

Dereham Neatherd High School



A Guide To Key Stage 4 Courses

Class of 2027

Your next two years at Neatherd High School...

At Neatherd, we want all pupils to be “traditional, inclusive and supportive”. We want all pupils to leave our school with a broad range of respected qualifications that prepare them for life in 21st century Britain. Our Year 10 and Year 11 courses comply with the National Curriculum and give every pupil a balanced and engaging education. This allows all pupils to progress successfully on their chosen study or career pathway.

English and Mathematics play a vital role in education and the world of work. These two subjects underpin the entire curriculum, and success in these areas is crucial to success overall.

All pupils will take GCSEs in English, Maths, Science and at least one humanities subject (Geography or History). We share the government’s view that knowledge of a foreign language is very important and so the vast majority of our pupils will take French or Spanish to GCSE level. PE and Society & Ethics form important parts of our non-examined core curriculum for all pupils.

Whilst the curriculum has a broad and comprehensive base, there is also a wide range of options subjects which will allow pupils to develop their own interests and talents. All the information, advice and guidance to pupils making choices at age 14 encourages them to study a breadth of subjects and disciplines. **An over-emphasis in one subject area is not recommended until later in a pupil’s development.**

Every pupil will study:

- ◆ English (Language and Literature)
- ◆ Mathematics
- ◆ Science (three separate sciences or the double-award Combined Science course)
- ◆ At least one humanities subject (Geography and / or History)
- ◆ **Plus two non exam subjects:**
 - ◆ Core Society & Ethics (including Religious Studies, PSHE and Citizenship)
 - ◆ Core Physical Education (PE)

Our policy on Modern Foreign Languages at GCSE level

- The majority of pupils will take a GCSE course in a modern foreign language (French or Spanish). The study of a foreign language forms an important part of a child’s education, providing them with communication skills and cultural capital, and preparing them for life as global citizens in the 21st Century. The school’s policy on this curriculum matter is fully aligned with government aims and expectations regarding increasing uptake of modern foreign languages at GCSE level.¹
- Pupils who have had a reduced lesson allocation (i.e. only two lessons per fortnight) for Modern Foreign Languages at Key Stage 3 will not be required to take a GCSE in the subject, although they will still be able to do so if they wish. These pupils have had additional support in core subjects throughout Key Stage 3 and this will continue into Key Stage 4 with extra English, Maths and Science lessons taking the place of GCSE French / Spanish lessons.
- The only exceptions to this policy will be in those extremely rare cases where the school agrees with the parent and the child that studying a foreign language at GCSE level would not be in the child’s best interests due to a clearly defined learning need. Any such cases should be discussed with the SENCO and the Assistant Headteacher responsible for Curriculum and there will be clear documentary evidence available to support any decision to withdraw a pupil from the study of a foreign language at GCSE level. **The school’s decision on this matter will be final.**

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

Making subject choices

In some cases, where very large or very small numbers of pupils opt for a subject, it may not be possible for every pupil to study his/her first preference. For this reason, you should choose your reserve subject carefully. If a pupil has not chosen a reserve, then their subject will be allocated by the school.

In particular, please note the following:

- You are stating your preferences. The school has the final say on each pupil's individual curriculum.
- A course will only run if it attracts at least 15 pupils. Courses with fewer than 15 pupils are financially unviable.
- Neatherd's core curriculum enables pupils to access almost all future study and employment pathways.
- The subjects selected are the ones in which you will sit GCSE exams in the summer of 2027. You are making a commitment to complete necessary coursework, homework and revision and to sit the final exams. Please be aware that:
 - It is difficult to change pupils' timetables once their options have been allocated
 - No changes to options subjects will be considered from the 30th September of Year 10
 - Pupils will not be allowed to 'drop' subjects at any point in the course

What happens next?

You should:

1. Read the information in this booklet carefully.
2. Discuss all of this with your parents.
3. Attend Options Evening and speak to teachers for advice about which courses may be best for you.

Complete the online options selection form with your parent before **Monday 3rd March 2025.
Instructions are on the back page of this booklet.**

Please note: If you miss this important deadline, you may miss out on your first preference subject.

During the March to April half-term, Subject Leaders and the school's Senior Leadership Team will discuss pupils' subject preferences. If we are concerned that a pupil has not made the best possible choices, or if we need to consider reserve choices, we will talk to you about this. We always do our best to allocate pupils as many of their original choices as possible.

We wish you every success in the choices you make.

PART 1: CORE SUBJECTS



ENGLISH

Pupils will take GCSEs in Language and Literature, both of which are assessed by examination at the end of year 11.

While the Literature exam is based on texts which will be studied in lessons, the Language exam tests pupils' skills with a number of unseen fiction and non-fiction texts. English lessons will focus on encouraging pupils to engage with a broad range of increasingly challenging texts which help them to develop the skills necessary to respond to texts in a confident and evaluative manner. Half-termly exam-style assessments help to ensure pupils are familiar with the format of the exam and confident in responding to unseen texts.

LANGUAGE – 100% exam

Paper 1: explorations in creative reading and writing (written exam lasting 1 hour and 45 minutes and worth 50% of the language GCSE)

The exam consists of four questions testing reading comprehension and analysis based on one unseen fiction text, followed by one descriptive or narrative writing task.

Paper 2: writers' viewpoints and perspectives (written exam lasting 1 hour and 45 minutes and worth 50% of the language GCSE)

The exam consists of four questions testing reading comprehension, analysis and comparison based on two non-fiction texts, followed by one writing task in which pupils must present a viewpoint.

LITERATURE – 100% exam

Paper 1: Shakespeare and the nineteenth century novel (written exam lasting 1 hour and 45 minutes and worth 40% of the Literature GCSE)

The exam consists of one essay in response to a Shakespeare play studied in lessons, followed by one essay in response to a nineteenth century novel studied in lessons.

Paper 2: modern texts and poetry (written exam lasting 2 hours and 15 minutes and worth 60% of the Literature GCSE)

The exam consists of one essay about a modern prose or drama text studied in lessons, one comparative essay based on two poems from a selection studied in lessons, and a two-part response to two unseen poems.



Speaking and listening is assessed by the teacher and awarded separately to reading and writing. The assessment takes the form of a presentation followed by questions and feedback. The assessment is taken at the end of Year 10. Pupils are assessed on their use of Standard English.

