



**Wye School**  
The best in everyone™  
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## GCSE Options 2022

*A Passion for Learning*

## The Principles underpinning Wye School KS4 Curriculum

**At Wye, our cohorts tend to be relatively able and the majority go on to study for A' Levels and higher or further Education. It is essential that the KS4 curriculum opens up these progression routes for them, with the provision of high value, nationally recognised qualifications. The emphasis at Wye will always be on quality and not quantity.**

At Wye School we believe that it is better to achieve higher grades in fewer qualifications, and be able to offer the curriculum time to facilitate this. Quite simply the more GCSEs a student studies, the less time there is for each one. We want students to achieve the highest grades they can in the subjects they take and so we want to ensure they have all the Guided Learning Hours they can for these.

In keeping with current national thinking, we value a traditional academic curriculum. All students will study English Language and Literature and Mathematics. They will also follow courses in Science, studying all three disciplines of Biology, Chemistry and Physics. Our top set will go on to study for individual GCSEs in each of these subjects. Sets 2-4 will study for a combined science qualification.

We value the principles underpinning the Ebacc and the vast majority of our students will study History and / or Geography and learn a Modern Foreign Language. These will form part of their 3 chosen options.

Virtually all students will choose a language, one of the humanities and one other option.

In line with statutory requirements, the KS4 timetable will also ensure that all students continue to do physical Education,

and Spiritual, Moral, Social and Cultural Education, which will include Religious Studies, PSHE and Sex and Relationship Education, Citizenship and Careers.

The wider curriculum will offer students the chance to do Combined Cadet Force and / or Duke of Edinburgh Award, in collaboration with Ashford School, as well as other studies and activities. Our most able students will be offered extension opportunities and qualifications within the timetable, including Further Maths and triple Science. There may be opportunities for them to take another GCSE on reduced timetable time but this will be determined on an individual basis.

It is important that the timetable is tailored to meet the needs of all of our students. For some individuals, this could include enhanced core provision, alternative qualifications or wider curriculum opportunities both within and outside of the school. Where this is the case, these students will make their initial GCSE choices but we will then determine their timetable in follow up discussions with the student and their parents.



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# Art GCSE

Exam Board: AQA Art and Design: Fine Art

## Subject Content

The Art and Design course follows a progression from teacher-led workshops in Year 9, to foundation studies of a technical, contextual or conceptual nature, developing into more independent and negotiated personal choices during Year 10 and 11. Journal work encourages the use of a visual diary which is highly personal to each student.

## Assessments

**Unit 1:** portfolio of Work (Controlled Assessment), worth 60 %.

**Unit 2:** Externally Set task, worth 40 %.

**Year 10:** Students will produce three coursework projects or personal investigations. topics may include 'natural Forms' (metamorphosis), 'Art from other Cultures', 'Man-made Forms' and 'Urban Environment'.

**Year 11:** Students will produce one coursework project based on self-portrait/identity for completion by February. they will then commence their final exam preparation which will culminate in a 10 hour practical exam.

## Skills and Enrichment Opportunities

GCSE Art and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests. they will build creative skills through learning and

doing, discover imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures. pupils will be taken on at least one gallery trip and visit the coast to collect visual stimulation and research. they will be encouraged to visit exhibitions independently.

## Progression /Career Opportunities

GCSE Art offers a natural progression to studying Art at A' Level and then a related foundation course or degree.

## Progression/Career Opportunities

Progression to A Level and a related degree.

Employment opportunities: animator, antique dealer, architect, art gallery curator, art therapist, art valuer, community arts worker, costume designer, exhibition designer, fashion designer, fine artist, florist, furniture designer, graphic designer, illustrator, interior designer, jewellery design maker, landscape architect, make-up artist, museum curator, photographer, product designer, set designer, sign writer, stonemason, textile designer, web designer.

## Further information contact

Mrs Smith – [Sarah.smith@wyeschool.org.uk](mailto:Sarah.smith@wyeschool.org.uk)



# Drama GCSE

Exam Board: WJEC

## Subject Content

Across the three components students will study one complete performance text and two extracts from a second contrasting performance text. the latter will be placed within the context of the whole text and either the techniques of an influential theatre practitioner or the characteristics of a genre of drama. Students will have the opportunity to work practically as designers and/or performers.

