

# Beths Grammar School

## Year 9 GCSE Option Choices



**2022-2024**

# Introduction

As you know, an aspect of our current KS4 curriculum is that in certain subjects, Year 9 students begin exam courses and take GCSE exams prior to entering Year 11. Year 10 is however the main year in which all subjects move their focus to GCSE.

All subjects will be graded 9-1 and will be taken in May/June 2024 (i.e. in Year 11) including GCSE Mathematics, GCSE English Language and GCSE English Literature.

All students will also have lessons in Games and PSHCE. These subjects are not examined.

As part of the core curriculum, it is strongly recommended that all students study a Modern Foreign Language to GCSE with a choice between Chinese Mandarin, French, German, Italian and Spanish; and a Humanity to GCSE with a choice between Geography or History. All students will follow the separate sciences (i.e. Biology, Chemistry, Physics) option.

Further option choices can be made from the list below:

GCSE Art & Design	GCSE Business
GCSE Chinese Mandarin	GCSE Classical Civilisation
GCSE Computer Science	GCSE Design & Technology (Graphics)
GCSE Design & Technology (Product Design)	GCSE Drama
GCSE Economics	GCSE Electronics
GCSE French	GCSE Geography
GCSE German	GCSE History
GCSE Italian	GCSE Latin
GCSE Music	GCSE PE
GCSE Photography	GCSE RE
GCSE Sociology	GCSE Spanish
GCSE Statistics	

This booklet provides details about the core subjects in our Year 10 curriculum and those which are optional as well as some guidance on making option choices. Due to current restrictions, the Year 9 Options Evening will be a pre-recorded presentation which will be uploaded to Year 9 MSTeams group for 6.00pm on Thursday 5 May 2022. Any general questions can be submitted in advance and will be answered during the evening by using this link: <https://www.surveymonkey.co.uk/r/BethsGCSEQuestions2022>, however any subject specific questions should be directed to the relevant teacher or Head of Department.

- The five subject preferences (the fifth is a reserve) should be submitted in order.
- Choices are to be submitted via SurveyMonkey – the link is at the end of this booklet and will go live after the presentation.
- Please complete this **by Friday 13 May 2022.**

These choices will be reviewed by Ms King (Assistant Headteacher, Key Stage 3), Ms Amin (Head of Year) and Mr Ward (SENDCo) and the latest report grade predictions will also be considered. Any suggested amendments to the student choices will be communicated to both the student and their parents. We aim to be able to inform you of your courses by the end of June.

These are significant decisions that will affect your son's academic progress and future development. It is important that he enjoys the subjects he follows and matches them to his talents and skills. There will, of course, be many opportunities for discussion to resolve any doubts felt by students or teachers at this important time in your son's school career, and it is vital that at the end of this consultation process you, your son, his form tutor and his teachers are comfortable with the decisions made. The school will try to meet every student's agreed preferences, but this will depend on staff being available, as well as enough students choosing an option to make a teaching group viable.

## THE CURRICULUM IN YEARS 10 AND 11

Please note that the details of this curriculum offer are correct at the time of printing, but they are kept under continuous review and may be subject to change if circumstances alter.

**Each student is expected to study the following core subjects, along with Games and PSHCE:**

English Language	to GCSE	Page 17
English Literature	to GCSE	Page 18
Mathematics	to GCSE	Page 29
Science (Separate)	to GCSE	Pages 35-37
Games	Not examined	
PSHCE	Not examined	

**Each student will also study four further courses from the following list.** *The school strongly recommends that all students study a Modern Foreign Language and a Humanity.*

Art & Design	to GCSE	Page 4
Business	to GCSE	Page 5-6
Chinese Mandarin (MFL)	to GCSE	Page 7
Classical Civilisation	to GCSE	Page 8
Computer Science	to GCSE	Page 9
Design Technology	to GCSE	Page 10-11
Drama	to GCSE	Pages 12-13
Economics	to GCSE	Page 14
Electronics	to GCSE	Page 15-16
French (MFL)	to GCSE	Page 19-20
Geography (Humanity)	to GCSE	Page 21
German (MFL)	to GCSE	Page 22-23
History (Humanity)	to GCSE	Page 24
Italian (MFL)	to GCSE	Page 25-26
Latin	to GCSE	Page 27-28
Music	to GCSE	Pages 30-31
Photography	to GCSE	Page 32
Physical Education	to GCSE	Page 33
Religious Studies	to GCSE	Page 34
Sociology	to GCSE	Page 38
Spanish (MFL)	to GCSE	Page 39-40
Statistics	to GCSE	Page 41

## ART & DESIGN

<b>Examination Board:</b>	<b>Edexcel</b>
<b>Specification:</b>	<b>(9ADO) – 60% coursework and 40% externally set task</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Mr Hayman</b>

### **What do I need to know or be able to do before taking this course?**

By the end of KS3 students need to be achieving Level 5L and should have demonstrated an obvious flair and work ethic that can be developed in Years 10 and 11.

### **What will I learn on this course?**

GCSE Art & Design is primarily concerned with visual modes of expression. It offers a unique vehicle for communication and self-expression, equivalent in importance to literacy and numeracy. It encourages the ability to observe, select and interpret with imagination, feeling and understanding.

In the context of general education some of the aims of Art & Design are to stimulate, encourage and develop:

- the ability to perceive, understand and express concepts, ideas and feelings in a visual form;
- the ability to record from direct observation;
- the acquisition of technical competence and manipulative skills, enabling individuals to realise their creative intentions by the use of a variety of materials and techniques;
- Imaginative powers and critical analytical faculties.

### **What kind of student is this course suitable for?**

Those who choose to take GCSE in Art & Design will be expected to demonstrate their competence in the above skills and show that they can work independently, analyse problems, research relevant information and realise their intentions in a controlled way.

### **What is the course content and how is it assessed?**

There are many varied approaches to Art & Design and the examination syllabus provides a wide choice of options. Candidates will be expected to show evidence of an extensive course of study. The final assessment will include two elements:

- Coursework carrying a minimum of 60% of the total marks created in controlled assessment conditions.
- Externally set task carrying a test in which candidates are able to show their ability to work independently within a specified time (work on this section) carrying a weight of 40% of the total marks.

### **What kind of work will I need to do outside lessons?**

Art is a rewarding yet demanding and time-consuming subject that requires dedication to work in the art studios outside normal lesson time.

### **What could I go on to do at the end of my course?**

At the end of your course, you could continue on to A Level, foundation studies and degree studies. Following these students could enter employment in an art related area, such as a Fine Artist, Art Gallery work, Art Therapist, Art Teacher, Art Technician, Curator, Art Lecturer, Illustrator, Conservator, Arts Admin, Architecture and many more.

### **Contributions to art materials**

We ask for a contribution of one annual payment of £20 to cover the cost of consumable materials such as paint, clay, specialist paper and printing inks. This does not include the cost of sketchbooks and canvases for KS4 and KS5. This payment will enable the Art Department to continue to offer a diverse curriculum. Students will be invoiced for this annual payment once options have been submitted.

## **BUSINESS**

**Examination Board:** AQA  
**Specification:** 8132  
**Available Level:** GCSE (9-1)  
**Subject Leader:** Mrs Tolhurst

### **What do I need to know or be able to do before taking this course?**

You need to be able to express yourself clearly and to organise written work in a logical order as the course requires a lot of written and numerical work. You also need to be able to interpret data. You will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world. The knowledge and skills gained from this specification will provide you with a firm foundation for further study.

