and practise their language skills. We want students to have fun while learning.

What topics will I learn about?

[Subject Content GCSE AQA](#)

Theme 1: Identity and Culture	Theme 2: Local, National, International and Global areas of Interest	Theme 3: Current and Future Study and Employment
<ul style="list-style-type: none"> ● Me, my family and friends ● Technology in everyday life ● Free-time activities ● Customs and festivals 	<ul style="list-style-type: none"> ● Home, town, neighbourhood and region ● Social issues ● Global issues ● Travel and tourism 	<ul style="list-style-type: none"> ● Life at school and college ● Jobs, career choices and ambitions

What skills will I be assessed on?

[Specification GCSE AQA](#)

Reading	Listening	Writing	Speaking
<ul style="list-style-type: none"> ● 25% ● Understand a text with knowledge of vocabulary and with the context 	<ul style="list-style-type: none"> ● 25% ● Understand a recording with knowledge of vocabulary and phonics 	<ul style="list-style-type: none"> ● 25% ● Produce a piece of writing using their knowledge of grammar, vocabulary and creativity. 	<ul style="list-style-type: none"> ● 25% ● Produce a conversation in French using their knowledge of pronunciation, vocabulary and spontaneity

What other skills will I develop?

We have a strong focus on grammar, phonics and culture. Those are the areas that we will be focusing on throughout the GCSE on top of the learning of vocabulary. Through the lessons, we will also expect students to learn and practise other skills such as collaboration and reflectiveness.

Do we go on a trip/exchange?

[French Department website - Trips](#)

Yes, we do! There is an exchange for the Year 10 students, we go to Bordeaux for a week where students are hosted by French families and their exchange partner and we then in turn welcome the French students in England for a week. Whilst in Bordeaux students will have plenty of opportunities to practise their French and learn more about culture with activities such as going to the highest sand dune in Europe, visiting a winery, doing an Escape Room.

Who will teach me?

Mme. Figureau	M. Villeléger	M. Jackson
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They are all experienced French teachers that are passionate about the language and French speaking world.

What do students that chose French say about it? - Summer 2021

[French department website - What students think of us](#)

"All teachers are amazing and make French so exciting. We do so much in French and I feel really happy and learn a lot. Thank you!"

"Even after an up and down year, French lessons have still remained productive and entertaining. I look forward to what's ahead for next year, and I am eager to learn some more French..."

Head of French - Mme L Figureau



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).

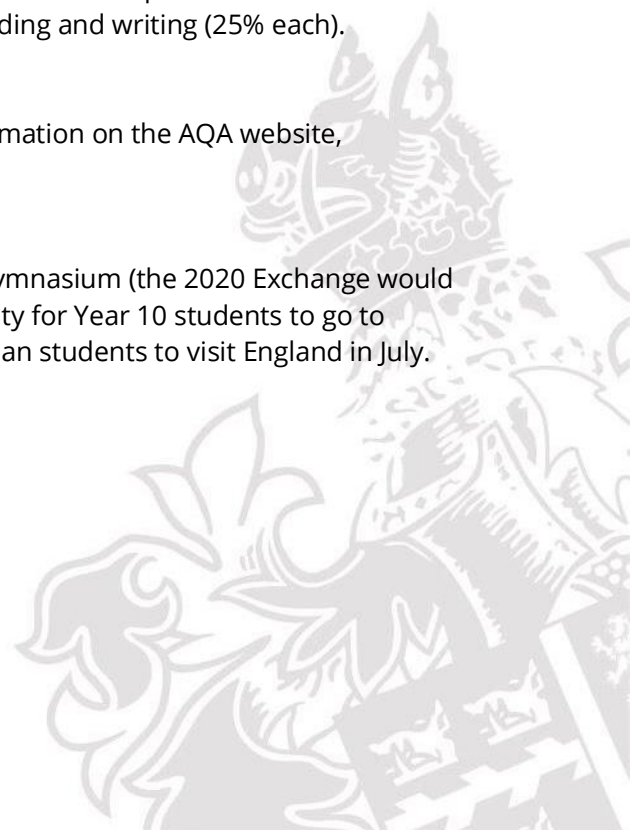
How do you find out more?

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 2020 Exchange would have been our 48th!) 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.

Head of German: Frau I Lambert



Latin

"To study Latin is to encounter face to face the smartest, funniest, most beautiful minds that have ever lived."
R. J. Teller

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, the ability to express oneself clearly, and the ability to persuade. These skills will be highly valued by future employers.