## Assessments

**Component 1:** Devising theatre – non-exam assessment: internally assessed, externally moderated worth 40%. Students will be assessed on either acting or design. they participate in the creation, development and performance of a piece of devised theatre. they must produce: a realisation of their piece of devised theatre, a portfolio of supporting evidence and an evaluation of the final performance or design.

**Component 2:** performing from a text – non-exam assessment: externally assessed by a visiting examiner, worth 20%.. Students will be assessed on either acting or design.

**Component 3:** interpreting theatre – Written exam: 1 hour 30 minutes, worth 40%.

## Section A:

Set text – A series of questions on a set text.

## Section B:

Live theatre Review – Analysis and evaluation of a given aspect of a live theatre production seen during the course.

## Skills and Enrichment Opportunities

Lessons will be a combination of practical and written work, with written work being evaluation and reflection-based. Learning takes place through practical workshops, research, rehearsal, devising in groups and class discussion. You will be expected to attend theatre trips as part of the course. the cost of trips may vary from £10 and £25, but financial assistance will apply in particular circumstances.

## Progression/Career Opportunities

Drama GCSE naturally leads to Drama/theatre Studies A' Level, which can be a fantastic foundation to prepare you for employment in the performing Arts. However, it has also been proven to be a particularly effective grounding for careers such as Law, Education and Hospitality, in fact, any field in which inter-personal skills are valued.

## Further Information contact

Ms Lynn

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# English Language GCSE

Exam Board: AQA

## Subject Content

Reading Units Studied in Years 10 and 11

### Power, Class and Politics in Nineteenth and Twentieth Century Fiction and Non-Fiction.

Students will study a range of texts, both fiction and non-fiction, linked by the theme of power, class and politics. they will be developing comparative essay writing skills, with critical evaluation of language and literary features at word and sentence level. Students will also identify and comment on writers' purposes and viewpoints and the overall effect on the reader, whilst relating the texts to their social, cultural and historical traditions. they will also be analysing structural, organisational and presentational decisions.

**Viewpoints and Perspectives:** Family and Relationships in non-Fiction texts.

As above, students will study a range of texts, both fiction and non-fiction, linked by the theme of family and relationships, and they will need to develop those critical skills to be successful in this unit.

### Writing Units Studied in Years 10 and 11

Writing for purposes and with Accuracy: nature's Challenges in twenty-First Century Fiction and non-Fiction texts.

throughout Years 10 and 11 students will learn how to write for a purpose, such as writing to inform, persuade or describe,

and with technical accuracy, linked by the theme of nature's Challenges. therefore, we will have two terms dedicated to GCSE writing essentials: writing with accurate spellings, grammar and sentence structure.

## Assessments

All reading and writing skills will be assessed in two exams.

**Paper 1:** 1 hour 45 minutes, worth 50%.

**Section A** – Reading Fiction

**Section B** – Writing – Description / narration

**Paper 2:** 1 hour 45 minutes, worth 50%.

**Section A** – Reading Fiction and non-Fiction

**Section B** – Writing from a Viewpoint

All are assessed at the end of Year 11.

## Skills / Enrichment Opportunities

there is a strong focus on writing accurately and with precision; this high expectation of literacy will support all students in their GCSE options as they will develop fluency in their writing.

## Progression / Career Opportunities

A GCSE in English Language is a necessary life skill and for progression to Further / Higher Education and all careers.

## Further Information Contact

Miss C. Robb – [celia.robb@wyeschool.org.uk](mailto:celia.robb@wyeschool.org.uk)



# English Literature GCSE

Exam Board: AQA

## Subject Content

Literature Studied in Years 10 and 11

### Shakespeare

Students will study one play, either *Merchant of Venice* or *the tempest*. Students will be expected to draw on their knowledge of Shakespeare to relate the play to its social, cultural and historical traditions. they will also need to identify and comment on the structural, organisational and presentational features of the text, as well as writer's use of language at word and sentence level.

### The Nineteenth Century Text.

Students will study either *Jekyll and Hyde* or *the Sign of Four*. Students will comment on conventions of the novel and develop a sustained critical analysis of how the text relates to its context and literary tradition. Students will comment on writer's viewpoint and purpose and the overall effect of the text on the reader.