### **What will I learn on this course?**

Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour. Students will apply their knowledge and understanding to business decision making including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making
- how different business contexts affect business decisions
- the use and limitation of quantitative and qualitative data in making business decisions.

### **What kind of student is this course suitable for?**

This course will appeal to students who are interested:

- In the use business terminology to identify and explain business activity
- Who can apply business concepts to familiar and unfamiliar contexts.
- Willing to develop problem solving and decision-making skills relevant to business.
- In investigating, analysing and evaluating business opportunities and issues.
- Can make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

### **What is the course content and how is it assessed?**

This course consists of two papers including a range of assessment methods including: MCQs, calculations, short and extended essay writing.

Paper 1[1hour 45minutes]

- Business in the real world
- Influences on business
- Business operations
- Human resources

Paper 2 [1hour 45minutes]

- Business in the real world
- Influences on business
- Marketing
- Finance

**What kind of work will I need to do outside lessons?**

Background reading is an essential part of the course. You will be expected to use the given worksheets to follow-up work covered in class and read a quality newspaper on a regular basis. Written work will be set weekly and include assignments that require you to show you can apply key terms and concepts and analyse and evaluate information. You will carry out research requiring you to collect information from a variety of sources and organise this information into a logical order.

**What could I go on to do at the end of my course?**

Business is a long-established course which is well-regarded in Higher Education. It is good preparation for advanced courses and careers which cover a vast range of industries and roles.

## CHINESE MANDARIN

<b>Examination Board:</b>	<b>AQA</b>
<b>Specification:</b>	<b>8698</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Ms Li</b>

### **What do I need to know or be able to do before taking this course?**

All students should choose a language, but enthusiastic linguists may choose to do more than one. The course follows on from KS3 and builds on the material covered, re-visiting and developing areas already covered as well as introducing more advanced grammar and vocabulary.

### **What will I learn on this course?**

The Core content is centred on three themes:

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

### **What kind of student is this course suitable for?**

You should appreciate the importance of modern languages and communication and enjoy learning about other cultures and ways of life. You need to be motivated and committed and able to meet homework deadlines.

### **What is the course content and how is it assessed?**

The themes above are studied in depth and are assessed at the end of the course by external examinations. The tests can be taken at Higher or Foundation level. The tier of entry must be the same for each skill.

The assessments are:

**Listening (25%):** At Foundation level, a 35-minute recorded test and at Higher level, a 45-minute recorded test, consisting of items in Chinese with questions and responses in **English only**.

**Speaking (25%):** At Foundation level, a 7–9 minute test (plus preparation time) and at Higher level, a 10–12 minute test (plus preparation time), consisting of a role-play, photo card and General Conversation in Chinese.

**Reading (25%):** At Foundation level, a 45-minute test and at Higher level, a 60-minute test of items in Chinese such as magazine articles, public notices and letters with comprehension tested with questions and responses in **English only**. There is also a translation section from Chinese into English.

**Writing (25%):** At Foundation level, a 1 hour 5 minutes test and at Higher level, a 1 hour 20 minutes test. Students complete structured and open-ended writing tasks as well as a translation from English into Chinese.

### **What kind of work will I need to do outside lessons?**

You will be expected to be able to recognise and write as many Chinese characters as possible: You will be expected to devote adequate time to learning the difficult ideographic script and practising the tonal pronunciations in Mandarin Chinese. Apart from lesson time and written homework, you will also be expected to spend at least one hour per week using the Quizlet character-learning app or its website to revise Chinese characters to improve your fluency. You should be keen to develop your reading skills through extensive reading. You will also use ICT in order to improve your reading and listening comprehension and writing skills.

### **What could I go on to do at the end of my course?**

A GCSE in Chinese will provide you with a suitable foundation for further study and/or practical use of the language. The course is designed to progress naturally to A-Level in the sixth form for those students who wish to continue further.

## CLASSICAL CIVILISATION

**Examination Board:** OCR  
**Specification Code:** J199  
**Available Level:** GCSE (9-1)  
**Subject Leader:** Mr Papakostas

### What do I need to know or be able to do before taking this course?

Students will have the ability to collect and analyse information, distinguish between facts and opinions, detect bias, make reasoned judgements and be able to understand different viewpoints and why they might differ.

### What will I learn on this course?

Classical Civilisation gives students the opportunity to study significant events, issues and individuals of the past. The course covers Roman and Greek myth and religion, as well as the conduct of warfare Romans and Greeks. These will develop critical, analytical and communication skills through the exploration of themes and interpretation. The units studied will enable us to look at a wide range of classical sources and archaeological finds such as epic literature, statues, temples, and poetry. Classwork takes the form of teacher-led explanations, individuals and group discussion, presentations and examination practice.

### What kind of student is this course suitable for?

A student who is interested in some or all of the following:

1. *A desire to understand ancient society, culture and issues in the context of the past.*
2. *A fascination with the past stimulated by fundamental questions of causation and interpretation.*
3. *How different groups within society develops a sense of identity through shared experience.*
4. *The study of a variety of sources, ranging from archaeological digs and statues to epic poetry*
5. *A knowledge of how ancient civilisations have helped influence the modern world.*

### What is the course content and how is it assessed?

The course is the OCR Classical Civilisation.

- **Myth and Religion (J199/11)**
- **War and Warfare (J199/23)**

Assessment consists of two externally assessed written examinations.

### What kind of work will I need to do outside lessons?

Background reading is an essential part of the course, and you are expected to enhance your understanding by reading around the subject and undertaking independent research on the internet, as well as by using books from libraries. You will also be expected to practice examination questions.

### What could I go on to do at the end of my course?

Classical Civilisation is a respected qualification for a wide range of Higher Education courses and careers in management, central government, the civil service, law or journalism. However, students will find that the analytical skills gained through the study of Classical Civilisation will be extremely useful for any career they might choose to pursue.

## COMPUTER SCIENCE

**Examination Board:** OCR  
**Specification:** J277  
**Available Level:** GCSE (9-1)  
**Subject Leader:** Ms Aziz

### **What will I learn on this course?**

Computer Science is a discipline centred on solving problems and producing elegant algorithms that allow a computer to solve these problems very quickly. Through learning how to structure these instructions, students will be able to program their own applications that work towards a given brief.

### **What kind of student is this course for?**

This course is favoured by those who have an interest in developing their own applications, would like to further their understanding of how a computer works and enjoy solving algorithmic problems. Computer Science is a broad subject that cuts across several industries, though is heavily driven by both the logical rigours of Mathematics and the flair of the creative arts in finding solutions to abstract puzzles.

### **What is the course content and how is it assessed?**

The course consists of two written papers.

Computer Systems, (01) with a weighting of 80 marks (1 hour and 30 minutes) or 50% of the GCSE course.

Computational Thinking, Algorithms and Programming (02) again with a weighting of 80 marks (1 hour and 30 minutes) or 50% of the GCSE course.

These components are assessed and taken in May/June of year 11.

### **What kind of work will I need to do outside lessons?**

This is a practical course, and students would be expected to make use of the software development facilities in the school in practising the skills taught in class. Although access to a computer at home is not essential, it would be greatly beneficial, and most software used in class is available to students should they wish to complete programming tasks and work outside of school. Reading periodicals about the changes in the industry is recommended, as are reading articles as directed by the department.

### **What could I go on to do at the end of my course?**

Computer Science at GCSE establishes a solid foundation for the A Level in Computer Science in Year 12 and can be further pursued at degree level. As a subject, Computer Science supports other disciplines, in particular the fields of Mathematics, Engineering and Science.