MATHEMATICS

Our pupils will progress through a programme of study designed to ensure not only a challenging mathematical education, but also development of problem solving and reasoning ability in order to achieve good examination results. We currently follow the exam board Edexcel.

To be successful, pupils are required to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences, and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Our mastery approach to mathematics enables pupils to engage deeply with the curriculum. Topics are presented in a way that encourages them to apply reasoning and logic to problem solving.

At the beginning of Year 10 all pupils will be set according to their performance in Year 9 using our End of Year Assessments. The exams that the Year 9 pupils will take in May/June are very important as they will help determine the set and tier of entry.

Tier	Topic area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

At GCSE both tiers will have three final exams of equal weighting.

- Foundation will assess grades 1-5.
- Higher will assess grades 3-9.



It is a requirement of the course that ALL pupils have their own scientific calculator that they bring to EVERY lesson. We recommend **Casio FX-83GTX** (or similar Casio) as these are the ones that the maths teachers use and demonstrate with in class.

Mrs K. Foulger
Subject Leader, Mathematics

SCIENCE



All pupils begin GCSE Science in Year 9 and we follow the AQA specification.

There are currently two routes for pupils undertaking GCSE Science at Neatherd.

1. The majority of pupils will take the GCSE Combined Science award, which is a broad and balanced qualification that will allow our pupils to develop the skills and confidence needed to successfully pursue their chosen course post-GCSE. This course encourages pupils to think critically about the importance of science in solving some of society's biggest issues. Pupils will learn the importance of the scientific method, e.g. the relationship between observations, investigations and conclusions. This is a linear course which means all exams will take place at the end of year 11. The pupils will have to study and revise for six papers: two biology, two chemistry and two physics. Each of the papers lasts 1 hour and 15 minutes and will assess knowledge and understanding from distinct topic areas (see the table for more detail).

The Combined Science paper means that pupils achieve two science GCSEs graded 1 – 9.

Biology	Chemistry	Physics
<ul style="list-style-type: none"> · Cell biology · Organisation · Infection and response · Bioenergetics · Homeostasis and response · Inheritance, variation and evolution · Ecology 	<ul style="list-style-type: none"> · 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 	<ul style="list-style-type: none"> · Energy · Particle model of matter · Atomic structure · Electricity · Forces · Waves · Magnetism & electromagnetism · Space (separate science)

2. For a minority of pupils, the separate science route (also known as triple science) better suits their needs. Pupils following this course are likely to be the most able pupils (in set 1) and those who wish to study medicine or become a scientist. Pupils in set 1 will follow this course from the beginning of year 9. However, pupils can move up or down between different science groups until the end of year 10. These decisions are made by the science department. These pupils take GCSE exams in biology, chemistry and physics at the end of year 11. Each exam comprises of 2 papers and lasts 1 hour and 45 minutes. They are made up of the above topics but will have a more in-depth level of detail and require a deeper comprehension of each topic. Pupils achieve a separate GCSE award for each of the three subjects.

Mr J. Scahill
Subject Leader, Science

GCSE MODERN FOREIGN LANGUAGES: FRENCH AND SPANISH



Foreign language skills, for both work and leisure, are vital in the 21st Century. Knowledge of a Modern Foreign Language, however minimal, opens doors to whole new cultures, continents and careers. Furthermore, GCSE qualifications in modern languages are very highly valued by Sixth Form colleges, universities and employers.

The vast majority of pupils at Neatherd will take a GCSE in a Modern Foreign Language.

Structure of the GCSE Course:

We follow the AQA exam board. The requirements for both French and Spanish are the same:

- ◆ Pupils study three themes over the course of the two years with the following subtopics:
 - Identity and relationships with others
 - Healthy living and lifestyle
 - Education and work
 - Free-time activities
 - Customs, festivals and celebrations,
 - Celebrity culture
 - Travel and tourism
 - Media and technology
 - The environment and where people live

- ◆ The four skills of Listening, Speaking, Reading and Writing are tested at GCSE level.

- ◆ There are two tiers: Foundation (grades 1-5) and Higher (grades 4-9). Pupils must take all four papers at the same tier.
 - 🎧 The **Listening and Reading** examinations are held in the Summer Term of Year 11; they are worth 25% each of the final GCSE.

 - 💬 **Speaking** is a separate exam that will take place with the pupil's class teacher in the Summer Term of Year 11 and counts for 25%. It takes the form of a role-play, a photo description task, and a reading aloud task.

 - 📄 The **Writing** examination will also be held in the Summer Term of Year 11 and counts for 25%. It is made up of writing tasks and a short translation.

We believe that language pupils graduate with a great sense of achievement, transferable skills that they can apply in a variety of future studies and careers. It is an excellent step towards becoming multilingual, which is increasingly valuable in our ever-evolving society.

CORE PE (PHYSICAL EDUCATION)

We know that being physically active is essential for all pupils' physical and mental health. If you choose not to study GCSE PE, you will continue to have the same number of core PE lessons you do now.

In year 10 and 11, core PE focuses on the individual (you) rather than the activity. Our aim is to develop healthy, competent young people who go on to enjoy a lifelong participation in physical activity.

Year 10 and 11:

In year 10 and 11 you gain a little more flexibility in the activities that you take - we deliver your activities based on a process called 'pathways'. The good news is that you get to choose which pathway you take part in! The pathways that are available to you are:

Health and Fitness Pathway: A pathway in which you learn more about your body, how to make it stronger and ensure that it is working to its full capacity. Explore many different ways to keep active as an individual.

Competitive Pathway:

Continue to build upon the work that you have conducted through years 7,8 and 9. You will continue to enhance your skills and develop competitive situations through a variety of mainstream sports such as football, rugby, netball and hockey.

Alternative Sports Pathway:

Look at a variety of new sports, some from across all areas of the world, such as Canadian lacrosse or Dutch Korfbal! Maybe become an expert navigator through some orienteering challenges? You could even become a master sumo wrestler!

Leadership and Coaching Pathway:

Think of yourself as more of a Pep Guardiola than a Kevin De Bruyne? Brilliant! This is the pathway for you! You can learn the skills of coaching, teaching and leading your very own groups. Experience the different barriers that may occur when leading a session of physical activity.

GCSE Only Pathway:

We utilise this time to work as a GCSE group on three sports that that majority of you would be taking, typically these tend to be Football, Basketball and Netball.

Just for Year 11:

In year 11 you get an additional option to pick Zumba!