### Modern Text

Students will engage with modern literature and will study either *History Boys* or *DnA*. Students will develop a clear critical stance with a coherent interpretation of text. they will need to draw on imaginative insights and support their inference with reference to their wider textual knowledge.

### Power and Conflict Poetry

Students will study fourteen poems in total from the AQA Anthology; seven are linked by the theme of 'power' and seven

by the theme of 'conflict.' the expectation is they will produce a comparative essay focusing on two poems across the two themes. they will focus on developing personal response to the poems and finding judicious quotations for poetical form, structure and language.

## Assessments

**Paper 1:** Written exam: 1 hour and 45 mins, worth 40%.

**Section A** – Shakespeare

**Section B** – the nineteenth Century text.

**Paper 2:** Written exam: 2 hours and 15 mins, worth 60%.

**Section A** – Modern texts

**Section B** – poetry from Anthology

**Section C** – Unseen poetry

## Skills / Enrichment

this is a rigorously academic course that develops analytical skills and critical thinking. Students will learn to explore different interpretations of texts and learn how to create convincing arguments to support their views and ideas.

## Progression / career opportunities

English Literature is a highly valued qualification and facilitating subject and useful for diverse areas of study and careers such as Law, Media, Journalism, politics, and Medicine.

## Further Information Contact

Miss C. Robb – [celia.robb@wyeschool.org.uk](mailto:celia.robb@wyeschool.org.uk)



# Geography GCSE

Exam Board: AQA Geography 8035

## Subject Content

### Unit 1: Living with the Physical Environment

1. the Challenge of natural Hazards: natural hazards around the world and the UK, and climate change.
2. the Living World: Ecosystems, including the tropical Rainforest, deserts and cold environments.
3. physical Landscapes in the UK: Coastal regions of the UK and river landscapes that surround the country, including upland and lowland areas and glacial landscapes.

### Unit 2: Challenges in the Human Environment

1. Urban issues and Challenges: Urban growth and challenges that come along with it.
2. the Changing Economic World: investigating major changes to the UK's economy.
3. the Challenge of Resource Management: Management of resources sustainable to life.

### Unit 3: Geographical Applications:

1. Students will be exploring case studies of a relevant topic and applying their knowledge and understanding to a specific case study.
2. Students will also be required to do field work to apply their geographical skills to analyse new issues and environments.

## Further information contact

Mrs Clarkson – [gail.clarkson@wyeschool.org.uk](mailto:gail.clarkson@wyeschool.org.uk)



## Assessment

- Paper 1:** Living with the physical Environment  
Written exam: 1 hour 30 minutes, worth 35%.
- Paper 2:** Challenges in the Human Environment  
Written exam: 1 hour 30 minutes, worth 35%.
- Paper 3:** Geographical Applications  
Written exam: 1 hour, worth 30%, based on pre-release resources.

## Skills and Enrichment Opportunities

Students will develop and extend their competence in a range of skills, including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources. the Geography GCSE course will include a fieldwork trip to a local location to practise geographical skills.

## Progression /Career Opportunities

Geography will support the study of sciences, especially health and social sciences, like Biology, Sociology and psychology. Geography A-level is also a facilitating subject, which means that it can be useful for a whole range of university courses.

## Careers

travel agent, environmental campaign organiser, Environmental Health officer, architect or urban planner for sustainable projects, environmental health engineer, landscape architecture, banker, accountant, insurance, lawyer, aid worker, charity fundraiser, charity officer, armed forces, estate agents, town planner

# History GCSE

Exam Board: AQA, History 8145

## Subject Content

A period study of Germany allows students to focus on a substantial and coherent medium time span of at least 50 years. the study will require students to understand an unfolding narrative of substantial developments and issues.

Shaping the nation enables students to understand change and continuity across a long sweep of history. The study will cover three specified eras for one chosen topic.

In addition, there will be two depth studies, one focusing on conflict in the world and one on a local Norman study.

Depth studies enable students to focus on a substantial and coherent short time span. the studies enable students to gain understanding of the complexities of a society or historical situation and the interplay of different aspects within it.

the study of the historic environment (Norman Unit) will focus on a particular site in its historical context and enable students to study the relationship between a place and historical events and developments.