## DESIGN & TECHNOLOGY

**Examination Board:** EDEXCEL  
**Specification:** 1DT0  
**Available Level:** GCSE  
**Subject Leader:** Ms Dennis

### **What will I learn on this course?**

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

### **What kind of student is this course suitable for?**

Students that want to continue to build on their skills in design and technology from Key Stage 3, incorporating knowledge and understanding of different materials (woods, metals, polymers, papers and boards) and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities. Students who want to learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. They would want to develop an awareness of practices from the creative, engineering and manufacturing industries including C.A.D. Students that can develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community. This course will nurture independent and motivated learners.

### **What is the course content and how is it assessed?**

#### **Component 1: 50% written examination: 1 hour and 45 minutes (100 marks)**

The content is divided into two sections: A core content and material categories. All students must study the Core content plus at least **one** material category. The paper consists of two sections. Section A is assessed on the core content (40 Marks) and Section B is assessed on the Timbers category (60 marks).

#### **Component 2: 50% Non-examined / Coursework assessment (100 marks)**

There are four parts to the assessment: AO1 [10Marks] – Investigate This includes investigation of needs and research, and a product specification AO2 [30 Marks] – Design This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design AO3 [20 Marks] – Make This includes manufacture, and quality and accuracy AO4 [40 Marks] – Evaluate This includes testing and evaluation. Students will undertake a project based on a contextual challenge set and released by Edexcel a year before certification (end of Year 9).

These components will be taken in May/June of year 11.

### **What kind of work will I need to do outside lessons?**

Although a reasonable amount of lesson time and support will be dedicated to the production of study folders and project work, you will need to work individually on coursework as part of the controlled assessment. Students are also expected to complete additional tasks such as research and revision outside of the lesson and at home. You are also expected to find and read articles or books related to the subject to advance your understanding and depth of knowledge. Students may be required to attend lunchtime and after school sessions to complete coursework as the department considers necessary.

**Subject Contribution**

Students that select a D&T GCSE practical subject will be required to contribute £20 towards materials and resources to ensure the best outcome in the contextual challenge is achieved. In return students will be able to retain their manufactured product after completion of the GCSE.

**What could I go on to do at the end of my course?**

Students can progress from this qualification to:

- GCEs, e.g. GCE A Level in Design and Technology
- Level 3 vocational qualifications, e.g. the BTEC Level 3 qualifications in Engineering
- Employment, e.g. in a Design- or Technology-based industry where an Apprenticeship may be available.
- Foundation courses at local colleges before specialising in a relevant degree level course.

# DRAMA

Examination Board:	EDUQAS WJEC
Specification:	4150
Available Level:	GCSE (9-1)
Subject Leader:	Ms Grady

## What do I need to know, or be able to do, before taking this course?

You will have enjoyed drama lessons in key stage 3, contributing ideas effectively to groups and implementing feedback, making further progress. You may also have participated in extra-curricular activities or be a member of a drama club. Any of these experiences can help if you choose Drama as a GCSE subject. You will develop your knowledge of improvisation, drama techniques and performance skills to a higher level; you will also look at plays/practitioners in more detail along with different ways of bringing a script to life on stage. This will also include learning in more depth about the technical elements of theatre making.

## What will I learn on this course?

You will learn:

- How drama is created, including all the performance skills, technical elements and drama techniques that are needed to put a piece of drama onto the stage
- How to create a character and play this character in a performance
- How the technical elements help to create a final performance (lighting, sound, set, props, costume)
- Many skills that are highly valued in any walk of life including teamwork and confidently presenting yourself in public.

## What kind of student is this course suitable for?

You are able to:

- Express yourself in an active, creative and disciplined way
- Work effectively in a variety of groups
- Contribute your ideas and take on board those of others
- Explore ideas by putting yourself in other people's shoes
- Create and take on many roles in different imaginary situations
- Demonstrate a respect and discipline within the subject with an aim to tackle challenges head on
- Read a range of plays, understand and demonstrate the importance of a message or aim within drama.

## What is the course content and how will I be assessed?

### Component 1: Devising Theatre

#### Non-exam assessment: internally assessed, externally moderated 40% of qualification

Learners will be assessed on **either** acting **or** design (lighting, sound, set, costume).

Learners participate in the creation, development and performance of a piece of devised theatre using **either** the techniques of an influential theatre practitioner **or** a genre, in response to a stimulus set by WJEC.

Learners must produce:

- a realisation of their piece of devised theatre 15 marks
- a portfolio of supporting evidence 30 marks
- an evaluation of the final performance or design. 15 marks.

### Component 2: Performing from a Text

#### Non-exam assessment: externally assessed by a visiting examiner, 20% of qualification

Learners will be assessed on **either** acting **or** design (lighting, sound, set, costume). 60 marks

Learners study **two** extracts from the **same** performance text chosen by the centre.

Learners participate in **one** performance using sections of text from **both** extracts.

### **Component 3: Interpreting Theatre**

**Written examination: 1 hour 30 minutes, 40% of qualification both extracts.**

#### **Section A: Set Text 45 marks**

A series of questions on **one** set text looking at acting, directing and design.

#### **Section B: Live Theatre Review 15 marks**

**One** question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

This linear qualification will be available for assessment in May/June of year 11.

#### **What kind of work will I need to do outside lessons?**

Students will be expected to participate in drama based extra-curricular activities and will attend a variety of professional productions to broaden their experience and perception of the subject. In the lead up to performance exams, students will also be required to attend extra rehearsals during lunchtimes and after school.

#### **What could I go on to do at the end of my course?**

Students who enjoy and have studied drama are creative, confident and disciplined individuals who are able to communicate effectively with others, working well in teams or as individuals. These specific skills are highly regarded by universities and employers alike. You could go on to university to study acting, how to run a theatre, design a show, direct performances, work in media and television, develop script writing skills or go into other professions such as Law or Therapists.

# ECONOMICS

**Examination Board:** AQA  
**Specification:** 8136  
**Available Level:** GCSE (9-1)  
**Subject Leader:** Ms Tolhurst

## What do I need to know or be able to do before taking this course?

You need to be able to express yourself clearly and to organise written work in a logical order as the course requires a lot of written and numerical work. You also need to be able to interpret data. There are lots of opportunities to talk about today's economic issues in your lessons. You will develop communication, critical thinking and analytical skills through tasks based on anything from ways to cut the budget deficit, to weighing up the pros and cons of inflation or being part of free-trade agreements.

## What will I learn on this course?

During the course, you will:

- Engage in the study of economics whilst developing as an independent and reflective thinker.
- Recall economic knowledge and apply this knowledge to real-life situations, analysing and evaluating evidence in order to come to balanced and reasoned judgements.
- Apply these skills in a contemporary situation, in a range of local, national and global contexts, whilst at the same time understanding the perspectives of different economic stakeholders.

## What kind of student is this course suitable for?

This course will appeal to students who:

- Want to find out how the UK and other economies work.
- Are interested in the current economic situation.
- Want to develop their skills of analysing and evaluating economic problems.
- Willing and able to develop their independent learning skills.
- Motivated and enthused by current affairs.

## What is the course content and how is it assessed?

This course consists of two papers:

### *Paper 1 [1hour 45minutes]*

- Economic foundations
- Resource allocation
- How prices are determined
- Production, costs, revenue and profit
- Competitive and concentrated markets
- Market failure

### *Paper 2 [1hour 45minutes]*

- Introduction to the national economy
- Government objectives
- How the government manages the economy
- International trade and the global economy
- The role of money and financial markets

Range of assessment methods including: MCQs, calculations, short and extended essay writing.