Results are excellent: in 2018 43% of pupils achieved a level 9 making Latin one of the highest performing subjects. The number of students opting to study Latin is high and there are always two strong sets in Years 10 and 11.

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 9 the focus is on language and students continue to study the Cambridge Latin Course. Book III is set in Britain and continues the story of Quintus, Salvius and Cogidubnus, with Quintus' friendship with the king putting his life at risk. The major background topics are Aquae Sulis (Bath) and the Roman Army. Book IV (studied in Year 10) 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: in Year 10 literature is introduced. This gives pupils access to the works of some of the greatest Roman authors, such as the historian Tacitus and the poet Virgil. The literature is divided into prose and verse and has been selected to stimulate not only enjoyment and appreciation of the Latin language but also interest in the themes explored by the Classical authors. 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. Currently this is clearly dependent on the COVID situation. This trip 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 Latin GCSE specification](#) (J282) is followed which consists of 3 components weighted as follows:

Language (comprehension and translation):	50%	(1½ hour paper)
Prose Literature:	25%	(1 hour paper)
Verse Literature:	25%	(1 hour paper)

If you have any questions about studying Latin in Year 9 or at GCSE, please speak to Mr Thornton, Miss Hargreaves or Mrs Cooper

Head of Latin: Mr R Thornton

Classical Languages

This is an option ONLY for those who have made the excellent decision to continue with Latin in Year 9.

This option is highly suited to motivated students of Latin who have regularly achieved the top WISE grades (E and high S) on reports and in assessments. Pupils will study Ancient Greek together with Latin. The number of periods per fortnight allocated to this new option will be 5 - the same as that for the Latin only option. This means that the pace of the lessons will be quick as pupils will have to cover the same amount of Latin as those who are studying just Latin. The focus will therefore be firmly on the grammar and students will not be focusing on the stories in the Cambridge Latin Course.

It is hoped that there will be one set of pupils studying Classical Languages and if the option is oversubscribed, selection may have to be made on past performance in Latin. The course will only be able to proceed, if there are appropriate numbers. This year there has been one very successful set of 29 students studying Classical Languages in Year 9.

The thinking behind this new option is to give an excellent opportunity for gifted linguists to stretch themselves and be academically courageous. They will be able to develop their linguistic ability and to further their understanding of the ancient world. Pupils will be able to make quick progress in Greek by applying their knowledge of grammar gained in Latin over the past two years. Greek, like Latin, has had a huge influence on the English language and it is the language of Maths, Science, Technology, Medicine, Politics and Philosophy. In addition, it is hoped that at the end of Year 9 pupils will have the opportunity (if they feel ready) to sit the Intermediate Greek examination which will give them an external qualification.

In order to sit this examination pupils will need to study John Taylor's book 'Greek to GCSE Part 1'.

Depending upon the success of the offer and progress made by students, we hope that at the end of Year 9 there will be three options available for those who opted for Classical Languages:

- 1) to continue Classical Languages to GCSE level as ONE option (numbers permitting).
- 2) to revert to Latin only for GCSE. (This will be possible as they will have covered the same ground as those who had done just Latin in Year 9.)

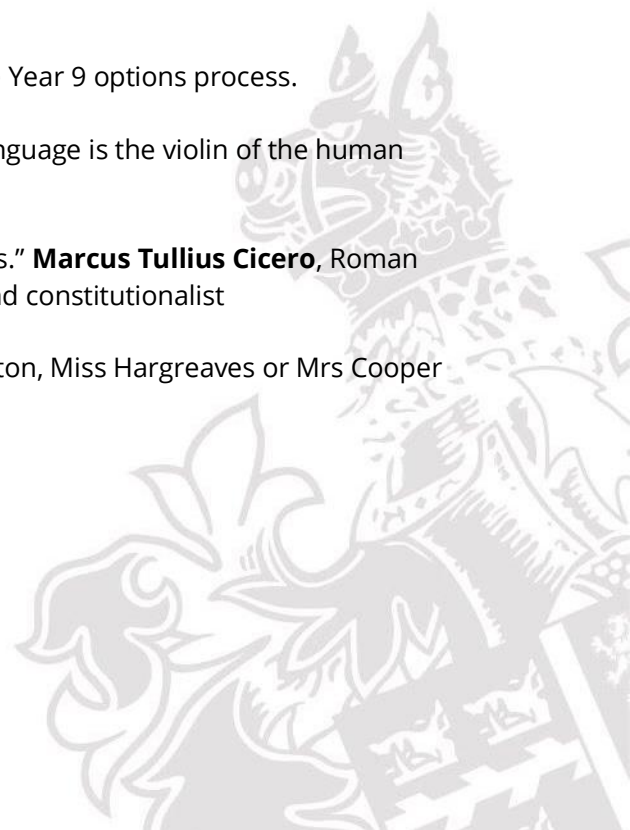
to discontinue their study of both Latin and Greek in line with the Year 9 options process.