Mr C. Barron
Subject Leader, Physical Education



CORE SOCIETY AND ETHICS

Society and Ethics is a compulsory, non-examined subject, which covers religious education (RE), fundamental British values, citizenship, relationships, sex and health education (RSHE), and personal, social and health education (PSHE).

Note: there is no crossover between statutory religious education and the Religious Studies: Philosophy and Ethics GCSE.

At Neatherd, we place great value on the importance of these subjects in helping our young people to develop into mature, responsible, tolerant and reflective members of society. In core society and ethics, pupils will study the following topics:

- Mental health
- Relationships, sex and health education
- Lifestyle, achievement and career
- Peace & Conflict
- Money and financial education
- Preparation for adult life
- Reducing exam stress.



(Statutory religious education is incorporated into those topics)

After studying these topics, it is our belief that pupils will have:

1. A strong knowledge and understanding of good and bad mental health, the effects on individuals and society, the role of nature and nurture in mental health, how to help yourself and others.
2. A comprehensive understanding of consent, STIs, contraception, the law relating to pornography and sexting, ensuring safe relationships, female genital mutilation, and teenage pregnancy.
3. Preparation for post-16 applications, job interviews, employee protection law, employment contracts and trades unions, pay slips, income tax, national insurance, and rights and responsibilities in the workplace.
4. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination.
5. Understanding the importance of sensible finance, credit and debit cards, personal finance, saving and loans.
6. Preparation for GCSE exams, study skills, time management, resilience, aspiration and growth mindset.

We are passionate about this part of our school's core curriculum and look forward to building on the excellent work that pupils have already done in Key Stage 3. We believe that all pupils at Neatherd will leave with a strong understanding of our social, moral, spiritual and cultural identity.

If you have any further questions about the content of our Key Stage 4 core course, please do contact me by emailing office@neatherd.org.

Mr P. Critten
Subject Leader, Society & Ethics

PART 2: OPTIONS SUBJECTS

ART and DESIGN



If you choose to study Art & Design at GCSE, you will get to explore a variety of different techniques and processes including painting, printing, sculpture and mixed media.

An important part of the assessment at GCSE comes from your written research and analysis of a variety of different artists and their work. Your own practical work will grow out of the ideas and techniques of the artists that you choose to write about. You will be encouraged to visit exhibitions and galleries and take part in workshops by visiting artists and practitioners.

Throughout the course all practical and written work is assessed and culminates in a practical examination and an exhibition of the candidate's work from both year 10 and year 11. This work, along with all the sketchbook work produced, is assessed by the AQA Examination Board's Moderator at the end of the course. The course specification is the AQA Full course in GCSE Fine Art. More details can be found on the AQA website. The examination paper is given to the candidates at the beginning of January, allowing for a minimum of 10 weeks to allow for thorough preparation and planning. Pupils select one theme from a choice of seven in the exam paper and develop a final piece based on this theme.

Portfolio work (all work produced in year 10 and the autumn term of year 11) is 60% of the final grade, while the exam and preparation is 40% of the final GCSE award.

On the course for Art and Design, pupils will have the opportunity to:

- ◆ Create ambitious artwork
- ◆ Work in 2D, 3D and/ or digital media
- ◆ Appreciate art from various times and cultures
- ◆ Exhibit their work in the Summer Art Exhibition

Please note: this course requires that a significant amount of work be completed outside lesson time. While support with a place to work and with materials is always available, a strong work ethic is essential for pupils taking this subject.



Mr. W. Wright
Head of Art and Photography

BUSINESS STUDIES

What will you study?

- **Business in the real world** (purpose of business, business ownership, aims, planning, location, stakeholders, expansion)
- **Influences on business** (technology, ethical, economy, globalisation, legislation, competitive environment)
- **Business operations** (production processes, procurement, quality, customer service)
- **Human resources** (structures, recruitment and selection, motivation, training)
- **Marketing** (understanding customers, segmentation, market research, marketing mix)
- **Finance** (sources of finance, cash flow, financial calculations, financial performance)

GCSE Business Studies

These topics are about the “real” world, and if you ask any adult, they are likely to encounter them on a daily basis in their jobs. During the course, real-life business case studies will be used to help your understanding of the theory. That said, I should stress, GCSE business studies is nothing like the television show “The Apprentice”!

How will you be assessed in GCSE Business Studies?

The assessment is split into two components. Each component is assessed by a written exam, which is 1 hour 45 minutes in length. Each exam is worth 50% of the final grade.

Each paper will have three sections:

- Section A contains multiple choice questions and short answer questions.
- Section B has one case study/data response stimuli with a range of question types.
- Section C has one case study/data response stimuli with a range of question types including a 15 mark question drawing on any areas of the specification.

What happens when you have finished?

- The knowledge gained will be useful (at some point) in any job you do in the future.
- The course has a number of transferable skills which apply to different courses in the future, e.g. PE and marketing, geography and production, and applying ICT skills.
- You will be able to further study the course after the GCSE course has finished. This could be through an A-level, BTEC or even via an Apprenticeship.

Everyone will be at the same starting point. No previous knowledge of Business Studies is needed. You will learn everything in the two years. What is required is a willingness to work hard. An ability in **maths and English would help**. The examination paper has a number of calculations (i.e. percentage increase, percentage off, averages, profit calculations) and extended questions which require you to write a detailed balanced answer.

By following this course, you will be awarded one GCSE. **For reference we follow the AQA specification.**

The subject matter is interesting, relevant to a number of jobs and offers clear post-16 options at the end of it. If you have any questions, please don't hesitate to get in touch.

Thanks for taking the time to read this information.

Mrs J. Tyler
Course Leader, Business Studies

CHILD DEVELOPMENT

(Cambridge National Level 2 – GCSE equivalent)

Child Development is a National Award Level 1 & 2 (Cambridge OCR exam board) with three main categories of study from the syllabus during Years 10 and 11:

R057 (48 Guided learning Hours): Health and Well-being for Child Development

- Pre-conception health and reproduction
- Antenatal care and preparation for birth
- Postnatal checks, postnatal care and the conditions for development
- Childhood illnesses and a child safe environment

This is the examinable content and will be taught throughout Year 10 and Year 11.

Assignment R058 (36 Guided Learning Hours): Create a safe environment and understand the nutritional needs of the children from birth (60 Marks)

The coursework undertaken will comprise written tasks based around a given scenario. Pupils will need to produce materials and plan play activities that would help a volunteer working in a childcare setting to understand how children develop.

