

# **KS4 PREFERENCES & CURRICULUM**

BOOKLET FOR SEPTEMBER 2026

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## Course Information

You can find this document on our website under 'Curriculum > ( 9 into 10 options'. On the digital version, by clicking "Course Outline' you will be taken to the course specification to find out more

## General Enquiries

[KS4options@astreacottenham.org](mailto:KS4options@astreacottenham.org)





## MESSAGE FROM OUR **PRINCIPAL**

Dear Students and Parents/Carers,

We are pleased to introduce our Key Stage 4 curriculum booklet. Within these pages, you will find important details about the Year 9 options process and the range of subjects available for study in Years 10 and 11.

Our curriculum is carefully designed to deliver strong academic foundations, encourage personal development, and enable every student to reach their full potential. It is underpinned by the Astrea values of scholarship, curiosity, tenacity, respect, and responsibility.

Our teachers work in partnership with students to strengthen their knowledge, refine their skills, and broaden their cultural awareness. This ensures they are well prepared not only for examinations, but also for future education and life beyond school. We are committed to developing confident, capable, and independent young people who are ready for the next stage of their journey.

This marks the first opportunity for students to help shape their own curriculum pathway. The choices made should reflect individual interests, strengths, and aspirations, considering what you enjoy, where your talents lie, and how your decisions can support your future goals.



Take in the information in this booklet, speak to your teachers to learn more about courses, and ask for advice from family, your Tutor or Head of Year. Remember that this is a choice about what is right for you. I wish all scholars every success in making the right choices for their next steps.

**Hanan McKnead**  
**Interim Principal**



# YOUR ROADMAP



## 1. JAN-FEB

We recommend that you have discussions with your form tutor, teachers, and parent/carers to help you make informed decisions.

## 3. 26TH FEBRUARY

### Options Information Evening

This will include a talk for parents and scholars about the KS4 curriculum, the options process, and time to have supportive discussions with subject teachers for additional guidance about subject choices.



## 2. 9TH FEBRUARY

Options Process Assembly  
Options assembly delivered by Mrs Chipps to outline the options process to all Y9 scholars.



## 4. 23RD MARCH

**The final deadline** for submitting option choices is approaching. Students and parents will learn about their allocated options late in the summer term.

## COTTENHAM CAREERS

In Year 9, scholars take their first steps towards future pathways through Cottenham Village College begin exploring careers and courses using Unifrog.

During Years 10 and 11, Unifrog continues to support career planning through Personal Development lessons, where scholars explore post-16 options, career pathways and employability skills.

At the end of Year 10 you will be introduced to MyChoice@16, the online platform that you will use in Year 11 to apply for your chosen Post 16 provider/s.



## EXPERIENCES

- A structured work experience programme, developing employability skills and workplace awareness
- Careers information and guidance via Unifrog and our Careers Leader, Mrs Parks or Careers Advisor Ms Oliviera.
- Vocationally focused project work in some subjects, based on real business and industry needs
- STEM opportunities through the Science and Mathematics departments



## **YEAR 10 STUDENTS ON WORK EXPERIENCE 2025**

All Year 10 scholars complete a one week work experience placement, giving them first-hand experience of the workplace and helping them develop key employability skills. Preparation, reflection and evidence from this placement are supported and recorded using the Unifrog platform.

The school will launch work experience during January giving scholars plenty of opportunity to secure a meaningful placement for the end of summer term.

Across Years 9–11, scholars also benefit from a range of employer engagement activities, including talks, workshops and assemblies delivered by visiting employers and training providers. These experiences help scholars understand different career pathways, workplace expectations and routes into employment, apprenticeships and further education.



## ASSESSMENTS AND **PROGRESS**

Students will receive course information at the start of Year 10 which will allow them to track progress through the content and skills. Teachers continually assess scholars in a variety of ways and provide feedback on work.

**Assessments:** Formal mock exams will take place three times during the two years, typically in the summer term of year 10, and the autumn and spring terms of year 11.

Assessment results can be tracked on MCAS and Bromcom student portal.

**Homework** is also assessed, so meeting deadlines and managing time well is important. If any student is struggling, they should speak to their teacher or tutor for support.

For subjects with **Non-Examination Assessments** (NEAs), teachers will be able to advise what scholars need to do to gain the best possible marks. These will be marked to nationally agreed standards, and the marks are moderated by other teachers. Teachers will provide a timetable and deadline dates for completing assessments.