## What kind of work will I need to do outside lessons?

Background reading is an essential part of the course. You will be expected to use the given worksheets to follow-up work covered in class and read a quality newspaper on a regular basis. Written work will be set weekly and include assignments that require you to show you can apply key terms and concepts and analyse and evaluate information. You will carry out research into topical economic issues requiring you to collect information from a variety of sources and organise this information into a logical order.

## What could I go on to do at the end of my course?

Economics is a long-established course which is well-regarded in Higher Education. It is a good preparation for advanced courses and careers such as economic advisers, research analysts or a career in politics.

## **ELECTRONICS**

**Examination Board:** Eduqas  
**Specification:** 603/0776/6  
**Available Level:** GCSE  
**Subject Leader:** Mr Morgan

### **What will I learn on this course?**

Electronics is part of the DT suite of qualifications and shares the core values of design, problem solving, working with materials and the use of technology in society.

Students will learn how to design, build and test electronics systems as solutions for real world problems (for example controlling a lift stopping at several floors) using analogue, digital and micro-computer systems.

### **What kind of student is this course suitable for?**

This course will appeal to students who:

- Have a keen interest in solving problems in a logical and methodical manner.
- Like to use their technical creativity.
- Enjoy being challenged both academically and practically.
- Have an active interest in technology.
- Are interested in Science and Mathematics (and other subjects).
- Are interested in real world applications for computers, including robotics.

### **What is the course content and how is it assessed?**

Electronics can't be learned just from a book, so practical work is an intrinsic part of this course. Over the two years students will learn how to convert real world physical variables like temperature, sound and light levels into electrical signals and then process them in a variety of ways to produce useful outputs, such as loudspeakers, lights, displays and driving motors. Students will learn about digital and analogue processing, and also learn to program microcontrollers (single chip computers) to produce complex responses. This will be taught through both theory and a series of mini projects.

The specification has a "Non-Examined Assessment" (coursework) project worth 20% of the total GCSE mark. It will need to be completed before Easter in Year 11 and should have a total of 32 hours of meaningful and productive student time devoted to it.

The remaining 80% of the GCSE marks are assessed externally by two 90-minute exams to be taken in May/June of year 11.

### **What kind of work will I need to do outside lessons?**

Although a reasonable amount of lesson time and support will be dedicated to the production of study folders and project work, you will need to work individually on coursework as part of the controlled assessment. Students are also expected to complete additional tasks such as research and revision outside of the lesson and at home. You are also expected to find and read articles or books related to the subject to advance your understanding and depth of knowledge. Students may be required to attend lunchtime and after school sessions to complete coursework as the department considers necessary.

### **Subject Contribution**

Students that select a D&T GCSE practical subject will be required to contribute £20 towards materials and resources to ensure the best outcome in the contextual challenge is achieved. In return students will be able to retain their manufactured product after completion of the GCSE.

**What could I go on to do at the end of my course?**

The GCSE Electronics course provides the platform to study for AS/A2 Level Electronics or Product Design in Years 12 and 13 before going on to Higher Education, with possible careers in Electronics, Engineering, Communications, Aerospace, Broadcasting, Computing and Design.

## ENGLISH LANGUAGE

**Examination Board:** AQA  
**Specification:** 8700  
**Available Level:** GCSE (9-1)  
**Subject Leader:** Mr Slinn

### **What do I need to know or be able to do before taking this course?**

Students will continue build upon and develop the reading and writing skills they have acquired at Key Stage 3.

### **What will I learn on this course?**

Students will acquire the confidence to analyse a range of fiction and non-fiction from 19<sup>th</sup> century to present day. They will be encouraged to be perceptive and thoughtful in their analysis. In addition, they will put their own writing skills in to practice, crafting texts for different audiences and purposes.

### **What kind of student is this course suitable for?**

All students are required to study GCSE English Language.

### **What is the course content and how is it assessed?**

The English Language GCSE comprises of two written examinations at the end of the two-year course. There are no controlled assessment units. Speaking and Listening is given a separate reported grade but does not contribute to the overall GCSE grade.

### **Component 1: Explorations in creative reading and writing (50% - 1hr 45minutes)**

Section A Reading: questions on an unseen fiction extract  
Section B Writing: a choice of two writing tasks, linked by theme to the reading extract.

### **Component 2: Writers' viewpoints and perspectives (60% - 1hr 45mins)**

Section A Reading: questions on two thematically linked, unseen non-fiction extracts  
Section B Writing: a choice of two writing tasks, linked by theme to the reading extracts.

### **What kind of work will I need to do outside lessons?**

Wider reading of a range of fiction and non-fiction from different times is actively encouraged as well as practising effective writing techniques. Weekly homework will focus on developing and refining appropriate reading and writing skills.

### **What could I go on to do at the end of my course?**

English Language is a core subject which is essential in Higher Education. It is a good preparation for a vast range of courses and careers which require knowledge of, and sensitivity to language, most notably in areas such as journalism and the media, advertising, the law and public speaking.

## ENGLISH LITERATURE

**Examination Board:** AQA  
**Specification:** 8702  
**Available Level:** GCSE (9-1)  
**Subject Leader:** Mr Slinn

### **What do I need to know or be able to do before taking this course?**

Students will continue to develop their enjoyment of and appreciation for Literature in a variety of forms from traditional to more contemporary.

### **What will I learn on this course?**

Through the exploration of writers' thoughts and ideas presented in fiction, you will learn to analyse and comment in detail on a large range of texts from different genres and relate them to the contexts in which they were written. You will gain an understanding of textual interpretations and the significance of the time and culture that gives rise to a text.

### **What kind of student is this course suitable for?**

All students are required to study GCSE English Literature.

### **What is the course content and how is it assessed?**

The English Literature GCSE comprises of two written examinations at the end of the two-year course. There are no controlled assessment units.

#### **Component 1: Shakespeare and 19<sup>th</sup> century Novel (50% - 1hr 45minutes)**

Section A Shakespeare: one question, with the first part based on an extract and the second requiring understanding of the whole play.  
Section B 19<sup>th</sup> century novel: one question.

#### **Component 2: Post-1914 Literature and Poetry since 1789 (50% - 2hours 15 minutes)**

Section A Post 1914 British play or novel: one essay question  
Section B i) a comparative question on two poems from the AQA Anthology.  
ii) a comparative question on two unseen poems.

### **What kind of work will I need to do outside lessons?**

Students will be expected to read widely, not only the set texts for the course but relevant, related texts as well as have their own personal interests in reading fiction. Weekly homework tasks will focus on developing and refining analytical skills as well as reading and research.

### **What could I go on to do at the end of my course?**

English Literature is suitable for a wide range of advanced courses in the Humanities and is well-regarded in Higher Education. It combines well with all Arts and Social Science subjects.

## FRENCH

<b>Examination Board:</b>	<b>AQA</b>
<b>Specification:</b>	<b>8658</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Mrs James</b>

### **What do I need to know or be able to do before taking this course?**

Did you know that 75% of the world's population speaks no English at all, and that 70% of UK businesses report a need for foreign language skills for their company? To make yourself competitive in the global job market, all students should choose a language, but enthusiastic linguists may choose to do more than one. The course follows on from KS3 and builds on the material covered, re-visiting and developing areas already covered as well as introducing more advanced grammar and vocabulary.

### **What will I learn on this course?**

The core content is centred on three themes:

4. Identity and culture
5. Local, national, international and global areas of interest
6. Current and future study and employment

### **What kind of student is this course suitable for?**

You should appreciate the importance of modern languages and communication and enjoy learning about other cultures and ways of life. You need to be motivated and committed and able to meet homework deadlines.