## Assessment

- Paper 1:**  
Understanding the Modern World.  
Written exam: 1 hour 45 mins, worth 50%.
- Germany 1890-1945 (Estimated terms 3-6 in Year 10)
  - Conflict and tension: 1918-1939 (Estimated terms 1-3 in Year 11)

## Further information contact

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## Paper 2: Shaping the Nation

**Written exam:** 1 hour 45 mins, worth 50%.

- Britain, Health and the people (Estimated terms 1-3 in Year 10)
- Local History – Normans (Estimated terms 3-6 in Year 11)

## Skills and Enrichment Opportunities

GCSE History develop students' ability to engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. they will learn how to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.

paper 2 involves a focus on local history and students will be given the opportunity to take their learning beyond the classroom and into the local community.

## Progression /Career opportunities

History is far more useful to students than just to succeed as a history teacher. As a consequence of the writing and use of source skills required by History, a GCSE in History is seen as highly desirable in any job.

Working in museums, galleries, archives or heritage sites; being a librarian, archaeologist, teacher; working in media, law, civil service, horticulture.



# Mathematics GCSE

Exam Board: EDEXCEL 1MA1

### Subject Content

This GCSE course will enable students to:

1. Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
2. Reason and communicate mathematically, make deductions and inferences and draw conclusions.
3. Acquire, select and apply mathematical techniques to solve problems.

**The main sections of study are:**

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

**Assessments**

There are two tiers in mathematics; a foundation tier (grades 1-5) and a higher tier (grades 4-9).

The tier that students sit is not decided until the winter of year 11. There are 3 papers at the end of the course, each paper is 1 hour 30 minutes and they are equally weighted. The first paper is non-calculator and the other two papers are calculator. Any topic can be assessed on any paper.

Students also have a range of formulae to memorize for the exam as there are no formulae booklets available.

### Skills and Enrichment Opportunities

*“Go down deep enough into anything and you will find mathematics.”*

Students sitting the higher tier GCSE will have the opportunity to participate in the UKMT Senior Maths Challenge and compete to receive an award.

While being provided with the numeracy necessary for everyday life, through investigations students will also be given the opportunity to discover that Mathematics is a source of beauty, interest and excitement. Students will acquire skills to apply mathematical techniques to solve problems and they will develop fluent knowledge, skills and understanding of mathematical methods and concepts.

**Progression /Career Opportunities**

The use of Mathematics is fundamental to the society in which we live and whatever career path we choose. Mathematics can lead to a vast range of careers including; Engineering, Accounting, Computing, Architecture, Teaching, Business, Medicine and Advertising. After the GCSE there will be the option to study Mathematics at A Level.

**Further information contact**

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# Modern Foreign Language GCSE – French /Spanish

Exam Board: AQA

**Specification:** French 8658  
Spanish 8698

### Subject Content

**Theme 1:** Identity and Culture

- Topic 1:** Me, my family and friends, relationships with family and friends, marriage/partnership
- Topic 2:** technology in everyday life, social media, mobile technology
- Topic 3:** Free-time activities, music, cinema and TV, food and eating out, sport
- Topic 4:** Customs and festivals in French-speaking countries/communities

**Theme 2:** Local, national, international and Global Areas of interest

- Topic 1:** Home, town, neighbourhood and region
- Topic 2:** Social issues, charity/voluntary work, healthy/unhealthy living
- Topic 3:** Global issues, the environment, poverty/homelessness
- Topic 4:** travel and tourism

**Theme 3:** Current and Future Study and Employment

**Topic 1:** My studies

- Topic 2:** Life at school/college
- Topic 3:** Global issues, the environment poverty/homelessness
- Topic 4:** travel and tourism

**Skills and Enrichment Opportunities**

A cure for monolingualism. Students will be proficient in the four skills of reading, writing, listening and speaking in a modern foreign language. Proficiency in a language offers opportunities and skills for life. This specification expands their cultural knowledge and develops global citizens. It is suitable for students of all abilities in languages.

Enrichment opportunities include taster sessions of a modern foreign language, learning about a European culture, opportunities to participate in a French play/pantomime, to enhance experiences abroad and engage with a different culture.

**Progression /Career Opportunities**

A' Level in modern foreign language. Four-year degree course in MFL at university, with a year abroad in a French/Spanish speaking country. Employees with a second language earn on average £5000 more than their colleagues.