## GRADING SYSTEM

GCSEs have 9 to 1 grades.

Grade 9 is awarded to the top performing scholars **nationally**. The government has stated that GCSE grade 4 is a 'standard pass' and grade 5 and above is a 'strong pass'.

Sixth Forms may require higher grades, such as a 6 or 7, in subjects scholars want to study at A Level.

	<b>Grading System</b>
<b>A*</b> <b>A</b>	<b>9</b> Top Performing
	<b>8</b>
	<b>7</b>
<b>B</b> <b>C</b>	<b>6</b>
	<b>5</b> Strong Pass
	<b>4</b> Standard Pass
<b>D</b> <b>E</b> <b>F</b> <b>G</b>	<b>3</b>
	<b>2</b>
	<b>1</b>
<b>U</b>	<b>U</b>

# BROAD AND BALANCED CURRICULUM

OPTIONS  
STRUCTURE

BROAD &  
BALANCED

## OUTLINE

The Key Stage 4 curriculum is comprised of two sections: the 'core' subjects and 'optional' subjects.

We strongly advise all scholars to follow a broad and balanced curriculum.

To ensure this breadth, all scholars must select either:

- History **or** Geography.

Scholars will also need to study:

- Spanish

\*Some scholars may also take a GCSE in their home language.

## ART AND DESIGN COURSES

Students can only study a **maximum** of **one** art and design course:

- Fine Art
- Photography

## SCIENCES

If you wish to study Triple Science, it should be selected as one of the four preference subjects.

\*Please note that you can only take Triple Science if the science team believe you will be successful on this course.

## TECHNOLOGY COURSES

Students can only study a **maximum** of **one** technology course:

- Design and Technology
- Food

*A broad, balanced curriculum equips scholars with the essential skills, knowledge and qualifications to unlock the widest range of future opportunities. We are unapologetically ambitious for every young person at Cottenham Village College*

# CHOOSING YOUR **SUBJECTS**

**KEY**  
INFO



## **IMPORTANT!**

- We may adjust class switch a student between groups for certain blocks (not subjects). The number of classes may vary based on preferences received, and we aim to confirm subject choices early summer term.
- Following the broad and balanced curriculum structure scholars must choose Geography or History. All scholars will study Spanish. Students can only choose one art and design course and one of the creative subjects listed on page 9.
- A very small number of scholars will be directly contacted to invite them to choose an alternative to Spanish.