"If the violin is the most perfect musical instrument, the Greek language is the violin of the human thought." **Helen Keller**, author, political activist, and lecturer

"If the Gods speak, they will surely use the language of the Greeks." **Marcus Tullius Cicero**, Roman philosopher, politician, lawyer, orator, political theorist, consul and constitutionalist

If you have any questions about this option, please ask Mr Thornton, Miss Hargreaves or Mrs Cooper

Head of Classical Languages: Mr R Thornton



Humanities

All students are required to take one Humanity, in addition to the core subject of Religious Studies; students may, of course, choose to take more than one. In year 10, those students studying History in Year 9 who wish to continue with the subject to GCSE, choose between Modern and Ancient History.

Geography

"Geography is the subject which holds the key to our future."

Michael Palin

Why study Geography?

Geography is an incredibly diverse, stimulating, exciting and relevant subject to study. Its breadth is one of the aspects of the subject which appeals most to students; there is something for everyone, it's never out-of-date and it's all around us, all of the time.

While geographers study a huge range of topics, from population change to volcanic eruptions, everything is linked to people and places in the world today. Geographers develop not only an excellent general knowledge of countries, environments and cultures but are aware of contemporary conflicts and challenges which can be global in scale or more local.

Geography is very much an enquiry-based subject; we are always asking questions about the world and encourage students to investigate places and issues that spark their interest. For instance, we will consider:

- ✓ Is the Yellowstone supervolcano a threat to mankind?
- ✓ What factors have made Honduras one of the most crime-ridden and dangerous countries in the world?
- ✓ Should countries develop their nuclear energy supplies or focus on greener renewable energy instead?
- ✓ Why are Egypt and Ethiopia locked in a conflict over the ownership of the Nile's water resources?
- ✓ Having reached 7.8 billion people in 2020, will the world population keep growing at the same rate?
- ✓ What will the world look like in 100 years if climate change continues?
- ✓ How has Qatar become the richest country in the world per person while the Central African Republic is the poorest?

Which topics do geographers study in Year 9 at Judd?

In Year 9, we begin to teach some of the GCSE content alongside our own schemes of work. Topics include:

- **World Development:** *understanding why countries have developed at different rates, using statistics to measure development, explaining how countries trade with each other and suggesting how the poorest countries in the world might develop in the future.*
- **Extreme Geography:** *exploring the most extreme places on Earth, from the world-record breaking physical landscapes to the extraordinary human environments and freak events which have shaped our planet. We discover what qualifies a place as 'extreme' and take an extreme tour of the world!*
- **Population Change:** *measuring the world's population as it is now and tracking different countries as their populations rise or fall, understanding the reasons behind these changes, discovering the impacts of a population's size on countries and how governments can try to influence their population growth.*
- **Water Resources:** *understanding where the world's water resources are stored and how they can be accessed, explaining why 'water wars' can occur between countries and where the world's worst water conflicts are now. We also consider how the world can use its water resources sustainably in the future.*

Which topics are included in GCSE Geography at Judd?

In Years 10 and 11, students follow the [Edexcel Geography A syllabus](#) (1GA0) and the areas of study are:

Year 10: Changing cities, UK Landscapes, Glaciers and glaciated uplands, Resources and energy, Coastal landscapes.

Year 11: Weather hazards and climate change, Ecosystems and biodiversity, UK challenges.

What other skills will I develop?

Geography is an excellent subject for establishing a wide skill set which is why it is such a popular choice at GCSE, A-level and beyond. Throughout Year 9 and into the GCSE course, students continue to develop their skills of literacy and numeracy, map skills, graphical skills, ICT and GIS (Geographical Information Systems) techniques, investigative and practical skills, data interpretation and discussion. These not only enhance geographical understanding but also contribute to learning in other subject areas, which students have found to be a real advantage.

Do we go on fieldwork?

Yes! Fieldwork is an essential part of the Geography curriculum and covers the practical side of the course, allowing us to investigate the topics that we are studying in class in the outdoor environment.

Currently, students complete two days of fieldwork in Year 10 (one in an urban environment in Hastings and the second on a beach on the south coast investigating coastal environments). We are also looking to introduce fieldwork into Year 9 for those choosing this option.