### **What is the course content and how is it assessed?**

The themes above are studied in depth and are assessed at the end of the course by external examinations. It is expected that all students will be entered for the higher tier. The tier of entry must be the same for each skill.

The assessments are:

**Listening (25%):** At Higher level, a 45-minute recorded test, consisting of items in French with questions and responses in both English and French.

**Speaking (25%):** At Higher level, a 10-12 minute test (plus 12 minutes preparation time), consisting of a role-play, photo card and general conversation in French.

**Reading (25%):** At Higher level, a 60-minute test of items in French such as magazine articles, public notices and letters with comprehension tested with questions and responses in both English and French. There is also a translation section from French into English.

**Writing (25%):** At Higher level, a 1 hour 15-minute test. Students complete structured and open-ended writing tasks as well as a translation from English into French.

### **What kind of work will I need to do outside lessons?**

You will need to practise your language skills on a regular basis. You will be expected to devote adequate time outside of school for learning new vocabulary and grammar. You should be keen to develop your reading skills through extensive reading and your listening skill by listening to French music and podcasts and watching French TV shows and films.

**What could I go on to do at the end of my course?**

A GCSE in French will provide you with a suitable foundation for further study and/or practical use of the language. The course is designed to progress naturally to A Level French in the Sixth Form for those students who wish to continue further.

# GEOGRAPHY

**Examination Board:** AQA  
**Specification Code:** 8035  
**Available Level:** GCSE (9-1)  
**Subject Leader:** Ms Ewing

## **What do I need to know or be able to do before taking this course?**

There are no prerequisites to the course – just a genuine interest in finding out about our world and its current and future issues.

## **What will I learn on this course?**

The course and teaching:

- Are relevant to the world you live in (e.g. hazards such tropical storms or volcanoes);
- Encourage discussion on current affairs and sustainability issues for the future;
- Focus on the environment (e.g. challenges posed by climate change);
- Involve practical work, with a minimum of 2 days outdoor fieldwork;
- Provide opportunities for possible international excursions;
- Develop a full range of transferable skills for other subjects and employment;
- Make use of ICT, including sessions for research and production of work.

## **What kind of student is the course suitable for?**

Those who choose to take GCSE Geography will be expected to work independently, analyse problems, research relevant information, organise written work into a logical order and be able to interpret data.

## **What is the course content and how is it assessed?**

The course is assessed through 3 examinations:

- Paper 1: Living with the physical environment (1 hour 30)
- Paper 2: Challenges in the human environment (1 hour 30)
- Paper 3: Geographical applications (1 hour 15)

Paper 3 will involve analysing a pre-release issue, given to candidates 12 weeks prior to the exam, as well as examining the 2 days of outdoor fieldwork completed during the GCSE course.

## **What kind of work will I need to do outside lessons?**

Regular homework will be set, such as practice exam questions or research on case study examples. Further reading and research with the aim of gathering and selecting information will be crucial in order to compile a wide range of current examples which can be used to illustrate answers. Many students who chose the subject are naturally outgoing and benefit from attending Scouts or completing the Bronze level Duke of Edinburgh award as they can practice orientation and hone their map skills.

## **What could I go on to do at the end of my course?**

The GCSE course provides a platform to study A Level Geography before going onto university. As a 'bridge subject' Geography compliments other scientific subjects like biology, chemistry and physics as well as sociology, business and politics and is more and more commonly paired with economics in Higher Education.

## GERMAN

<b>Examination Board:</b>	<b>AQA</b>
<b>Specification:</b>	<b>8668</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Mr Ford</b>

### **What do I need to know or be able to do before taking this course?**

Did you know that 75% of the world's population speaks no English at all, and that 70% of UK businesses report a need for foreign language skills for their company? To make yourself competitive in the global job market, all students should choose a language, but enthusiastic linguists may choose to do more than one. The course follows on from KS3 and builds on the material covered, re-visiting and developing areas already covered as well as introducing more advanced grammar and vocabulary.

### **What will I learn on this course?**

The core content is centred on three themes:

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

### **What kind of student is this course suitable for?**

You should appreciate the importance of modern languages and communication and enjoy learning about other cultures and ways of life. You need to be motivated and committed and able to meet homework deadlines.

### **What is the course content and how is it assessed?**

The themes above are studied in depth and are assessed at the end of the course by external examinations. It is expected that all students will be entered for the higher tier. The tier of entry must be the same for each skill.

The assessments are:

**Listening (25%):** At Higher level, a 45-minute recorded test, consisting of items in German with questions and responses in both English and German.

**Speaking (25%):** At Higher level, a 10-12 minute test (plus 12 minutes preparation time), consisting of a role-play, photo card and general conversation in German.

**Reading (25%):** At Higher level, a 60-minute test of items in French such as magazine articles, public notices and letters with comprehension tested with questions and responses in both English and French. There is also a translation section from German into English.

**Writing (25%):** At Higher level, a 1 hour 15-minute test. Students complete structured and open-ended writing tasks as well as a translation from English into German.

### **What kind of work will I need to do outside lessons?**

You will need to practise your language skills on a regular basis. You will be expected to devote adequate time outside of school for learning new vocabulary and grammar. You should be keen to develop your reading skills through extensive reading and your listening skill by listening to German music and podcasts and watching German TV shows and films.

**What could I go on to do at the end of my course?**

A GCSE in German will provide you with a suitable foundation for further study and/or practical use of the language. The course is designed to progress naturally to A Level German at Sixth Form for those students who wish to continue further.

## HISTORY

<b>Examination Board:</b>	<b>Eduqas</b>
<b>Specification Code:</b>	<b>C100QS</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Ms Leonard</b>

### **What do I need to know or be able to do before taking this course?**

Students will have the ability to collect and analyse information, distinguish between facts and opinions, detect bias, make reasoned judgements and be able to understand different viewpoints and why they might differ.

### **What will I learn on this course?**

History gives students the opportunity to study significant events, issues and individuals of the past. The course covers aspects of twentieth century world history, which will develop critical, analytical and communication skills through the exploration of themes and interpretation. The units studied will enable us to look at a wide range of historical sources such as textbooks, documents, newspaper extracts, letters, television and documentaries. Classwork takes the form of teacher-led explanations, individuals and group discussion, presentations and examination practice.

### **What kind of student is this course suitable for?**

A student who is interested in some or all of the following:

6. *A desire to understand modern day society, culture and issues in the context of the past.*
7. *A fascination with the past stimulated by fundamental questions of causation and interpretation.*
8. *How different groups within society develops a sense of identity through shared experience.*
9. *A knowledge of other countries and cultures in the modern world.*

### **What is the course content and how is it assessed?**

The course is the Eduqas GCSE History.

- **The Elizabethan Age, 1558-1603**
- **Germany in Transition, 1919-1939**
- **The Development of the USA, 1929-2000**
- **Changes in Health and Medicine in Britain, c.500 to the present day**

Assessment consists of two externally assessed written examinations.

### **What kind of work will I need to do outside lessons?**

Background reading is an essential part of the course, and you are expected to enhance your understanding by reading around the subject and undertaking independent research on the internet. You will also be expected to practice examination questions.

### **What could I go on to do at the end of my course?**

History is a respected qualification for a wide range of Higher Education courses and careers in management, central government, the civil service, law or journalism. However, students will find that the analytical skills gained through the study of History will be extremely useful for any career they might choose to pursue.