## **POST-16 INFORMATION**

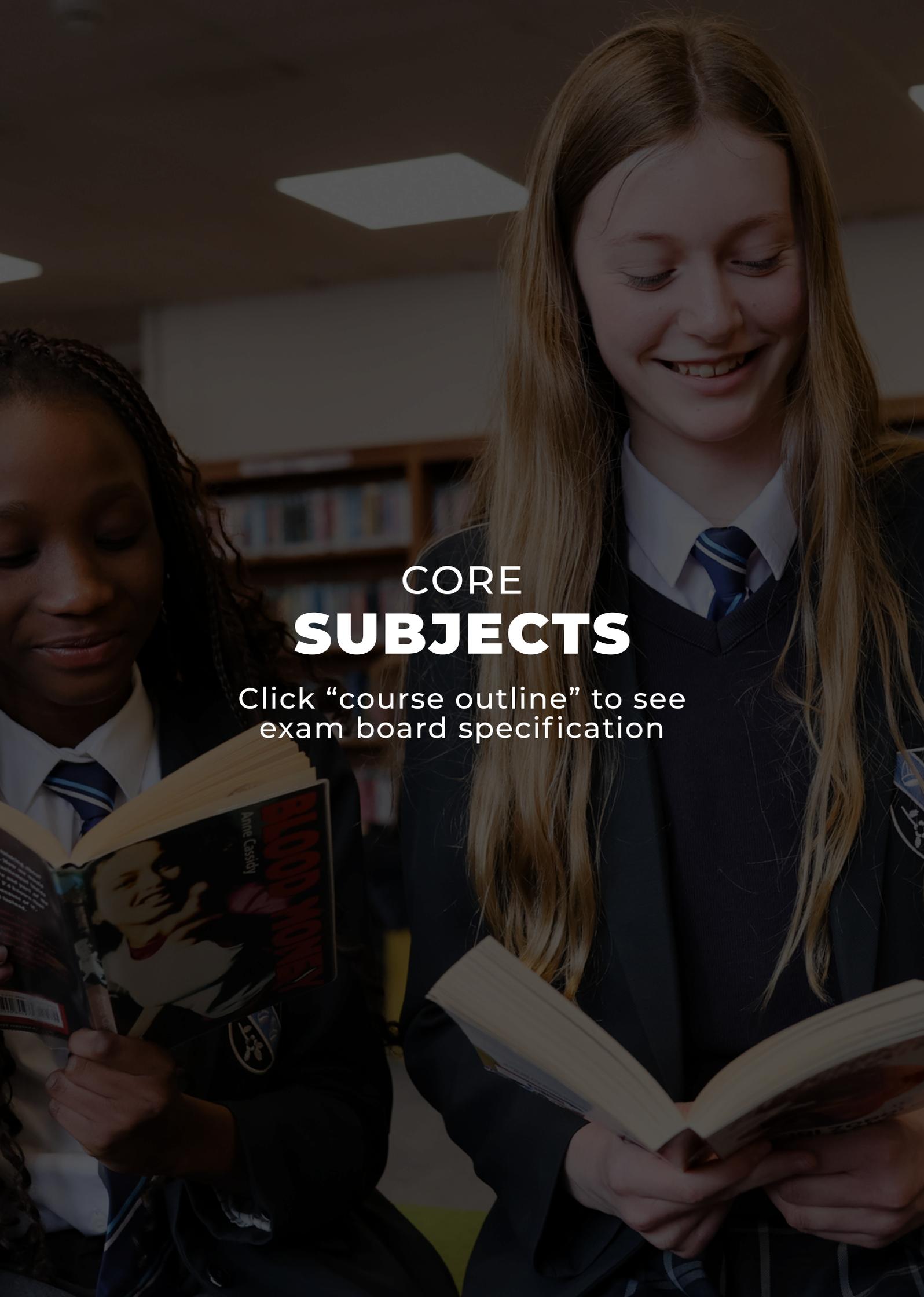
Post-16 providers typically look at the top five to eight GCSE grades you have achieved. For example, our Sixth Form considers the top five grades. Many post-16 subjects do not require previous study, but rather for you to show your ability through your overall academic profile. For instance, here at St Ivo we offer subjects including psychology and economics which you cannot study beforehand.

## **OVERSUBSCRIPTION**

We aim to ensure that as many scholars as possible can take their requested subjects, but some subjects may be limited by facilities, equipment or staffing. Where we can, we will look to run multiple classes, but this is not always possible.

When scholars cannot be awarded their first-choice preferences, their alternative options will be discussed with them, and their options will be offered based on the balance of their other subjects, input from their teachers and consideration of their achievement so far.

We want all scholars to feel and be successful in their chosen courses, and aim to assign preference subjects with this at the forefront of our thinking.

A photograph of two female students in school uniforms reading books in a library. The student on the right is smiling and looking down at her book. The student on the left is also looking down at her book. The background shows bookshelves and a library setting. The text is overlaid on the image.

# CORE **SUBJECTS**

Click “course outline” to see  
exam board specification

## CORE SUBJECT

# ENGLISH LANGUAGE

### COURSE OUTLINE

GCSE English Language develops confident readers, writers and speakers. You will study a wide range of engaging texts from the 19th, 20th and 21st centuries, including fiction, literary non-fiction, journalism and reviews. Lessons focus on building strong reading skills, helping you analyse language, compare ideas and think critically about different themes.

You will develop your writing through creative and real-world tasks, learning how to use Standard English accurately and effectively. Grammar, spelling and vocabulary are key areas of study. You will also practise speaking and listening skills through discussion and presentation, preparing you for further study and future careers.

### ASSESSMENT

The GCSE is assessed entirely by examination, with no coursework contributing to the final grade.

There are two written exam papers, each 1 hour 45 minutes and worth 50% of the qualification.

- Paper 1 covers 20th-century literature and creative writing
- Paper 2 focuses on 19th- and 21st-century non-fiction and transactional/ persuasive writing.
- There is also a spoken language assessment completed during the course, but it is reported separately and does not count towards the final GCSE grade.
- All exams are un-tiered, with all scholars sitting the same papers.

## CORE SUBJECT

# ENGLISH LITERATURE

### COURSE OUTLINE

GCSE English Literature invites you to explore powerful stories, characters and ideas from across time. You will study a complete Shakespeare play, such as Macbeth or Romeo and Juliet, alongside a gripping 19th-century novel like A Christmas Carol or Jekyll and Hyde. You will also read a modern play or novel and study a themed poetry cluster from the AQA anthology.