How will I be taught?

At Judd, the Geography Department comprises three specialist teachers (Ms Yarham, Mr Taylor and Mr Mayes). We all teach both sides of the subject (Physical and Human) and are passionate about sharing our knowledge and experience. We also encourage students to think for themselves; students bring their own ideas and observations of different places to class and that is what makes this subject so exciting.

We use a range of teaching strategies which include teacher-led activities, group work, independent investigation and practical work. We also ensure that the material we teach is as up-to-date as possible.

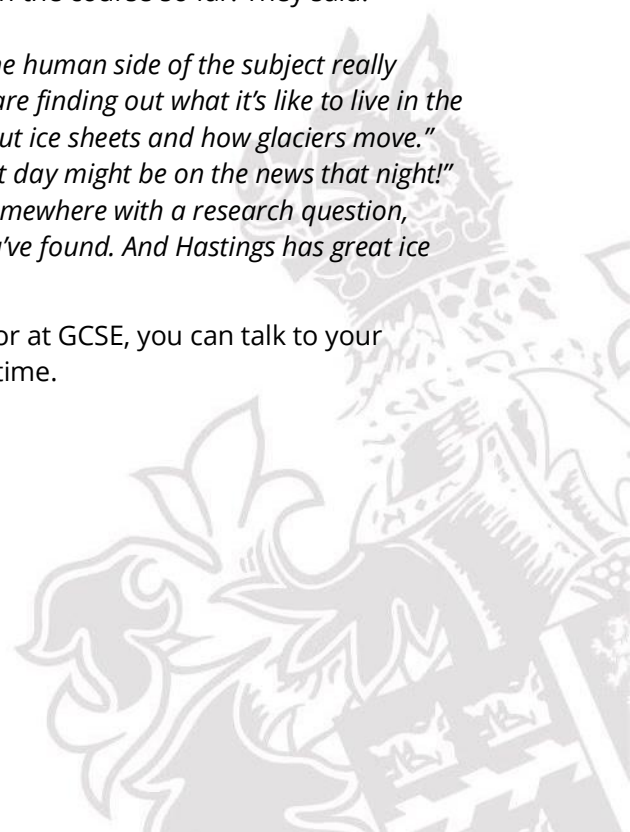
What do Judd geographers say?

We asked three current Year 10 geographers for their thoughts on the course so far. They said:

- *"I chose Geography because I enjoy Science but also found the human side of the subject really interesting. Every topic is totally different – so one week you are finding out what it's like to live in the most polluted city on earth and the next, you're learning about ice sheets and how glaciers move."*
- *"I love how current it is. What you can learn in the lesson that day might be on the news that night!"*
- *"The fieldwork is really good fun. It's great to be able to go somewhere with a research question, collect some data and then come back and analyse what you've found. And Hastings has great ice cream!"*

If you have any questions about the Geography course in Year 9 or at GCSE, you can talk to your teacher in lessons or come and find us in the department at any time.

Head of Geography: Ms M Yarham



History

History is a very popular subject at Judd, with large numbers of students choosing to continue their study of the past at GCSE level. Our two options - modern and ancient history - cover some fascinating topics and controversial figures from the modern and ancient world.

The Curriculum

Year 9

We follow a traditional curriculum at KS3, meaning our GCSE does not start until Year 10. This allows us to deliver national curriculum content in depth while also beginning to develop the skills required for GCSE, such as the interrogation of source evidence, research skills, informed debate and formal written communication. In Year 9 all students study the same course, the focus of which is the late nineteenth and twentieth centuries.

The triumph of democracy	The rise of dictatorship	A new world order?
<p>The turn of the century brought with it social and political change. We learn about:</p> <ul style="list-style-type: none"> • chartism • universal suffrage, including votes for women • the liberal reforms <p>Case study: World War I</p>	<p>Germany's loss in WWI ushered in a new democratic era, but it was short lived. In this topic we learn about why countries like Germany, Italy and the Soviet Union rejected democracy and instead turned to dictatorship.</p> <p>Case study: The Holocaust</p>	<p>World War II is arguably the most significant event of the twentieth century. Our focus is not just on the war itself, but also the social and political changes it triggered, for example civil rights in the US and the end of the British Empire.</p> <p>Case study: The use of nuclear weapons</p>

GCSE

In Year 10 students can choose between continuing to study the modern world or take on a new challenge by opting for ancient history.