**Further information contact**

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# Music GCSE

Exam Board: AQA

## Subject Content

Across the three components students will study the following content:

- Understanding Music
- performing Music
- Composing Music

Music technology is fully integrated and many areas of study have artists or composers who have written work in this format. Students can perform and compose using technology. the course appreciates all music styles and genres, skills and instruments and will cater for a range of musical tastes.

## Assessments

**Component 1:** Understanding Music – Examination, externally assessed, 1 ½ hours, worth 40%.

**Component 2:** performing Music – 2 performances (below), Internally marked and externally assessed, worth 30% You will be assessed as an instrumentalist and/or vocalist and/or via technology:

**Performance 1:** Solo performance (36 marks)

**Performance 2:** Ensemble performance (36 marks)

*A minimum of four minutes and a maximum of seven minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.*

**Component 3:** Composing Music – 2 compositions (below), internally marked and externally assessed, worth 30%.

**Composition 1:** Composition to a Brief

**Composition 2:** Free Composition

*A minimum of three minutes and a maximum of four and a half minutes of music in total is required.*

## Skills and Enrichment Opportunities

Lessons will be a combination of practical and written work. Students will have an opportunity to study a wider range of musical genres and pursue individual interests. the course will bring theory, listening and composition to life in new and engaging ways, and makes clear links to the world around us. Students will have to work cooperatively and will develop essential team skills. there will be opportunities for public performance.

## Progression/Career Opportunities

Music GCSE can naturally lead to study at A' Level or as a further education course. it is a subject which will be valued by all, as strengths in music have long been linked to intellect. the skills developed, most notably those of team work and public performance, are highly valued in all professions.



# Hospitality and Catering – Vocational

Exam Board:

## Subject Content

Throughout this course, students will learn and develop a wide range of cooking skills and processes. They will know how to prepare, cook and store food safely and hygienically, and explore the importance of creating balanced and healthy dishes. In addition to the practical elements, students will gain an understanding of how the hospitality industry works, including job roles, supply chains and customer service. Students will understand nutritional benefits of food, food provenance and budgeting.

Students build on their cooking skills throughout year 10 and go on to apply them with independence in Year 11, where they are expected to design, plan and deliver a two-course meal.

Sample skills developed include:

Weighing, measuring, knife skills, baking, frying, boiling

Example topics include bread making, sauce making, pastry making, mains, desserts

## Assessments

**Unit 1:** Hospitality & the Catering Industry: External examination, worth 40%

**Unit 2:** Hospitality and Catering in Action: Non-Examination Assessment, brief set by the exam board, worth 60%

## Skills and Enrichment Opportunities

Students will explore dishes from around the world, giving them the opportunity to understand heritage of flavours and food provenance. They will have the opportunity to work as part of a team to deliver a range of dishes. Their skills in numeracy and literacy are developed through the careful planning and making of dishes. Students have the opportunity to present and share their dishes with the school community, therefore developing their interpersonal skills.

## Progression /Career Opportunities

Level 3 Hospitality, A-Level Food, degree in related area, Careers include, chef, front of house, baker, pâtissier, events management and planning, nutritionist, product development.

## Further information contact

Mrs Haworth helen.haworth@wyeschool.org.uk





# Physical Education GCSE

Exam Board: Edexcel

**Subject Content**

- Fitness and Body Systems: topics 1 – 4.
- Health and performance: topics 5 – 8.
- Component 3: practical performance
- Component 4: personal Exercise programme (PEP)

Components 1 and 2 will be studied through theoretical lessons in the classroom and practically:

**Year 10:**  
**Autumn 1**      **Topic 1:** Applied Anatomy and physiology

**Autumn 2:**      **Topic 2:** Movement Analysis

**Spring 1:**      **Topic 3:** physical training  
**Topic 4:** Use of Data

**Spring 2:**      **Topic 5:** Health, Fitness and Well-being

**Summer 1:**      **Topic 6:** Sport psychology

**Summer 2:**      **Topic 7:** Socio-cultural influences  
**Topic 8:** Use of Data

**Year 11**  
**Autumn 1**      **Topic 1:** Applied anatomy and physiology  
**Topic 2:** Movement and analysis

**Autumn 2**      **Topic 3:** physical training  
**Topic 4:** Use of data  
**Topic 5:** Health, fitness and well-being  
**Topic 6:** Sport psychology

**Spring 2**      **Topic 7:** Socio-cultural influences

**Assessments**

- Written exam: 60%
- practical performance and Analysis of performance: 40%

**Skills and Enrichment Opportunities**

Students can develop a range of practical skills, including communication using appropriate language, dealing with pressure, split second decision-making, analysing and evaluating performance, and more. All students will be required to perform effectively in different physical activities. through the school’s enrichment program, students will be expected to get involved

enrichment sessions as leaders and coaches, proving themselves to be outstanding leaders and organisers of sporting sessions. it is also expected that those taking the GCSE PE course will be involved in Wye School’s extensive sporting fixture programme. these students will be expected to represent the school whilst displaying good team spirit, sportsmanship and commitment to their team and staff.