Lessons focus on understanding characters, themes and writers' choices, while developing skills in analysis, comparison and evaluation. You will learn how to write clearly and accurately about literature, using evidence and quotations to support your ideas. This course develops strong thinking, discussion and writing skills, preparing you for further study and beyond.

### ASSESSMENT

#### **Component 1: Shakespeare and 19th-Century Novel**

Exam: 1hr 45mins (40%)

- Section A: One extract and one essay on a studied Shakespeare text
- Section B: One question on a 19th-century novel, covering both an extract and the whole text

#### **Component 2: Modern Texts and Poetry**

Exam: 2hrs 15mins (60%)

- Section A: One essay on a modern prose or drama text
- Section B: One comparative question on poems from the studied anthology
- Section C: One question on an unseen poem and one comparing it with a second unseen poem

## CORE SUBJECT **MATHEMATICS**

### COURSE OUTLINE

You will follow the national curriculum, studying a broad range of topics including number, algebra, geometry and measures, ratio and proportion, statistics and probability. The content of the GCSE course builds on the skills developed during Key Stage 3, strengthening your mathematical understanding and extending it into more challenging areas.

You will learn to apply mathematical concepts in real-world contexts, deepen your problem-solving skills and address misconceptions.

The AQA GCSE Mathematics specification organises content so that students gradually develop fluency, reasoning and problem-solving skills across all topic areas.

### ASSESSMENT

AQA Maths GCSE covers:

- Number
- Algebra
- Ratio & Proportion
- Geometry
- Probability
- Statistics.

Assessment consists of three equal written exams (1hr 30mins each), all taken at the same tier (Foundation or Higher) in the same exam series.

Paper 1 is non-calculator; calculators are allowed for Papers 2 and 3.

There is no coursework.



Science isn't just about experiments in a lab – it's about understanding the world around us, asking questions, and discovering how things really work. If you're curious, love solving problems, or want to explore the frontiers of knowledge, this is the subject for you.

CORE SUBJECT  
**COMBINED SCIENCE**  
**(TRILOGY)**

### COURSE OUTLINE

Combined science covers all three disciplines of Science (Biology, Chemistry and Physics), but slightly less depth than Triple Award (Separate Science). Combined Science leads to two GCSE's through exams taken at the end of Y11.

Students will be entered for this course, which leads to two GCSEs. All exams are taken at the end of Year 11 and there is no coursework.

Students are, however, required to do practical experiments throughout the course that are essential to passing it.

### ASSESSMENT

At the end of the course scholars will take 6 exams each 1 hour and 15 minutes:

- 2 in Biology,
- 2 in Chemistry
- 2 in Physics.

Students will be entered for either the higher or foundation tier which will be decided based on their performance across the course

The scores will be amalgamated and **2 GCSEs** awarded according to their total.

Students must sit the same tier for all science exams.

## ADDITIONAL CORE **SUBJECTS**

### CORE RE

Students take part in Religious Education drop-down sessions during the year. These days give students the opportunity to engage with important religious, ethical and social issues through discussion, group work, case studies and reflective activities.