University of Cambridge IGCSE Modern World History

Assessment: Three exams at the end of Year 11

The IGCSE course deepens students' understanding of the twentieth century. The course is spread over two years and similar to the Year 9 programme of study, covers a range of themes from international relations, to warfare and social crises.

Y10

Interwar USA 1919-1941	International relations 1919-1939	The Cold War 1945-1949
		

Y11

The Cold War 1949-1991	Conflict in the Middle East 1970-2000	Revision and Exam Prep
		

OCR GCSE Ancient History

Assessment: Two exams at the end of Year 11

Our GCSE in Ancient History helps students explore and appreciate the ancient world. It offers students the chance to study some of the major characters from history, including the Persian kings Cyrus the Great and Xerxes; Romulus and the Etruscan Kings of Rome; and the Athenian leader Pericles. The course covers defining events such as the Greco-Persian Wars, the Battle of Thermopylae, the creation of democracy in Athens, the foundation of Rome, and the Roman empire in Egypt. The Ancient History GCSE gives students the chance to study a range of societies under different forms of rule, whether monarchs, republics, tyrants or democracies.

Y10

Introduction to Ancient History	The Persian Empire 559-465 BC	Athens in the Age of Pericles 462-429 BC
		

Y11

Rome and its neighbours 753-440 BC	Cleopatra: Rome and Egypt, 69-30BC	Revision and Exam Prep
		

How is the course taught?

At Judd we take an active approach to teaching history because we want you to be as excited about the past as we are. This means we use a huge range of sources to ensure you can relate to the era we study. We show you how to use that evidence to build, present and defend your own interpretations of the past. And while you will need to write some essays, there is much more to GCSE History than essays and dates!

Trips, visits and extracurricular

Whenever possible, we will take students out of the classroom to experience historical sites as we strongly believe these experiences help students to grow as historians. Within school there are vibrant Historical Societies, led by sixth formers and staff but open to all year groups. It provides a platform for niche historical interests to be explored with fellow historians.

Why continue with history?

Most people study History simply because they find it interesting. They like to find out what life was like in the past and use their problem solving skills to develop theories about why events happened and how individuals helped to change the world. But History also helps you to develop some very useful and employable skills.

By studying history students learn to analyse, evaluate and interpret as well as research and write well structured paragraphs and essays. At Judd we place a strong emphasis on developing the ability to critically consume information and use that knowledge to challenge the ideas of others, in a polite and respectful but robust manner.

Head of History: Mrs R Nagar

Creative Subjects

Every student at Judd is required to take at least one Creative subject at GCSE. Students may, of course, choose to take more than one.

Art and Design

The Judd Art Department offers [AQA Fine Art](#) (8202) full course at GCSE over three years.

GCSE Fine Art

This GCSE course provides students with a wide range of opportunities to explore their interests in Art and Design, develop practical skills and express themselves by creating personal outcomes.

Candidates receive technical instruction in a range of materials and processes. 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 chapter is teacher-led, and the second part of the portfolio is directed more independently by the student.

1. A selection of trials and experiments

We start the course in year 9 with an introduction to advanced practical processes. Students will work through an induction process covering a variety of techniques within the following areas; drawing, painting and printmaking. Students will also develop their critical understanding and written analysis skills through the theoretical study of artwork from different times and cultures.

2. A sustained project

Having developed confidence in their technical abilities through the induction process, in years 10-11 students will carry out their '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.

Throughout the coursework process, students carefully select, annotate and present their work on study sheets for submission and final assessment. The portfolio is submitted in January of year 11.

Unit 2 Externally Set Assignment

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

Question papers are issued by the AQA exam board, and are given out in lessons on or after January 1st when students are in Year 11. Students respond to a starting point (a 'theme' word, very broad and open to interpretation) chosen from an externally set assignment paper. There is 3 month period of preparatory time before the 10 hours of supervised practical work which normally takes place after the Easter holidays. The 10 hours take place over 2 school days, with breaks in between sessions, roughly following the pattern of a normal school day.

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. The project is marked as a whole.

The mark is not solely based on the outcome of the 10 hour exam - the preparatory work counts towards approximately 75% of the Unit 2 mark.

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.

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."

"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: Ms L Bartholomew



Computer Science

We follow the [OCR Computer Science](#) (J277) specification

What is GCSE Computer Science?

This course is split into theoretical Computer Science and programming concepts.

In the theoretical component, students will understand the components that make up digital systems, the types of communication between these systems, and the social impacts of digital technology. Students will gain a better understanding of the current advancements and limitations of digital technology.