## ITALIAN

<b>Examination Board:</b>	<b>AQA</b>
<b>Specification:</b>	<b>8633</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Mrs Cato-Sargeant</b>

### **What do I need to know or be able to do before taking this course?**

Did you know that 75% of the world's population speaks no English at all, and that 70% of UK businesses report a need for foreign language skills for their company? To make yourself competitive in the global job market, all students should choose a language, but enthusiastic linguists may choose to do more than one. The course follows on from KS3 and builds on the material covered, re-visiting and developing areas already covered as well as introducing more advanced grammar and vocabulary.

### **What will I learn on this course?**

The core content is centred on three themes:

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

### **What kind of student is this course suitable for?**

You should appreciate the importance of modern languages and communication and enjoy learning about other cultures and ways of life. You need to be motivated and committed and able to meet homework deadlines.

### **What is the course content and how is it assessed?**

The themes above are studied in depth and are assessed at the end of the course by external examinations. It is expected that all students will be entered for the higher tier. The tier of entry must be the same for each skill.

The assessments are:

**Listening (25%):** At Higher level, a 45-minute recorded test, consisting of items in Italian with questions and responses in both English and Italian.

**Speaking (25%):** At Higher level, a 10-12 minute test (plus 12 minutes preparation time), consisting of a role-play, photo card and general conversation in Italian.

**Reading (25%):** At Higher level, a 60-minute test of items in Italian such as magazine articles, public notices and letters with comprehension tested with questions and responses in both English and Italian. There is also a translation section from Italian into English.

**Writing (25%):** At Higher level, a 1 hour 15-minute test. Students complete structured and open-ended writing tasks as well as a translation from English into Italian.

### **What kind of work will I need to do outside lessons?**

You will need to practise your language skills on a regular basis. You will be expected to devote adequate time outside of school for learning new vocabulary and grammar. You should be keen to develop your reading skills through extensive reading and your listening skill by listening to Italian music and podcasts and watching Italian TV shows and films.

**What could I go on to do at the end of my course?**

A GCSE in Italian will provide you with a suitable foundation for further study and/or practical use of the language. The course is designed to progress naturally to A Level Italian at Sixth Form for those students who wish to continue further.

## LATIN

<b>Examination Board:</b>	<b>OCR</b>
<b>Specification:</b>	<b>J282</b>
<b>Available Level:</b>	<b>GCSE</b>
<b>Subject Leaders:</b>	<b>Ms Harris, Mr Simpson</b>

### **What do I need to know or be able to do before taking this course?**

Students who have followed the Latin course in Years 8 and 9 will already have a basic grounding in Latin, but it will also be possible to accommodate students who have no previous knowledge of Latin on the same course, this being achieved by differentiated work programmes and targeted homework. All vocabulary and grammar required for GCSE will be taught in Years 10 and 11. We thus hope to provide a worthwhile experience of Latin and an appropriate qualification for any student, regardless of ability, ethnic, religious or cultural background.

### **What will I learn on this course?**

The course is designed primarily to encourage students to acquire a sound knowledge of the Latin language. There will also be opportunities to look at the history, civilization and culture of Ancient Rome and, although this will not necessarily be formally examined, it remains valuable because of the liberal and humane values students will imbibe in the process. Students will develop an understanding of Latin vocabulary, grammar and syntax, and come to see the links between Latin, English, and several other modern languages, which will support and reinforce learning in those subjects. Above all, Latin students acquire valuable transferable thinking skills, as: critical thinking, problem solving, perseverance and deductive reasoning. It has been conclusively shown by research that students who follow a course in Latin achieve better in all their other academic subjects, and still feel the benefits years later in the workplace.

### **What kind of student is this course suitable for?**

In a word, all of them. As stated above, Latin benefits all students, and there are no specific academic requirements to join the Latin course. Any student who can gain a place at Beths is capable of successfully studying Latin here.

### **What is the course content and how is it assessed?**

At the heart of the GCSE examination is the compulsory Language paper, worth 50% of the available marks. Students will be required to read a passage in Latin and answer a range of short comprehension questions on it, and to translate a passage of Latin into English. The other 50% of the available marks are covered by two papers chosen from a range of options. These are worth 25% each and offer passages from Latin literature in prose and/or poetry for comprehension, translation, commentary, analysis and appreciation. The texts studied will be chosen from a range offered by the examination board. Authors previously set for study have included Virgil, Horace, Catullus, Caesar, Pliny, Tacitus and Sallust. Those we study will probably be determined by the areas of expertise and the personal enthusiasms of the staff who teach the course. More detailed information is available at [www.ocr.org.uk](http://www.ocr.org.uk)

### **What could I go on to do at the end of my course?**

There will be regular homework comprising learning, comprehension, translation and background research. A student should do about half an hour's work at home for every one hour he spends in the classroom as a minimum, but any additional work and reading are always beneficial. Most of our work will be textbook based, but there are many interesting activities to support learning available from various online resources.

**What could I go on to do at the end of my course?**

The GCSE qualification is an adequate preparation to take Latin at A Level, so that is an obvious route for extension. The GCSE Latin course will also greatly benefit any student who wishes to follow the A Level course in Classical Civilisation. However, Latin is in itself an education, conferring valuable skills and insights along the way, broadening the mind and conferring vital and lasting mental and cultural benefits. Lastly, particularly for those who extend their studies beyond A Level, Classics can be a passport to a number of very stimulating and well-paid jobs.

## MATHEMATICS

**Examination Board:** Edexcel  
**Specification:** 1MA1  
**Available Level:** GCSE (9-1)  
**Subject Leader:** Mr Khalid

### **What do I need to know or be able to do before taking the course?**

All students will study GCSE Mathematics in Year 10, taking their GCSE in Year 11.

### **What will I learn on this course?**

Mathematics builds on such foundations established during Key Stage 3. It develops further the strands of Number, Algebra, Shape & Space and Data Handling and allows students to achieve a deeper understanding of the fundamental concepts and of their application in the world today.

### **What kind of student is this course suitable for?**

Whilst it is a compulsory element in Key Stage 4, students who have good problem-solving skills and are prepared to 'grind out' solutions have a distinct advantage.

### **What is the course content and how is it assessed?**

Assessment of Mathematics is by examination only.

Students will sit the GCSE at the end of Year 11 taking three written papers:

Paper A (33%):	Non calculator	1 hour 30 minutes
Paper B (33%)	Calculator allowed	1 hour 30 minutes
Paper C (33%)	Calculator allowed	1 hour 30 minutes

### **What kind of work will I need to do outside lessons?**

You will continue to have homework twice a week. You will find that they will be more complex than before as the work will be getting harder. They will also take you longer to do.

### **What could I go on to do at the end of my course?**

Mathematics is a valuable qualification. It provides the necessary support for many university courses, including the sciences, geography, art, engineering, economics, psychology, sociology and computing.

# MUSIC

**Examination Board:** Edexcel  
**Specification:** 1MU0  
**Available Level:** GCSE (9-1)  
**Subject Leader:** Ms Marriott

## **What do I need to know and be able to do before taking this course?**

Music is a highly academic subject which requires rigour and disciplined study and practice both inside and outside of normal lesson times. It enables students to develop their creative, imaginative and teamwork skills. Prospective students will have demonstrated good musical potential at Key stage three and be studying a musical instrument/or singing outside of classroom music.

## **What will I learn on this course?**

You will learn compositional techniques, develop performing skills and an understanding of a wide range of musical styles improve your aural skills. These combined elements will greatly develop your skills as a musician.