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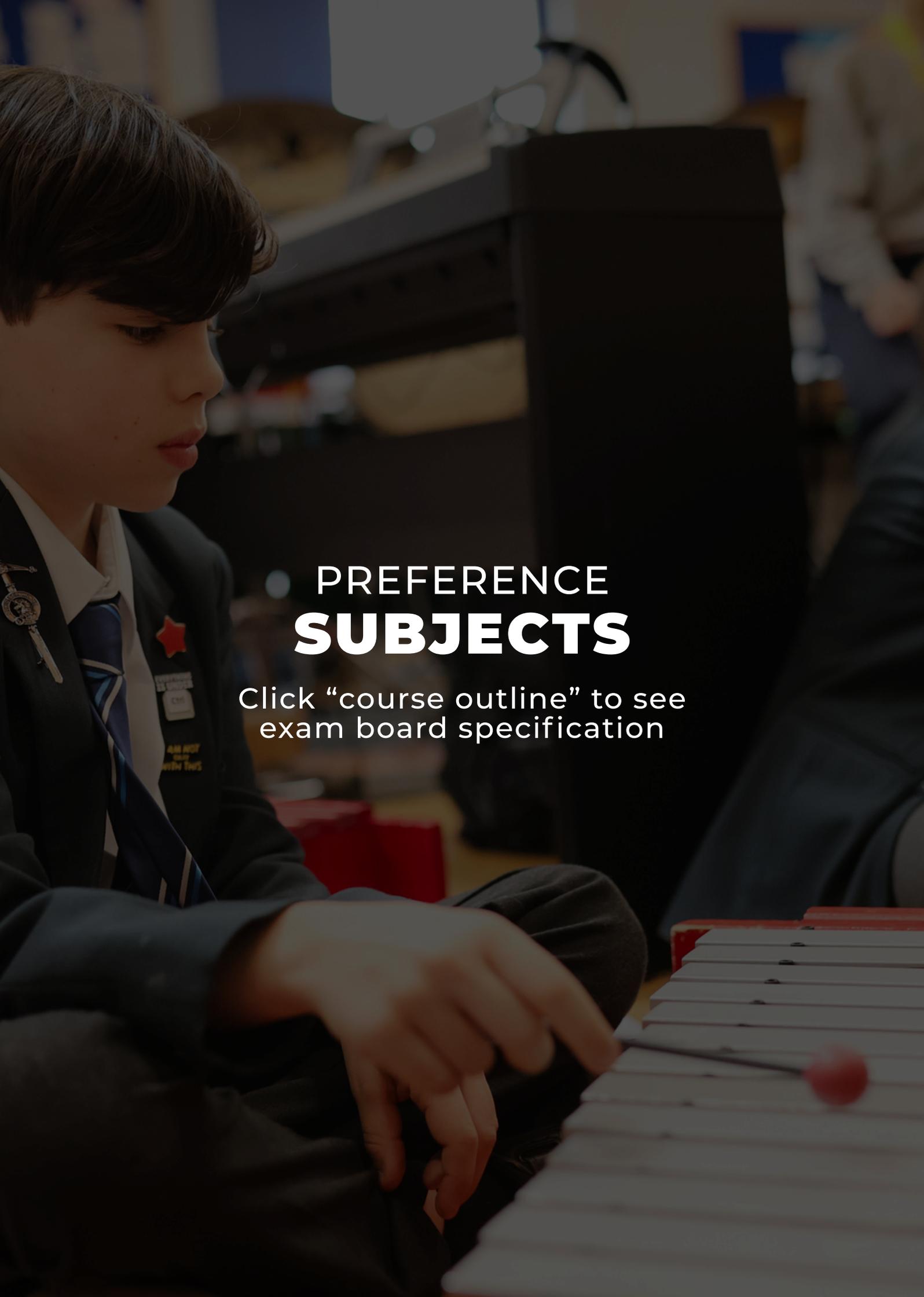
### CORE PE

Will allow you to experience a range of sports, team games and health-related activities on a weekly basis. There are opportunities to do even more by taking part in clubs, activities and teams. In addition, you may choose to take GCSE PE and BTEC Sport.

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### CORE PD

Personal Development permeates school life, both in the curriculum and extra-curricular offer. The taught PD curriculum is based on the PSHE Association's programme of study. It is designed to help scholars develop as individuals, and remain healthy and safe throughout their adult life. Parts of the programme focus on physical and emotional health and well-being, RSE (Relationships and Sex Education), and living in the wider world, including British Values and Protected Characteristics. Students will also learn how to deal with examination stress, how to manage their workload and maintain a work/life balance.

A young boy with dark hair, wearing a dark school blazer, a white shirt, and a blue striped tie, is sitting at a desk. He is looking down at a stack of papers on the desk. The background is slightly blurred, showing other people in a classroom or school setting. The overall tone is educational and focused.

## PREFERENCE **SUBJECTS**

Click “course outline” to see  
exam board specification

PREFERENCE SUBJECT  
**SEPARATE SCIENCE**  
**(TRIPLE)**

### COURSE OUTLINE

Triple Science is a challenging and exciting course for scholars who enjoy science and want to explore how the world works in greater depth. Extra topics covered include the structure of the brain and the eye in Biology, more content on industrial and contemporary Chemistry and astronomy and additional nuclear science in Physics.

Throughout the course, scholars develop strong practical, analytical and problem-solving skills through a wide range of experiments and investigations.

Triple Science is an excellent choice for scholars considering A-levels in science or future careers in areas such as healthcare, engineering, research or environmental science. The course is fast-paced, rewarding and ideal for motivated learners who enjoy being challenged.