The programming component involves creating solutions to a wide range of problems. Students will understand and apply Computer Science concepts, including abstraction, decomposition, logic and data representation. They will also learn how to analyse problems using a variety of techniques like algorithmic design, writing programs, and debugging programs.

Why take this course?

Computer technology grows at a rapid rate and it changes practically every year. It affects every field of study. There is currently no profession that cannot be complemented by using computer technology and algorithmic design.

How do we create applications that does not crash by pressing the wrong button? How do we make reliable and maintainable code? These are all skills that are taught in the GCSE Computer Science course. The course will also allow students to solve a wide range of computational problems. Pupils will learn to troubleshoot their problems as they come across errors. They will start look at problem solving in a new lens.

What are the assessment objectives?

Learners are expected to:

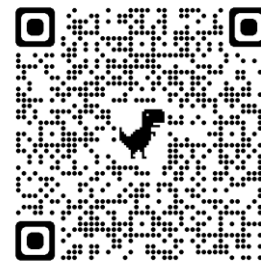
Assessment Objectives	
AO1	Demonstrate knowledge and understanding of the key concepts and principles of Computer Science.
AO2	Apply knowledge and understanding of key concepts and principles of Computer Science
AO3	Analyse problems in computational terms: <ul style="list-style-type: none">• to make reasoned judgements• to design, program, evaluate and refine solutions

There is no non-exam assessment (NEA) for this course; however, students will be given the opportunity to undertake programming projects during this course.

Head of Computer Science: Mr P Wells

Design and Technology

This is an exciting and challenging course, highly relevant in the 21st century. The course aims to encourage students to problem solve through the design and manufacture of prototype products and develop knowledge and understanding of Design & Engineering industries. Our department is a firm believer in the need to develop and modernise design & technology. We are passionate about promoting its value in our increasingly technological world! Watch the video in the QR code on the right for a video from the James Dyson Foundation, that has helped form some of our curriculum focus.



Technical knowledge and understanding is developed through studying a range of topics in theory lessons. You will also continue to develop designing and prototyping skills through a number of design projects in year 9 & 10. Studying this subject will help to develop creative, critical thinking skills in design projects with more opportunity for creative design development than commonly found in our KS3 projects. Practical skills are developed to allow you to prototype design ideas and test them with an increasing level of independence. Our focus is to develop practical skills that facilitate testing of your design thinking, but completing practical projects should not be the reason for selecting this subject.

Pupils use a wide range of materials and processes in this department, including a strong emphasis on Computer Aided Design and Manufacture (CAD/CAM.) The GCSE specification has wide-reaching cross-curricular links and has been significantly updated in recent years. The exam content focuses on technical factors (including some maths) and has an emphasis towards the STEM links with the subject. There are also strong links to global issues studied in the Geography curriculum (Energy generation & environment.)

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. This project is highly independent and designed to allow students to demonstrate their understanding and ability as a designer.

Year 9 Course

In Year 9 we begin following units of work to prepare students for the theory exam in this subject. 2 lessons a fortnight are allocated as 'theory' lessons. In Year 9 & 10 students will cover a number of theory units for this GCSE, each concluding with an end of unit test to develop the exam technique required of students in this subject. We aim to complete the theory course in the first two years to allow all Y11 Lessons to be focused on the NEA project from September until March.

Year 9	Unit 1 - New & Emerging Technologies
	Unit 2 - Energy, Materials, Systems and Devices
	Unit 3 - Materials and their Working Properties
	Unit 4 - Common Specialist Technical Principles
Year 10	Unit 5B - Timber Based Materials
	Unit 5C - Metal Based Materials
	Unit 5D - Polymers
	Unit 6 - Designing Principles
	Unit 7 - Making Principles

In the remaining lessons year 9 students start by completing 4 projects that develop a range of design skills that are highly valued in the GCSE NEA.

Project	Content	Core Skills
DESIGN PROJECT	Working to an open-ended design context (in the style of the GCSE NEA) to write your own design brief. Using research, modelling and testing to create prototypes in an iterative design process.	Design research & investigations. Generating creative design solutions. Iterative design process. Prototyping and testing. Making a digital design portfolio.
3D CAD Modelling	Using 'Onshape' to produce 3D CAD models. Some tutorial work is followed by a short project to 'reverse engineer' LEGO models.	3D CAD modelling for 3D printing and other CNC processes.
Candle Holder	Working with sheet aluminium to design and make a candle holder.	Understanding a manufacturing method, designing a product and planning manufacture to 'fit the process'
Electronic Timer	Building simple circuits and making a vacuum formed casing.	Working with electronic components. Assembling multiple parts into a well finished product.