## **What kind of student is suitable for this course?**

It is essential that students wishing to study music have a solid background in the subject and the willingness to dedicate time to improve their musical skills in all three units of the course.

## **What is the course content and how is it assessed?**

The GCSE course is divided into the following three units.

### ***Unit 1: 30% of the qualification***

Performance: Students perform, either using an instrument or voice (including rap) one solo piece and one ensemble piece.

- Students perform for at least four minutes' combined duration
- Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces.
- Ensemble performance: this must be of at least one minute in duration and may comprise one or more pieces.

### ***Unit 2: 30% of the qualification***

Composition: Students compose two compositions, of at least three minutes' combined duration

- One composition to a brief set by the exam board, of at least one minute in duration.
- One free composition set by the student, of at least one minute in duration.

### ***Unit 3: 40% of the qualification***

Written exam: Students will be examined on the studied set works, unfamiliar works and given a dictation exercise. Students will also be asked to compare and /or evaluate a set work with one unfamiliar piece.

Set works:

#### **Instrumental Music 1700–1820**

- J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major
- L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique' Vocal Music

#### **Vocal Music**

- H Purcell: Music for a While
- Queen: Killer Queen (from the album 'Sheer Heart Attack')

### **Music for Stage and Screen**

- S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)
- J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)

### **Fusions**

- Afro Celt Sound System: Release (from the album 'Volume 2: Release')
- Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

### **What kind of work will I need to do outside lessons?**

It is expected that students will continue regular practice on their chosen instrument/voice, where possible weekly tuition on their instrument/voice. Improvement thereon depends on regular practice, and all this is in addition to regular homework and coursework assignments which will be set throughout the course. It is also beneficial if students join in with extra-curricular activities and ensembles that are organised by Staff of the Performing Arts Department.

### **What could I go on to do at the end of my course?**

In today's competitive employment environment, employers want to know that students have a breadth of experiences and knowledge. Music GCSE is a great platform to build confidence, which is imperative for an interview situation. Creative problem solving is an extremely important skill that all students need to learn. Studying music as a GCSE subject can lead to many different professions such as, medicine, law, journalism, psychology, the armed forces, sound production, teaching, as well as performance, to name a few. It is also accepted as an academic qualification for further and Higher Education. GCSE Music will provide a sound grounding for A level music and music technology.

## **PHOTOGRAPHY – lens and light-based media**

<b>Examination Board:</b>	<b>Edexcel</b>
<b>Specification:</b>	<b>(1PYO) – 60% coursework and 40% externally set task</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Mr Hayman</b>

### **What do I need to know or be able to do before taking this course?**

By the end of KS3 students need to be achieving Level 5L and should have demonstrated an obvious flair and work ethic that can be developed in Years 10 and 11.

### **What will I learn on this course?**

During the GCSE photography course students will experience a variety of digital photography techniques and processes. They will develop knowledge of the camera, its capabilities and understand the formal skills in photography.

They will learn how to control and manipulate photographic images for effect. This will include how to take photographs, studio lighting and image processing.

In the context of general education some of the aims of Photography are to stimulate, encourage and develop:

- the ability to perceive, understand and express concepts, ideas and feelings in a visual form;
- the ability to record compositions using light sensitive media;
- the acquisition of technical competence and manipulative skills, enabling individuals to realise their creative intentions by the use of traditional and alternative techniques.

### **What kind of student is this course suitable for?**

Those who choose to take GCSE Photography will be expected to demonstrate their competence in the above skills and show that they can work independently, analyse problems, research relevant information and realise their intentions in a controlled way.

### **What is the course content and how is it assessed?**

There are many varied approaches to Photography and the examination syllabus provides a wide choice of options. Candidates will be expected to show evidence of an extensive course of study. The final assessment will include two elements:

- Coursework carrying a minimum of 60% of the total marks created in controlled assessment conditions.
- Externally set task carrying a test in which candidates are able to show their ability to work independently within a specified time carrying a weight of 40% of the total marks.

### **What kind of work will I need to do outside lessons?**

Photography is a rewarding yet demanding and time-consuming subject that requires dedication to work in the art studios outside normal lesson time.

### **What could I go on to do at the end of my course?**

At the end of your course, you could continue on to A Level and degree studies. Following this, students could enter employment in a photography related area, such as a Photographer, Digital Marketer, Graphic Designer, Advertising and many more.

We ask for a contribution of one annual payment of £20 will cover the cost of consumable materials such as specialist paper and printing inks. This does exclude the cost of sketchbooks. This will allow the Art Department to continue to offer a diverse curriculum. Payment will be asked for once the options have been submitted.

## PHYSICAL EDUCATION

<b>Examination Board:</b>	<b>AQA</b>
<b>Specification:</b>	<b>8582</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Mr Temple</b>

### **What do I need to know or be able to do before taking this course?**

AQA Physical Education GCSE is offered in the option scheme. Students will require a high level of practical skills across a range of activities and the ability to critically analyse performance.

### **What will I learn on this course?**

The GCSE course will give a greater insight into the practical and theoretical dimensions of Physical Education and Games. The course should enable the following aims to be achieved:

- The development of physical abilities and the acquisition of techniques and skills.
- The understanding of the effect of physical activity based on knowledge of the structure and function of the body.
- The acquisition of a theoretical and practical knowledge and understanding of physical activities.
- The understanding of the social, political and personal motivations that affect participation in physical activities.
- The understanding of the provision and organisation of local, national and international facilities.

### **What kind of student is this course suitable for?**

This course would appeal to students who have a high level of practical ability across a range of physical activities. It requires analytical skills and the ability to work independently or as part of a team.

### **What is the course content and how is it assessed?**

Two lessons per week will be spent on covering the theoretical aspects. One lesson per week will be working one of their chosen practical areas. Each student will be continually assessed in their **three** strongest activities chosen by staff. This will contribute to 30% of the total marks. Practical options may vary to cater for the strengths of the group, although it should be noted that candidates must perform in both an individual and team activity. Equally there is no option to be assessed as a coach or official in the new specification. A further 10% of their total mark will be awarded, on completion of an 'Analytical Investigation' which requires them to analyse and improve performance. There are two written papers, both are completed in June of year 11 and each carry 30% of the final mark. Paper 1 examines 'The human body and movement in physical activity and sport,' which includes topics such as applied anatomy, movement analysis, physical training and the use of data. Paper 2 looks at the 'Socio-cultural influences and well-being in physical activity and sport,' including sports psychology, health, fitness, well-being and the use of data.

### **What kind of work will I need to do outside lessons?**

There may be opportunities to visit local and regional facilities and to listen to visiting speakers. Practical work will be completed on the school site using indoor and outdoor facilities or outdoor and adventure facilities. There will be an opportunity to use video equipment to analyse performance.

### **What could I go on to do at the end of my course?**

The course provides the platform to study AS/A2 Level Physical Education in Years 12 and 13 before going on to Higher Education.

## RELIGIOUS STUDIES

<b>Examination Board:</b>	<b>Eduqas</b>
<b>Specification Code:</b>	<b>C120P4</b>
<b>Available Level:</b>	<b>GCSE Route A (9-1)</b>
<b>Subject Leader:</b>	<b>Mr Law</b>

### **What do I need to know or be able to do before taking this course?**

All students who opt for this subject will study the GCSE Full Course and take the examination at the end of Year 11. There is no coursework element.