### ASSESSMENT

At the end of the course you will take 6 exams, 1 hour and 45 minutes each:

- 2 in Biology,
- 2 in Chemistry
- 2 in Physics

An individual GCSE will be awarded for each Science with grades in each subject.

This option is worth **3 GCSEs.**

*\*for the specification for this course you can find each Science subject separately **[here](#)**.*

PREFERENCE SUBJECT  
**SPANISH**COURSE OUTLINE

You will learn to use languages in a range of practical situations and will build on the vocabulary and skills learnt in Years 7-9. A variety of relevant and interesting topics are studied. These include:

**Theme 1: People and lifestyle**

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

**Theme 2: Popular culture**

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

**Theme 3: Communication and the world around us**

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

ASSESSMENT

Assessment is Linear — all four exams are taken at the end of the course, each worth 25% of the marks.

The four papers each cover one skill:

- Listening
- Speaking
- Reading
- Writing.



“ Geography takes you out of the classroom and into the world. Our trips to Iceland let scholars see glaciers, volcanoes, and waterfalls up close, it’s an adventure that makes learning unforgettable! ”

## PREFERENCE SUBJECT **GEOGRAPHY**

### COURSE OUTLINE

GCSE Geography encourages students to develop an interest in and curiosity about the world around them. It helps students understand how people and environments interact, how landscapes are formed, and how places and communities change over time.

The course covers a wide range of topics, including urban change, global development, extreme environments, rivers and natural hazards. Students explore major global issues and learn about the social, economic and physical processes that shape our planet.

The variety of topics studied ensures students gain insight into important geographical issues while discovering areas that capture their own interests and engagement.

### ASSESSMENT

There are three exams and no coursework or controlled assessment. All exams are taken at the end of the course.

**Paper 1:** Living with the physical environment. This is worth 35% of the total marks.

**Paper 2:** Challenges in the human environment. This is worth 35% of the total marks.

**Paper 3:** Geographical applications. This is worth 30% of the total marks.

PREFERENCE SUBJECT  
**HISTORY**

**COURSE OUTLINE**

GCSE History offers a rich and engaging study of the past and its relevance today.

The course includes:

- Paper 1, covering Medicine in Britain (c1250–present) and a historic environment study of the British sector of the Western Front during the First World War.
- Paper 2 explores Superpower Relations and the Cold War, alongside a British depth study of Early Elizabethan England.
- Paper 3 focuses on Weimar and Nazi Germany, examining the challenges faced after the First World War and the rise and consolidation of Nazi power.

**ASSESSMENT**

Following the course structure there are 3 papers:

- **Paper 1:** 1 hour 20 minute exam worth 30% (Thematic study 20%; Historic environment 10%).
- **Paper 2:** 1 hour 50 minutes worth 40% (British depth study 20%; Period study 20%).
- **Paper 3:** 1 hour 30 minutes worth 30%.

## PREFERENCE SUBJECT

# COMPUTER SCIENCE

### COURSE OUTLINE

GCSE Computer Science introduces you to the core principles of how computers work. You will learn to think logically and creatively, analyse problems, and design, write and debug programs. The course explores algorithms, data representation and digital systems, as well as the impact of technology on individuals and society, using key mathematical skills.

*Please be aware that GCSE Computer Science is very different from an Information Technology course. It is recommended that scholars are currently set 3 or above in Mathematics.*

### ASSESSMENT

The course is made up of three components. Both exams are 1 hour and 30 minutes and are worth 50% each.

- Component 1: Computer Systems - Covers system architecture, memory, storage, networks, security, software, and the impact of digital technology.
- Component 2: Computational Thinking, Algorithms and Programming - Focuses on algorithms, programming, robust code, Boolean logic, and development environments.
- Component 3: Programming Project - A practical programming portfolio (not assessed).

## PREFERENCE SUBJECT

# DRAMA

### COURSE OUTLINE

GCSE Drama gives students the opportunity to explore the subject from a range of perspectives by devising their own, original work.

Students will bring to life the work of a playwright; think like theatre reviewers, developing their own thoughts on what makes drama and theatre successful and develop as creative artists building and bringing a character to life through exploration and rehearsal. Students must study two contrasting texts for the GCSE course.

During your course you will consider:

- Acting
- Script study
- Practitioners
- A variety of styles and genres of theatre
- Devising
- Improvisation
- Playwrights
- Communication

Please note that as a performing arts subject it will be expected for performing arts students to regularly attend an after-school GCSE session to rehearse or complete controlled coursework.