- Choosing suitable equipment for a childcare setting
- Creating a safe environment in a child care setting
- Nutritional needs of children from birth to five years
- Essential nutrients and their function for children from birth to five years

Assignment R059 (36 Guided Learning Hours): Understand the development of a child from one to five years (60 Marks)

The coursework undertaken will comprise written tasks based around a given scenario. Pupils will need to produce materials showing developmental norms for children from one to five years.

- Physical, intellectual and social developmental norms
- Stages and types of play
- How play benefits learning
- Observing and recording children at play

Both assignments require written coursework tasks to be completed to a high standard and students will be required to meet specific coursework deadlines, in order to ensure the work can be submitted to OCR by the cut off date.

Year 11 Exam: duration 1 Hour 15 mins (80 Marks)

There will be one examination focusing on the R057 unit of work, which will be attempted by all candidates, in the form of a mix of short answer and extended questions.

Final Grade

The coursework makes up 60% of the final exam grade, with the other 40% gained from the exam score.

The final grade in this course consists of:

80 marks for the final exam R057
60 marks for coursework on R058
60 marks for coursework on R059

Mrs McDonald
Course Leader Child Development

COMPUTER SCIENCE

"I learned that Computer Science is not just about syntax and coding. We can make a difference in people's lives by developing applications..." (Kyle Rector, Computer Scientist)

Why should you study Computer Science?

The UK is investing heavily in equipping its population with the skills to help the country become a force to be reckoned with in the global economy. We no longer rely on exporting manufactured goods but rather ideas and idea makers in the form of programmers and creative talent within the many aspects of this industry. These include Computational Medicine, Computational Biology, Application and Game Design, Statistical Computing:

- ◆ Problem solving and thinking computationally
- ◆ Numerical, logic and decision-making skills
- ◆ Working independently and working collaboratively
- ◆ Developing mental versatility
- ◆ Being equipped for the future jobs market



Relevant to the modern, changing world of computing, the course is designed to boost **essential** computing skills for the 21st century, the current and future jobs market. There is a demand for more women in the industry too; less than 25% of workers in the tech sector are women.

According to government statistics, the UK needs an additional 1.3 million people with digital and coding skills in the next two years. How many will we need by the time you are entering the world of work?

What would you learn?

We follow the Pearson (Edexcel) specification. Their specification is **engaging** and **contemporary**. There is a strong emphasis on **practical programming** which reflects the importance of this as a growing area of importance globally and prepares students for a world outside of the classroom.

The course is divided into two units, as follows:

Paper 1 – Principles of Computer Science

50% of qualification, 90 mins written exam, 75 marks:

- **Topic 1:** Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- **Topic 2:** Data – understanding of binary, data representation, data storage and compression.
- **Topic 3:** Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.
- **Topic 4:** Networks – understanding of computer networks and network security.
- **Topic 5:** Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

Paper 2 – Application of Computational Thinking

50% of qualification, 120 mins onscreen exam, 75 marks (programming guide supplied in exam):

This paper will assess **Topic 6:** Problem solving with programming.

The main focus of this paper is:

- understanding what algorithms are, what they are used for and how they work in relation to creating programs
- understanding how to decompose and analyse problems
- ability to read, write, refine and evaluate programs.

Mr A. Gibson, Subject Leader, Computer Science

CONSTRUCTION (BTEC Level 1 Introductory Award)

BTECs are vocationally related qualifications where pupils develop knowledge and understanding by applying their learning and skills in a work-related context. The course allows pupils to learn to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include team working, working from a prescribed brief, working to deadlines, presenting information effectively and accurately, completing administrative tasks and processes.

Please note:

- This course is **only** available at Level 1 (equivalent to GCSE grades 1-3). Pupils who are likely to be working above grade 4 **will not be able** to take BTEC Construction, but may wish to consider GCSE Product Design instead.
- There are a **maximum 10 places** available for this course.

Course Structure

This qualification has a core of underpinning knowledge, skills and understanding, and a range of options to reflect the breadth of pathways within a sector.

Opportunity to:

- ◆ Gain a broad understanding and knowledge of a vocational sector
- ◆ Apply mathematical skills to practical applications
- ◆ Use workshop equipment and tools
- ◆ Gain a broad understanding and knowledge of a vocational sector
- ◆ Develop essential skills and attributes prized by employers, further education colleges and higher education institutions

Applied Skills:

The units, which will be covered during year 10/11, include:

- Unit A2 – Developing a Personal Progression Plan. Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.
- Unit CON7 – Making Carpentry Joints. Learners will develop the skills needed to work with timber to produce a product using joints and basic woodworking and joinery skills.
- In addition to the two core units taught there will be other Construction skills taught that include basic painting and decorating skills, home maintenance and plumbing.

Assessment:

The BTEC Construction grade allows students to be awarded a pass, merit or distinction at this level with two internally assessed tasks. These tasks require pupils to complete a practical piece and written assessment. BTECs are currently being reviewed. Some course units may differ from those that take place in September. The course aims remain the same. Pupils will gain experience of a range of Construction trades.



DESIGN AND TECHNOLOGY: Product Design

The Design & Technology GCSE allows pupils to work with a variety of materials. The course sets out the knowledge, understanding and skills required to undertake iterative design processes of exploring, creating and evaluating.

Course Structure

The course is split into three elements covering core technical principles, specialist technical principles, and designing and making principles. The core principles will develop your understanding of material across the department including Graphics, RM, Textiles and Systems. In the technical principles, you will learn to recognise different materials and appreciate the development process they have gone through. You will improve resistant materials skills as well as CAD/CAM development.