**Progression /Career Opportunities**

Students will receive a well-rounded introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges. Students will be able to continue their studies in this subject through an A’ Level course, leading to future studies in Sport Science. they may also consider it a good starting point when considering careers such as physiotherapy, sports therapy, occupational therapy, teaching and coaching.

**Further information contact**

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# Combined Science: trilogy (Double Award) GCSE Biology, GCSE Chemistry and GCSE physics

Exam Board: AQA

**Subject Content**

**Biology**

- Cell biology
- organisation
- infection and response
- Bioenergetics
- Homeostasis and response
- inheritance, variation and evolution
- Ecology

**Chemistry**

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- the rate and extent of chemical change
- organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

**Physics**

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- particle model of matter
- Atomic structure
- Space physics – GCSE physics only

**Assessments**

there are six papers: two Biology, two Chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

**Biology Paper 1 and Paper 2**

Written Exams: Each of 1 hour and 15 mins, each worth 16.7% of course.

**Chemistry Paper 1 and Paper 2**

Written Exams: Each of 1 hour and 15 mins, each worth 16.7% of course.

**Physics Paper 1 and Paper 2**

Written Exams: Each of 1 hour and 15 mins, each worth 16.7%



**Skills and Enrichment Opportunities**

There are eight required practicals. Practicals are not only one of the most engaging parts of a science education but are also essential for students’ understanding of scientific theory. Students develop problem–solving skills through investigation work. the course includes furthering understanding of scientific literacy, which allows students to question the reliability of scientific reporting in the media.

**Progression /Career Opportunities**

Studying the separate sciences means students will cover more content than GCSE Combined Science. the separate GCSE Biology, Chemistry and physics will provide great preparation for AS and A-level, without overlapping content. Science A’ Levels will open the doors to many BSc degrees.

Science is an important GCSE for many area of study/ careers including medicine, veterinary, sports science, food science, engineering, nursing and mechanics. A background in science will also give opportunities for marketing and research in the SciTech industries.

**Further information contact**

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# Religious Studies

**Exam Board (and Specification where relevant): AQA 8062**

## **Units / Subject Content (over years if known):**

the Religious Studies specification has not been finalized for teaching in September 2016 at this time therefore the components shown below are subject to change. it is expected that the syllabus will be the same as or very similar to the following units.

**Component 1:** the study of religions: beliefs, teachings and practices.

**Component 2:** thematic Studies.

### **Component 1:**

the study of Christianity and Islam.

### **Component 2:**

Any four of the religious, philosophical and ethical themes from below.

- theme A: Relationships and families (Sex, marriage, divorce, families and gender equality)
- theme B: Religion and life (origins of the universe, euthanasia, abortion, afterlife and the sanctity of life)
- theme C: the existence of God and revelation (Existence of God, evil and suffering)
- theme D: Religion, peace and conflict (Religion, violence, terrorism and war)
- theme E: Religion, crime and punishment (causes of crime and types of punishment)
- theme F: Religion, human rights and social justice (discrimination, equality, human rights, wealth and poverty)

## **Assessment**

there are two written papers at the end of year 11. Each paper is 1 hour 45 minutes and they are equally weighted with 96 marks (plus 5 SpAG marks) each.

## **Skills gained and enrichment opportunities**

pupils will develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. they will be able to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.

progression /career opportunities: Religious Studies GCSE is a highly regarded qualification by employers, colleges and universities. it complements all subjects including the humanities, languages and sciences. the philosophy and ethics studied particularly develop critical thinking skills and personal development, which will prove very useful for careers in business, law, medicine, science, teaching and many other areas of employment.

## **Further information contact:**

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# Wye School

The best in everyone™

Part of United Learning



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