### ASSESSMENT

- **Components 1 and 2: Devising Drama** (Practical) (60% of final grade with Component 3): Students will create a devised performance in groups. They will be able to select a starting point from a range of stimuli.
- **Component 3: Presenting and Performing Texts:** Students will take part in two contrasting extracts from the text. Performance lengths will vary according to group size.
- **Component 4: Exam assessment - Performance and Response** (40% of final grade): The exam component will be assessed at the end of the qualification. Students will have to complete questions based on the set text studied in class and a review of a live performance.



Drama is where students come alive, it's a space for creativity, confidence, and collaboration, where they learn not just about performance, but about themselves and the world around them.

## PREFERENCE SUBJECT

# DESIGN AND TECHNOLOGY

### COURSE OUTLINE

Students explore various materials and processes through investigation and experimentation, using wood, metals, plastics, and graphical materials.

They study traditional and modern manufacturing techniques, including computer-aided design. Successful product themes include toys, educational devices, and medical products. The course encourages creative design approaches to solve problems and improve products, with one practical lesson each week for designing and making functional items.

### ASSESSMENT

The course is made up of two units:

- Unit 1: one single written exam: core knowledge and designing skills.
- Unit 2: non-examined assessment: design and make task requiring students to respond to a design context. Work is submitted as an A3 portfolio of evidence and a 3D functioning prototype, made from suitable materials.

These units are weighted 50:50 for assessment.

## PREFERENCE SUBJECT **FINE ART**

### COURSE OUTLINE

Fine Art projects are a personal response to chosen themes that are broad in nature-e.g beauty, time, identity, sleep etc. In Fine Art the clear visual communication of a chosen concept is very important e.g the pressure of modern beauty 'ideals', how phone scrolling distracts us from the 'real world', animal cruelty to name but a few. Topics can be positive in nature too!

Artists are academic visual researchers; we seek information and inspiration from the world around us. The GCSE Fine Art course will develop students' artistic voice, communication skills, resilience and confidence. Students are taught to explore, refine, document and develop their ideas.

### ASSESSMENT

All assessments for Art and Design courses are outlined as follows:

- **Component 1:** Portfolio  
60% of qualification: 120 marks: This component will be internally set, internally assessed and externally moderated.
- **Component 2:** Externally Set Assignment 40% of qualification: 80 marks:
  - Part 1: Preparatory study period
  - Part 2: 10 hour period of sustained focus work

## PREFERENCE SUBJECT

# **FOOD PREPARATION & NUTRITION**

### COURSE OUTLINE

Designed to equip you with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages you to cook, to make informed decisions about food and nutrition and enables you to be able to feed yourself and others affordably and nutritiously later on in life.

The syllabus is divided into the following areas of content:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

### ASSESSMENT

This is divided into 2 components:

1. Principles of nutrition. One written exam paper for June 2018. Worth 50% of the final grade.
2. Food preparation and Nutrition in Action; the coursework/practical skills element:
  - Task One: Conduct a food science investigation (15% of final grade).
  - Task Two: Create a menu and prepare dishes (35% of final grade)

The coursework element will be marked in school and sent to the exam board for moderation at the end of the course.

## PREFERENCE SUBJECT MUSIC

### COURSE OUTLINE

GCSE Music is a practical and creative course where you will perform, compose and explore music through listening and analysis. You will study a wide range of styles, from pop and film music to classical and world music, applying your understanding in both performance and composition.

The course is designed for all scholars, whether or not you already play an instrument or sing, though starting lessons can help with the performance element. You will develop musical skills, creativity and confidence, supported by teachers and optional instrumental lessons, while learning how music works in theory and practice.

### ASSESSMENT

- **Component 1: Performing** (30%) – Perform 2 pieces (one ensemble) lasting 4–6 minutes, with at least one linked to an area of study.
- **Component 2: Composing** (30%) – Create 2 compositions (total 3–6 minutes). One responds to an exam board brief in Year 11, the other is a free composition. A written log and notation are required.
- **Component 3: Appraising** (40%) – Written exam assessing knowledge of musical elements, contexts and language, including questions on set works and reading different forms of notation.

## PREFERENCE SUBJECT

# PHOTOGRAPHY

### COURSE OUTLINE

Do you want to explore the world? Do you wish to explore your own ideas and develop your creative and technical skills? Do you want to learn and explore a range of photographic techniques? Do you want to learn about influential and important photographers throughout history and now? Then Art and Design – Photography GCSE is for you!