Opportunity to:

- ◆ Develop your knowledge and understanding of different materials
- ◆ Apply mathematical skills to practical applications
- ◆ Use workshop equipment and tools
- ◆ Observe how science has impacted the development of new materials
- ◆ Develop your understanding of manufacturing and production methods
- ◆ Advance your evaluation and critical thinking skills
- ◆ Expose you to industrial methods and techniques for material manipulation



Designing Skills:

The designing skills that candidates will be taught are:

- ◆ Creativity and innovation when designing
- ◆ Design products to meet the needs of clients and customers
- ◆ Consider the conflicting demands of moral, cultural, economic and social values when planning and designing products
- ◆ Consider Health and Safety in all its aspects
- ◆ Design for manufacturing in quantity and to be aware of current commercial and industrial processes
- ◆ Generate design proposals against stated design criteria and modify their proposals accordingly
- ◆ Use a range of graphic techniques and ICT including Computer Aided Design (CAD)
- ◆ Evaluate the work of other designers

Making Skills:

The making skills that candidates will be taught are:

- ◆ Select and use tools, equipment and processes to produce quality products
- ◆ Use tools and equipment safely with regard to themselves and others
- ◆ Work accurately and efficiently in terms of time, materials and components
- ◆ Manufacture products applying quality control procedures
- ◆ Knowledge of Computer Aided Manufacture (CAM) and to use as appropriate
- ◆ Ensure, through testing, modification and evaluation that the quality of their products is suitable for intended users and devise modifications where necessary to improve outcomes



Assessment:

- ◆ **Unit One** - Written paper - two hours - 50% of total marks
- ◆ **Unit Two** – Practical Application - Controlled Assessment - 50% of total marks
- ◆ The coursework element is selected from a range of exam board set tasks. You will be expected to produce a concise design folder and a final piece - approximately 35 hours

Mr P. Taylor
Subject Leader, Design, Technology & Food

DRAMA



Drama is a very practical course and although there is written work to complete, the emphasis of the course is on practical drama.

Drama helps you to develop acting skills but you will also learn about theatre design and technical theatre. Drama also helps you to improve your imagination, empathy, team work, self-confidence and communication skills. All of this is relevant to a career in the performing arts and will help you to deal with situations in adult life.

Students will study for the Eduqas GCSE course. There are two practical papers for this qualification as well as a written exam. The two practical units are assessed during the course either by your teacher or an external examiner. The written paper is set at the end of Year 11 and is externally assessed.

The GCSE course covers important aspects of the drama process:

◆ **Performing**

In this unit you will gain knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional/published work, usually a scripted play so you will develop your acting skills. There will be opportunities for you to learn about and work within different styles and genres and to draw upon prior experience and performance skills. You will keep a record of the process that takes you through research, experimentation, rehearsal and performance and use this to complete written coursework.

◆ **Creating or Devising**

For this part of your course you will create an original piece of drama that you will perform to a live audience. You will work on this project either as a performer or as a designer. As part of the devising project you will keep portfolio notes that document how you developed your ideas during the devising process up to the performance. You will also be expected to evaluate your own contribution to the devising project and explain how you have developed your creative skills.

◆ **The Written Exam**

You will study a set text during the course, exploring aspects of the play through practical work and exam-style questions. You will be expected to write about your understanding of the play in performance, showing how you would direct within various stage configurations, how you would interpret characters as an actor and how you would apply design and technical elements to the play in performance. You will also be expected to review live theatre, and to this end, you will be invited and expected to attend performances at local or national theatres with your class.

Ms Ealhsith
Subject Leader, Drama

FOOD PREPARATION AND NUTRITION

Food Preparation and Nutrition is an exciting subject area which requires the application of knowledge and understanding when developing ideas, making, producing products and evaluating them. The exam board for this course is EDUQAS.

Course Structure

The course is split into three elements covering 6 areas of content, including: food commodities; the principles of nutrition; diet and good health; the science of food; and where food comes from. The coursework is split into two sections; the first is food science and the second food preparation. Pupils will complete experiments and a final practical exam demonstrating their high-level skills, and hygienic and safe working methods, to produce three courses within three hours. Please note that it will not be all cooking, the course will also include theory lessons and written work.

Opportunity to:

- ✓ Learn more about the function of ingredients
- ✓ Understand the nutritional properties of food
- ✓ Investigate the effect of modifying recipes
- ✓ Develop your understanding of food processing and manufacturing
- ✓ Understand cultures and cuisines
- ✓ Be creative and innovative when designing food products
- ✓ Develop skills to enable you to work independently or as part of a team
- ✓ Understand the factors that affect food choice
- ✓ Understand and identify food spoilage
- ✓ Understand food provenance and explore methods to reduce food waste
- ✓ Learn more about technological developments within the food industry



Applied Skills:

Much of what you will learn will be through a 'hands on' approach. You will take part in practical activities in many lessons. You will also have the opportunity to study for the 'Basic Food Hygiene' examination. This is an accredited qualification and is recognised by the food industry.

Assessment:

- ✓ **Component One** – Principles of Food Preparation and Nutrition
Written paper 1 hour 45 minutes (50% of total marks)
- ✓ **Component Two** – Food Preparation and Nutrition in Action
Controlled Assessment (50% of total marks)
 - **Component Two: Assessment 1** (8 hours) *Food Investigation Assessment*
A scientific food investigation which will assess knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.
 - **Component Two: Assessment 2** (12 hours) *Food Preparation Assessment*
Prepare, cook and present a menu which assesses knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

Mr P. Taylor
Subject Leader, Design, Technology & Food

GEOGRAPHY

Geography is a modern and dynamic subject that helps prepare you for the challenges that will face the UK and the rest of the world in the years to come. You will travel the world from the classroom, exploring case studies in the United Kingdom, developed countries, newly emerging countries and developing countries. You will also be encouraged to think about your role in society, by considering different viewpoints, values and attitudes. As part of the course, in Year 10, you will go on two field trips to the North Norfolk coast and to the London Olympic Park and London Docklands.

Geography prepares you perfectly for the future and is viewed in very high regard by universities and employers. As well as offering a broad knowledge base, the skills that you acquire and practise whilst studying geography mean that you have a huge amount to offer an employer:

- ◆ Communication skills, written and spoken
- ◆ Numerical, graphical and data analysis skills
- ◆ Problem-solving and decision-making skills
- ◆ Teamwork skills
- ◆ Field investigation skills



What would you learn?

We follow the AQA specification. It is divided into three units of study, as follows:

Unit 1: Living with the physical environment

- **Section A (*The challenge of natural hazards*):** This section will look at tectonic hazards such as earthquakes and volcanic eruptions; weather hazards such as hurricanes and cyclones; and the impact that climate change could have in the future.
- **Section B (*The living world*):** This section will look at ecosystems, tropical rainforests and extreme environments such as hot deserts.
- **Section C (*Physical landscapes in the UK*):** This section will assess the impact of coastal and river processes in the UK and how these are being managed.