Further Study

Students that go on to study this subject into year 10&11 will continue to study further theory units, including covering specialist materials knowledge in Timbers, Metals & Polymers. Year 10 includes a further 'Mock NEA' project, that prepares students well to tackle the NEA task set in June of year 10.

Students who go on to study this subject at A Level often have an interest in engineering or design, but the relevance of the subject can be more wide reaching with strong links into business and project management, Geography and Psychology.



The QR code links to a video from the Design & Technology association about the value of D&T.

Scheme of Assessment GCSE

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: Mr F Reay

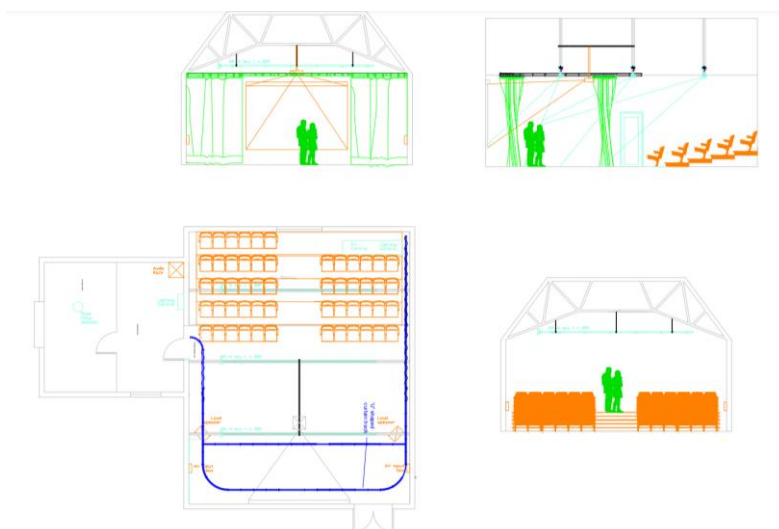
Drama

This is a new and exciting opportunity for students at Judd. We have recruited the staffing required to be able to offer this subject to both Year 8 & 9 students, should sufficient numbers of students be interested. Due to the nature of the subject, we will require a minimum of 8 students in a year group for it to be viable.

We have not yet finalised decisions regarding the curriculum choice, however, it is most likely that we will study the [Edexcel specification](#).



We have allocated a new and 'dramatic' space for the introduction of this subject in years 7-11, where we used to have the Sixth Form Study Centre. Below, you can see plans of how this space will look, including a 54-seater theatre with full lighting and sound equipment, ready for the productions of the new groups!



You can also see that work is underway. Below you can see the demolition of the mezzanine in progress.



As the film says, "if you build it, they will come!"

Head of GCSE Drama: Mrs A. Jones

Music

Music is open to all students who have enjoyed working in music in Years 7-8 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.

Year 9 will be used to build the necessary skills for GCSE, continuing with mostly practical learning. Students will start to be introduced to the topics we study in the GCSE and will learn to both play and compose in various styles, such as Rock and Roll, Samba, Film Music and Baroque Minuet. Students will use programming software Cubase and notation software Sibelius, to create their own music. They will continue to learn the basics of GCSE music theory throughout the year. At the end of year 9, students will develop their own projects either performing, composing or researching in a style of their choice,

Moving into year 10 there will continue to be considerable freedom to explore your preferred musical styles in what you compose and perform. 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: Miss R Balcombe

Physical Education

Why choose this subject?

This presents an opportunity for those with a passion for sport and games activities, whilst offering a broad and varied subject area of Biology, Psychology, and Cultural areas of PE. It consists of 40% practical assessment, with a very wide range of activities which are possible to be assessed.

What and how will you be learning?

In most weeks, there will be one practical lesson, with all other lessons classroom based. The academic rigour and depth of the learning required should not be underestimated; this is not simply a larger 'Games' option. Typical content can be seen in the outline assessment table below.

How will the course be assessed?