This GCSE course is the same structure as the Art and Design – Fine Art GCSE option. However, for this qualification, students specialise in photography. Areas of study include:

- Documentary photography
- Photo-journalism
- Studio photography
- Location photography
- Experimental imagery
- Installation
- Moving image: film, video and animation.

### ASSESSMENT

#### **Unit 1: Personal Portfolio in Art and Design**

- This is worth 60% of the final grade

#### **Unit 2: Externally Set Assignment (ESA) -**

- This is worth 40% of the final grade

#### **This concludes with an Art Exam - 10 hours of sustained focus on chosen final piece**

- Supporting sketchbook/other preparatory work is worth 75% of the marks awarded for ESA. The exam is worth 25% of the ESA.



PE is about more than just sport, it's teamwork, determination, and challenging yourself to achieve new goals. Every lesson gives you the chance to push your limits and build lifelong skills. We encourage scholars to compete outside of school and can support in finding clubs if they need it!

## PREFERENCE SUBJECT

# PHYSICAL EDUCATION

### COURSE OUTLINE

Physical Education is ideal for people interested in sports and games. The theory component enables scholars to study the body and the reasons that we move as we do. Students also learn how we can improve our health and fitness in order to improve our sporting performance, as well as understanding what influences our involvement in sport.

Topics include:

- Anatomy
- Physiology
- Movement analysis,
- Effects of exercise
- Training and data
- Sports psychology
- Socio-cultural influence
- Health, fitness and well-being

*There is an expectation that scholars will participate competitively in sports/activities outside of school.*

### ASSESSMENT

#### **Unit 1 - Physical Factors Affecting Performance (30%)**

- Multiple-choice, short- and extended-answer exam paper questions

#### **Unit 2 - Socio-Cultural Issues and Sports Psychology (30%)**

- multiple-choice, short and extended-answer questions

#### **Unit 3 - Practical Performance (40%)**

- performance in three sports; one individual, one game and one other (individual or game)
- coursework - analysing and improving sports performance in a particular activity
- Moderation of 3 sports and one piece of coursework.

## PREFERENCE SUBJECT **RELIGIOUS STUDIES**

### COURSE OUTLINE

Our GCSE covers different world religions, four contemporary ethical themes, ensuring scholars have a diverse choice of intriguing subjects to explore. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

We study a range of religious and non-religious perspectives on these issues and the impact they have on the modern world.

These are made up of the topics above and include: Relationships and Families; Religion and Life; Religion, Crime and Punishment; Religion, Peace and Conflict.

### ASSESSMENT

The assessment is 100% examination.

There are 2 written papers at the end of the two years:

- 50% Study of religions. Beliefs, Teachings, and Practices for Christianity and Islam.
- Thematic 50% with the themes being Religion and life, Religion, peace and conflict, Religion, crime and punishment and Religion, family and relationships

## FREQUENTLY **ASKED QUESTIONS**

### **Q. Do I have to study a humanities subject?**

A. Yes, you need to take either Geography or History, or both.

### **Q. Can I drop a subject and do extra English and Maths?**

A. No, this is not something we can offer. All students will need to study 4 options subjects in addition to the core curriculum.

### **Q. What if I start a subject and then decide I don't like it?**

A. In some cases, we may be able to swap a subject during the first half term of Y10, but you would need to choose a subject from the same timetable block and so might not have an alternative you want to study. You would also be required to catch up on missed course content independently. We advise against any changes, and we will not permit changes after the October half term of Y10.

### **Q. Is my timetable all exam work?**

A. No. Your timetable will also include assembly, tutor periods, core practical PE, core PSHE and core RE.

### **Q. Can I choose which sciences I study?**

A. (e.g. drop Biology and focus on Chemistry and Physics) No - all students, whether you do combined science or triple science, will study all three sciences. You are not allowed to drop a science.

### **Q. Do I have to study Spanish?**

A. Yes, unless you receive an invitation from school to choose an alternative option (and only a small number of students will receive this invitation)

### **Q. How are you choosing who doesn't need to do Spanish?**

A. Miss Walley and Mrs Chipps are working together to identify a small group of students who may struggle to access the KS4 Spanish curriculum. For example, this may be due to significant SEN needs or due to being new to learning English.



**ANY QUESTIONS**

[KS4OPTIONS@ASTREACOTTENHAM.ORG](mailto:KS4OPTIONS@ASTREACOTTENHAM.ORG)