Unit 2: Challenges in the human environment

- **Section A (*Urban issues and challenges*):** This section will look at issues in cities around the world and how they are changing.
- **Section B (*The changing economic world*):** This section will examine the development of the world and how the economy of the UK has and is expected to change in the future.
- **Section C (*The challenge of resource management*):** This section will assess the use of resources such as food, water and energy in the UK and around the world.

Unit 3: Geographical applications

- **Section A (*Issue evaluation*):** In this section you will receive a resource booklet before your exam that will cover aspects from Unit 1 and 2. In this section you will be able to demonstrate geographical skills and understanding by looking at a current issue around the world.
- **Section B (*Fieldwork*):** This section will consist of questions related to fieldwork that you will have completed in North Norfolk and London.

How will you be assessed?

At the end of Year 11, each pupil will be examined on Unit 1, 2 and 3. Units 1 and 2 will each be worth 35% and Unit 3 will be worth 30%. All exams will consist of a selection of multiple-choice questions, short answers and extended prose, with the longest question worth 9 marks.

Miss E. Powell-Bowns
Subject Leader, Geography

HISTORY

“To remain ignorant of things that happened before you were born is to remain a child.” (Cicero)

History gives pupils insight into some of the most important and difficult questions of human existence. Studying history will help pupils make sense of the past and discover how yesterday's events have shaped today's world. History also offers pupils the opportunity to acquire and improve on the analytical skills which are needed for further education and life beyond the classroom; as such it is highly regarded by employers and universities. If pupils wish to develop into confident and independent thinkers, then history is an excellent choice. History isn't about any one career, but is a great starting point for many careers where analytical thought is important such as law, journalism and business management. We follow the OCR exam board.

Unit	Name	Assessment	Weighting
Thematic Study	<u><i>Migrants to Britain c.1250-present</i></u>	<i>British History Exam</i> <i>1 hour 45 minute examination</i>	20% of total GCSE
British Depth Study	<u><i>The Norman Conquest, 1065-87</i></u>	<i>40 marks for each unit</i>	20% of total GCSE
History Around Us	<u><i>Norwich Castle</i></u>	<i>History Around Us Exam 1 hour</i> <i>40 marks + 10 SpaG</i>	20% of total GCSE
Period Study	<u><i>Viking Expansion, c750-1050</i></u>	<i>World History Exam</i> <i>1 hour 45 minute examination</i>	20% of total GCSE
World Depth Study	<u><i>Living Under Nazi Rule, 1933-45</i></u>	<i>40 marks for each unit</i>	20% of total GCSE

Our thematic study will help pupils to understand changes and continuities in looking at Migrants to Britain c.1250-present. The study will reveal wider changes in aspects of society over the centuries, allowing learners to understand the most significant characteristics of different ages and to make comparisons between different periods of history.

Our British depth study will see us study the Norman Conquest, 1065-87. It will enable learners to understand the complexity of the Norman Conquest and the interplay of political, military, religious, economic, social and cultural forces in England between 1065 and 1087.

In the History Around Us unit, we will be examining Norwich castle and its changing use from 1121 through to today. Studying the history around them has much to offer learners. It provides a valuable approach to studying history, and helps them to find a connection with people's lives in the past. For many learners, the study of an historical site can be the beginning of an interest in the historic environment that will continue into adult life.

For the period study, we will examine the Viking expansion, c750-1050. Pupils follow the unfolding narrative of the expansion of the Viking world from the first Viking settlement in Russia around 750, the raids that took place in Western Europe, expansion across the Atlantic Ocean to the end of the Viking age around 1050.

In the world depth study, pupils will study Living Under Nazi Rule, 1933-45. Pupils will begin to understand the impact of the Nazi dictatorship on people's lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies.

Mr S. Foulger
Subject Leader, History

HOSPITALITY AND CATERING

Hospitality and Catering is the fourth largest industry in the UK and this course gives pupils the ability to plan, prepare and present foods to an industry standard, developing practical skills with a variety of dishes.

Course Structure

The course is split into two elements covering five areas of content, including: the hospitality environment, how the sector operates, health and safety requirements, food causes of ill health and the ability to meet specific provision requirements. The exam board for this course is WJEC.

Opportunity to:

- ✓ Learn more about the hospitality industry
- ✓ Understand food causes of ill health
- ✓ Investigate roles and responsibilities
- ✓ Develop your understanding of health and safety law and food legislation
- ✓ Understand how to compare nutritional needs for specific groups
- ✓ Be creative and innovative when designing food products
- ✓ Develop skills to enable you to work independently or as part of a team
- ✓ Understand the role of environmental health
- ✓ Identify environmental issues and potential solutions
- ✓ Understand the characteristics of unsatisfactory nutrition
- ✓ Learn more about technological developments within the food industry



Applied Skills:

Much of what you will learn will be through a 'hands on' approach. You will take part in practical activities in many lessons. You will also have the opportunity to study for the 'Basic Food Hygiene' examination. This is an accredited qualification and is recognised by the food industry. Additional skills would be communication, confidence, learning independently, problem solving, research, self-discipline, taking on responsibility and time management. Please note that it will not be all cooking, the course will include theory lessons and written work.

Assessment:

- ✓ **Component One** – The hospitality and catering industry

Written paper 1 hour 30minutes (40% of total marks)

- ✓ **Component Two** – Hospitality and catering in action
Controlled Assessment (60% of total marks)

(12 hours) internally assessed, three scenarios to choose from and you will plan a menu consisting of four potential nutritional dishes that could be served at a catering outlet and select two to prepare cook and serve with accompaniments. Written evidence will be required.

Mr P. Taylor
Subject Leader, Design, Technology & Food

MEDIA STUDIES

Television, music, film, magazines, the internet, phones, radio, social media... the media is central to our lives. But how does it all work? What does a director do in order to make you scream with fright when watching a horror film? How do advertisers make you want to rush out and buy the latest Lynx deodorant or bottle of Pantene Pro-V shampoo? Who decides what goes on television, and who regulates what is produced by the media?



GCSE Media Studies is an exciting, relevant course which tries to answer some of these questions. This course is ideal if you would like a career in the media, whether you see yourself as a presenter or journalist, or working behind the scenes on the technical side of the media. It is also ideal to help you understand the media-driven world that we live in and begin to understand how we are manipulated as a consumer-driven society! It will aid you in developing an enquiring mind and an analytical viewpoint. The WJEC/Eduqas exam board is followed for this course.