Paper 1: The human body and movement in physical activity and sport	Paper 2: Socio-cultural influences and well-being in physical activity and sport	Non-exam assessment: Practical performance in physical activity and sport
<p>What's assessed</p> <ul style="list-style-type: none"> Applied anatomy and physiology Movement analysis Physical training Use of data 	<p>What's assessed</p> <ul style="list-style-type: none"> Sports psychology Socio-cultural influences Health, fitness and well-being Use of data 	<p>What's assessed</p> <ul style="list-style-type: none"> Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Analysis and evaluation of performance to bring about improvement in one activity.
<p>How it's assessed</p> <ul style="list-style-type: none"> Written exam: 1 hour 15 minutes 78 marks 30% of GCSE 	<p>How it's assessed</p> <ul style="list-style-type: none"> Written exam: 1 hour 15 minutes 78 marks 30% of GCSE 	<p>How it's assessed</p> <ul style="list-style-type: none"> Assessed by teachers Moderated by AQA 100 marks 40% of GCSE
<p>Questions</p> <ul style="list-style-type: none"> Answer all questions. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 	<p>Questions</p> <ul style="list-style-type: none"> Answer all questions. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 	<p>Questions</p> <ul style="list-style-type: none"> For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

For more information, please talk to any member of the PE department.

Head of PE: Mr S N Fraser

Other helpful information

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		A portfolio of work (60% of total mark) 2 nd NEA: 40% controlled assignment project + 10 hour exam
Computer Science	OCR	2 papers 1½ hours each	
Design and Technology	AQA	50% of mark - 2 hours	Y11: Design project (50% of total mark)
French	AQA	4 papers: Listening, Reading, Speaking and Writing (25% each)	
Geography	Edexcel A	3 papers x 1½ hours. The Physical Environment, The Human Environment, Geographical Investigations	
German	AQA	4 papers: Listening, Reading & Writing, Speaking (25% each)	
Modern History	(CIE) IGCSE	3 exams at end of Y11 - P1 International Relations 2hrs, P2 Sources 2hrs, P4 Extended Writing 1hr.	
Ancient History	OCR	2 papers: 1¾ hours each	
Latin	OCR	Paper 1: 1½ hours: Language 50% Papers 2 & 3: Each 1 hour: Literature - each paper 25%	
Music	OCR	1 paper: Listening & appraising: 40% - 1½ hours	Performance, solo and group - 30% Composition, free and to a brief - 30%
PE	AQA	Typically 2 papers, each 1¼ hours, each 30% of GCSE	Practical Performance (30% across 3 sports) & Analysis and Evaluation (10%)
RS	AQA	2 papers: (Islam and Christianity) and Themes. 1 hour 45 minutes each.	

Making Your Choices

Your parents/carers will have likely attended Options Evening on Wednesday **19 April 2023**. This will allow them to understand the options available to you and the choices you are being asked to make. For year 8, on **25 April and 3 May 2023** there will be Year 8 Parents Evenings. This will be an opportunity for you and your parents to ask your subject teachers any questions you might have about the options subjects.

Following the Information Evening, you will be emailed a link to the Options Form together with our recommendation of the Curriculum that you should study. You need to record your options choices on this form, by **Tuesday 9th May**. You can edit your responses at any time up until this date, using the link in the email that will be sent to you when you submit.

Make sure you are logged into your school account so you can access the Google form. Your form will look like this:

First Name (Student) *

Your answer

Surname (Student) *

Your answer

House *

Choose

Let us know the Curriculum you were recommended and that which you would like to study:

Which curriculum were you recommended by the school? *

Full Curriculum - 11 GCSEs

Focussed Curriculum - 10 or fewer GCSEs

Not sure

Which Curriculum are you choosing to study? *

Full Curriculum - 11 GCSEs

Focussed Curriculum - 10 or fewer GCSEs

Next Clear form

Then make your subject choices:

Full Curriculum

Full Curriculum

Choose your compulsory Language *

French

German

Latin

Classical Languages (Greek & Latin)

Choose your compulsory Humanity *

Geography

History (Modern)

History (Ancient)

History (No preference of period of study)

Choose your compulsory 'Creative' subject *

Art

Computer Science

Design and Technology

Focused Curriculum

Focused Curriculum

For students looking to study fewer subjects in order to be successful

Subject Groups

Humanities	Geography, History and Religious Studies
Languages	French, German, Latin and Classical Languages
Creative Subjects	Art, Computer Science, Design and Technology, Drama, Music, Physical Education

1st Subject Choice *

Please place your subjects in preference order, ensuring you have chosen from **at least two of the subject groups**.

Choose

2nd Subject Choice *

Please place your subjects in preference order, ensuring you have chosen from **at least two of the subject groups**. Please do repeat choices from earlier selections.

Choose

Please follow the instructions in the form carefully.

You will receive an email to your school email (student) account with your choices, as confirmation, and a link should you wish to return to the form to alter any of your choices before the deadline.

The deadline for submission of your options form is 9th May 2023.