The course is assessed through a controlled assessment (30%) and two exams (70%). The assessment balances an analysis of existing media products with the opportunity for pupils to create their own media.

Controlled Assessment:

- There is one controlled assessment worth 30% of the GCSE.
- Pupils will apply their knowledge of media language, audiences and representation.
- It will be based on creating one media product (magazine) which is completed individually.
- The exam board (WJEC/Eduqas) will provide pupils with a choice of tasks and specific audiences. It is marked for research, planning and final product.

Exams:

Pupils will complete two exams:

- Component 1 - Exploring the Media (40%) 1 hour 30 mins:
 - This exam assesses pupils' understanding of media language, representation, media industries and audiences.
 - This exam focuses on analysis of pre-released exam texts which include: magazine, film posters, newspapers, print advertisements, video games and radio. There will be one unseen text in the exam.
- Component 2 - Understanding Media Forms and Products (30%) 1 hour 30 mins:
 - This exam assesses all areas of the theoretical framework and context of media.
 - It will be focused on television and on music videos.



To take this course, you need to be interested in the media and its impact on society. You will also need to be willing to do some writing; contrary to popular belief, we don't just sit and watch films for two years! It is an analytical course that requires extended writing. This is balanced with the creative aspects of the course from filming, editing, designing and planning.

Trips:

We try to go on trips, if time allows, to develop our understanding of how media works in the world around us. These may include: attending media conferences at UEA, film making with the BBC in Norwich, visiting the Harry Potter Warner Brother Studios to complete workshops, and participating in BBC School report.

If you have any questions, please do not hesitate to contact Mrs Loveridge in the English Department.

Mrs Loveridge
Course Leader, Media Studies



MUSIC

Why take music as a GCSE subject?



The GCSE Music course will give you the opportunity to develop your performance and composition skills, as well as learning about a broad range of music spanning several centuries and a wide variety of cultures. During the course you will learn to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language.

The study of Music at Neatherd follows the Eduqas (WJEC) specification - offering a broad and coherent course of study. The course is comprised of three musical components: performing, composing and appraising.

How will I be assessed?

◆ **Component 1: Performing – Non exam assessment (internally assessed, externally moderated) – 30% of qualification**

You will be expected to play and record a minimum of two pieces of music, lasting between 4-6 minutes (combined duration). One of your pieces must be an ensemble piece, meaning that you will need to perform within a group. You will be marked on the accuracy of the performances, interpretation and stylistic awareness.

◆ **Component 2: Composition - Non exam assessment (internally assessed, externally moderated) – 30% of qualification**

You will be expected to compose two pieces of original music; a free composition and a composition set by the exam board at the beginning of year 11. Your pieces must be recorded, annotated and have a combined duration of between 3-6 minutes.

◆ **Component 3: Appraising – Written examination (1 hour 15 minutes) – 40% of qualification**

In this unit, you will develop your listening and appraising skills through the study of music across a variety of styles and genres. There are eight questions in total, two on each of the four areas of study. The areas of study are:

- ◆ Musical Forms and Devices
- ◆ Music for Ensemble
- ◆ Film Music
- ◆ Popular Music



What knowledge and skills do I need to be successful in GCSE Music?



You will need to have an appreciation for **ALL** types of music. This course does not just focus on one particular era, genre or culture of music, so an open minded approach to different styles is vital.

You will also need to play an instrument (or sing), or at least commit to learning one before starting the course in year 10. Due to the performance component being worth nearly a third of the qualification, it is very important that you are committed to developing instrumental/vocal skills, as you will need to perform regularly throughout the course.

For further information on GCSE Music, visit the Eduqas web site and search 'GCSE (9-1) music' or speak directly to Mr Owen.

Mr J. Owen
Subject Leader, Music



PE (GCSE)

Why take Physical Education as a GCSE subject?

- ◆ Develop a deeper understanding of sport
- ◆ Academic as well as practical
- ◆ Practical subjects add variety to your timetable
- ◆ Extends the ability of the best performers
- ◆ Develop analytical skills
- ◆ Develop coaching/teaching skills
- ◆ Develop independent learning skills
- ◆ Excellent foundation for A-Level PE
- ◆ Reward pupils for efforts in extra-curricular sports



Theory

There are 3 lessons a fortnight covering topics from 2 exam papers:

Paper 1 – Fitness and Body Systems (*1hour 30min – 36% of final grade*): Anatomy and Physiology, Movement Analysis, Physical Training.

Paper 2 – Health and Performance (*1hour 15min – 24% of final grade*): Health, Fitness and Well-Being, Sport Psychology, Socio-Economic Influences.

Coursework (*1500 words – 10% of final grade – completed in year 10*)

You are required to complete a written or spoken piece of work on the undertaking of a 6-week **personal exercise programme**, aimed at improving a weak component of fitness from your chosen sport.

The Theory and coursework sections are highly academic and require competent levels of both English and scientific knowledge, therefore those who work hard and achieve well in these subjects hold an advantage. Regular testing takes place throughout the term, as well as both mock exams in year 10 and year 11.

Practical (*3 sports – 30% of final grade*)

There is 1 lesson per fortnight (although we will use your core PE lessons too) covering sports accessible based on facilities; sports often offered in lessons include: *football, netball, hockey, rugby, basketball, athletics and badminton*.

It is important to note that of the three sports that you choose to take forward as your final grades, it is a requirement that one of these sports is a team orientated sport, one of these sports is an individual orientated sport; and the final sport you choose can be either team or individual.

There are a rigid number of sports on which a pupil can be assessed. A full list of activities can be found below.

Is this the right subject for me?

This course is not only for keen, highly motivated sportsmen / women, but also for pupils such as those who are high achievers in science and English, and also physically very able in at least three sports. Essential to the practical section of this course is attending a lunchtime club, or belonging to an outside club. This not only enhances a pupil's ability in a sport, but shows a commitment to sport.

PE (GCSE) continued

<u>Individual Activities</u>	<u>Team Activities</u>
Amateur Boxing	Acrobatic Gymnastics +
Athletics +	Association Football
Badminton +	Badminton +
BMX Cycling	Basketball
Canoeing +	Camogie +
Cycling	Cricket
Dance +	Dance +
Diving	Field Hockey
Figure Skating +	Figure Skating +
Golf	Futsal +
Gymnastics +	Gaelic Football
Equestrian	Handball
Kayaking +	Hurling +
Rock Climbing	Ice Hockey
Sailing +	Inline/Roller Hockey
Sculling +	Lacrosse
Skiing +	Netball
Snowboarding +	Rowing +
Squash +	Rugby League +
Swimming	Rugby Union +
Table Tennis +	Sailing +
Tennis +	Sculling +
Trampolining	Squash +
Windsurfing	Table Tennis +
	Tennis +
	Volleyball
	Water Polo
*SPECIALIST	*SPECIALIST:
Boccia	Blind Cricket
Polybat	Goalball
	Powerchair Football
	Table Cricket
	Wheelchair Basketball
	Wheelchair Rugby

+ Cannot be used in conjunction with events of a similar nature or identical events from each category.
 Please note that some events will have specific stipulations – e.g. Association Football cannot be conducted in a 5-a-side format.

Mr C. Barron
 Subject Leader, PE

PHOTOGRAPHY – Lens and Light-Based Media

This course will enable you to develop your visual and compositional skills to produce creative photography. The photography course will consist of a range of work including Photoshop editing and mixed-media processes. Research and analysis of photographers' work is a key element of the course and you must be willing to explore the work of a range of photographers through detailed written work as well as using this research as the starting point for your own independent photo-shoots.

You will be expected to plan for and take your own photo-shoots **outside of lesson time** on a weekly basis. It is now a requirement within the new spec that you *show evidence of drawing* within each project. This can be in the form of lighting diagrams and thumbnail sketches for photoshoot plans. You won't be assessed on how well you draw, but how well you can communicate your ideas or intentions through drawing, as well through taking photographs.



The course will cover a range of approaches to photography such as photomontage, movement and Abstract photography.

Photography GCSE will consist of 60% coursework and 40% practical exam at the end of Year 11 and will follow the specification from the AQA exam board. More details on this can be found on their website. The body of portfolio work is completed in Year 10 and with the Year 11 Mock Exam also becoming part of the coursework. The externally set exam project follows in Year 11 starting in January, allowing a minimum 10-week preparatory period to develop work for the practical controlled test.

On the course you will be encouraged to visit photographic exhibitions or take part in workshops by visiting artists, create personal artwork, learn new skills and exhibit your work in the Neatherd High School Summer Exhibition.

You will be expected to have regular and reliable access to a good quality digital camera (DSLR) for homework photoshoots – which are set frequently – and a memory stick for storing digital files. (If you are a Pupil Premium pupil, the school may be able to assist in some cases with getting this equipment for you. Please contact me for further information.)

Mr. W. Wright
Head of Art and Photography



RELIGIOUS STUDIES: PHILOSOPHY AND ETHICS



Religious Studies aims to develop and build upon skills that are vital for pupils' future lives such as empathy, self-awareness and the ability to express one's own view confidently. It also gives the opportunity to explore religious and non-religious moral beliefs in a safe and questioning environment.

Pupils will be encouraged to explore both their own beliefs and the beliefs of others on a number of philosophical and ethical issues. The subject is 100% examination, with all pupils receiving a full GCSE qualification after completing two examinations at the end of year 11. One paper will be focused on religion and ethics from a Christian perspective. The second paper will be on religion, peace and conflict from an Islamic perspective. The examining body is Edexcel.

Paper one – Christianity

- **Christian beliefs:** the Trinity, Creation, Incarnation, the last days of Jesus' life, salvation, life after death, evil and suffering, solutions to evil and suffering.
- **Marriage and the family:** marriage, sexual relationships, families, roles within the family, the family in the local parish, the family in the parish today, family planning, divorce, men and women in the family, gender prejudice and discrimination.
- **Living the Christian life:** Christian worship, role of sacraments, nature and purpose of prayer, pilgrimage, celebrations, the future of the Church, the Church in the local community, the worldwide Church.
- **Matters of life and death:** origins and values of the universe, sanctity of life, human origins, Christian attitudes to abortion, life after death, euthanasia, issues in the natural world.

Paper two – Islam

- **Muslim beliefs:** the Six Beliefs of Islam, the five roots of 'Usul ad-Din in Shi'a Islam, the nature of Allah, Risalah, Muslim holy books, Malaikah, al-Qadr, Akhirah.
- **Crime and punishment:** justice, crime, good, evil and suffering, punishments, aims of punishment, forgiveness, treatment of criminals, the death penalty.
- **Living the Muslim life:** the Ten Obligatory Acts of Shi'a Islam, the Shahadah, Salah, Sawm, Zakah and khums, Hajj, jihad, celebrations and commemorations.
- **Peace and conflict:** peace, peacemaking, conflict, pacifism, the Just War theory, weapons of mass destruction, issues surrounding conflict.

Each unit provides pupils with the opportunity to learn both about and from society with particular attention being paid to religious and atheist viewpoints. Through individual research, personal reflection and group discussion, pupils will work towards establishing their own set of opinions and values, and will develop essential personal skills that will enhance their opportunities in, and beyond, the school environment.

Mr P. Critten
Subject Leader, Religious Studies

Choosing your Options

On Thursday 6th February, following options evening, your Parent/Carer will be sent an email containing the link to this year's online options form. When you have discussed your options with your parents and teachers (and others such as your form tutor or the careers adviser), please ask your Parent/Carer to complete the online form on your behalf and submit.

You Must:

a) Choose one Humanities subject – either History or Geography

If you are interested in studying History and Geography, select History in the Humanities section and Geography in the Open-Choice section. Please be aware that one lesson per fortnight in one of these subjects will need to be scheduled as a lunchtime lesson, and attendance will of course be compulsory.

b) Choose TWO subjects from the Open-Choice section as your preferred options

Think carefully about these choices: you will have to study them for two years!

c) Choose TWO subjects from the Reserve choices section

At this stage of the school year, we do not know if all the subjects we have listed will be available in September. For this reason, you MUST indicate appropriate reserve choices. We will not allocate you to these subjects without speaking with you first.

Forms must be submitted no later than
Monday 3rd March 2025

What if my Parent/Carer can't access the form?

If you have any problems with the online form or require us to re-send it please ask your Parent/Carer to email data@neatherd.org

I have no internet connection or access to a computer, what can I do?

If you require a paper copy of the options form then you can get this from reception, the completed form will need to be returned back to reception no later than the above date.

I have another question, who do I ask?

Any further questions can be directed to your form tutor or Mrs Daniels in the Data Office.