### **What will I learn on this course?**

The study of religion is all about cultural insight. It involves exploring ideas, beliefs, religious practices and how these affect the way people behave. During the course students will study a wide variety of social and moral issues including care for the environment, relationships, prejudice, wealth and poverty. There will also be work undertaken on ultimate questions, extending that already done at Key Stage Three. A variety of methods will be used to explore the various issues under study, including class discussions, video and ICT tasks.

### **What kind of student is this course suitable for?**

The study of religion is not easy but provides a challenge and broadens horizons. A student's personal beliefs are respected but what also matters is an interest in the world around.

### **What is the course content and how is it assessed?**

Candidates are assessed entirely by an examination, 3 papers totalling 4 hours.

In Year 10 the first paper consists of the following four units:

- Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

In Year 11 the second and third papers consist of the following units:

- Christianity – Beliefs and Teachings
- Christianity – Practices
- Judaism

### **What kind of work will I need to do outside lessons?**

Background reading is an essential part of the course, and you are expected to advance your understanding and depth of knowledge by reading around the subject material by using the library, the internet and staying aware of current religious issues in the news.

### **What could I go on to do at the end of my course?**

Employers, careers officers, universities and colleges all stress the importance of a balanced examination course showing a wide range of study such as Religious Education. Studies in this subject are welcomed by such diverse professions as journalism, social work, the armed forces, the police, advertising, retailing, acting and teaching to name but a few. It is also accepted as an academic qualification for further and Higher Education.

## SEPARATE SCIENCES (Biology, Chemistry, Physics)

<b>Examination Board:</b>	OCR
<b>Specification:</b>	J247 (Biology), J248 (Chemistry), J249 (Physics)
<b>Available Level:</b>	GCSE (9-1)
<b>Subject Leader:</b>	Mr Ramessar

### What do I need to know or be able to do before taking this course?

All students will have completed the first two modules of each of the separate sciences by the end of Year 9. Students will continue with all three of the separate sciences - Biology, Chemistry and Physics and complete each separate GCSE at the end of Year 11.

### What will I learn on this course?

Students will have extensive opportunities to develop their interest in and enthusiasm for science. They will develop an in-depth, critical approach to scientific evidence and methods. They will have considerable opportunity to acquire and apply skills, knowledge and understanding of how science works and its essential role in society.

### What kind of student is this course suitable for?

Students who have a healthy interest in the sciences and who possess good analytical skills and enjoy carrying out practicals. This is the best preparation for students who go on to study science subjects at A Level.

### J247 (Biology)

#### What is the course content and how is it assessed?

<b>OCR Level 1/2 GCSE (9–1) in Biology A (Gateway Science) (J247)</b>
<b>Paper 1 Assesses B1, B2 and B3</b>
<b>Topic B1: Cell level systems</b>
<i>Cell structures, what happens in cells, respiration and photosynthesis</i>
<b>Topic B2: Scaling up</b>
<i>Supplying the cell and the challenges of size</i>
<b>Topic B3: Organism level systems</b>
<i>Coordination and control – the nervous system, coordination and control – the endocrine system, maintaining internal environments</i>

<b>OCR Level 1/2 GCSE (9–1) in Biology A (Gateway Science) (J247)</b>
<b>Paper 2 Assesses B4, B5 and B6</b>
<b>Topic B4: Community level systems</b>
<i>Ecosystems</i>
<b>Topic B5: Genes, Inheritance and Selection</b>
<i>Inheritance, Natural selection and evolution</i>
<b>Topic B6: Global Challenges</b>
<i>Monitoring and maintaining the environment, feeding the human race and monitoring and maintaining health</i>

#### OCR Level 1/2 GCSE (9–1) in Biology A (Gateway Science) (J247)

The course is assessed by 2 written examinations (Higher Tier Grades 9-4)

Paper	Mode of Assessment	Assessment Details	Total marks	Weighting (%)
Paper 3 (J247/03)		Topics B1-B3	90	50

Paper 4 (J247/04)	Written paper (1 hour 45 mins)	Topics B4-B6 with assumed knowledge of B1-B3	90	50
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### **J248 (Chemistry)**

<b>OCR Level 1/2 GCSE (9–1) in Chemistry A (Gateway Science) (J248)</b>	
<b>Paper 1 Assesses C1, C2 and C3</b>	
<b>Topic C1: Particles</b>	
<i>C1.1 The particle model</i>	
<i>C1.2 Atomic structure</i>	
<b>Topic C2: Elements, compounds and mixtures</b>	
<i>C2.1 Purity and separating mixtures</i>	
<i>C2.2 Bonding</i>	
<i>C2.3 Properties of materials</i>	
<b>Topic C3: Chemical reactions</b>	
<i>C3.1 Introducing chemical reactions</i>	
<i>C3.2 Energetics</i>	
<i>C3.3 Types of chemical reactions</i>	
<i>C3.4 Electrolysis</i>	

<b>OCR Level 1/2 GCSE (9–1) in Chemistry A (Gateway Science) (J248)</b>	
<b>Paper 2 Assesses B4, B5 and B6</b>	
<b>Topic C4: Predicting and identifying reactions and products</b>	
<i>C4.1 Predicting chemical reactions</i>	
<i>C4.2 Identifying the products of chemical reactions</i>	
<b>Topic C5: Monitoring and controlling chemical reactions</b>	
<i>C5.1 Monitoring chemical reactions</i>	
<i>C5.2 Controlling reactions</i>	
<i>C5.3 Equilibria</i>	
<b>Topic C6: Global challenges</b>	
<i>C6.1 Improving processes and products</i>	
<i>C6.2 Organic chemistry</i>	
<i>C6.3 Interpreting and interacting with Earth systems</i>	

### **OCR Level 1/2 GCSE (9–1) in Chemistry A (Gateway Science) (J248)**

The course is assessed by 2 written examinations (Higher Tier Grades 9-4)

Paper	Mode of Assessment	Assessment Details	Total marks	Weighting (%)
Paper 3 (J248/03)	Written paper (1 hour 45 mins)	Topics C1-C3	90	50
Paper 4 (J248/04)	Written paper (1 hour 45 mins)	Topics C4-C6 with assumed knowledge of C1-C3	90	50

<b>OCR Level 1/2 GCSE (9–1) in Physics A (Gateway Science) (J249)</b>	
<b>Paper 1 Assesses P1, P2 ,P3 and P4</b>	
<b>Topic P1: Matter</b>	
<i>P1.1 The particle model</i>	
<i>P1.2 Changes of state</i>	
<i>P1.3 Pressure</i>	
<b>Topic P2: Forces</b>	

<i>P2.1 Motion</i>
<i>P2.2 Newton's Laws</i>
<i>P2.3 Forces in action</i>
<b>Topic P3: Electricity</b>
<i>P3.1 Static and charge</i>
<i>P3.2 Simple circuits</i>
<b>Topic P4: Magnetism and magnetic fields</b>
<i>P4.1 Magnets and magnetic fields</i>
<i>P4.2 Uses of magnetism</i>

<b>OCR Level 1/2 GCSE (9–1) in Physics A (Gateway Science) (J249)</b>
<b>Paper 2 Assesses P5 , P6, P7 and P8</b>
<b>Topic P5: Waves in matter</b>
<i>P5.1 Wave behaviour</i>
<i>P5.2 The electromagnetic spectrum</i>
<i>P5.3 Wave interaction</i>
<b>Topic P6: Radioactive decay – waves and particles</b>
<i>P6.1 Radioactive emissions</i>
<i>P6.2 Uses and hazards</i>
<b>Topic P7: Energy</b>
<i>P7.1 Work done</i>
<i>P7.2 Power and efficiency</i>
<b>Topic P8: Global challenges</b>
<i>P8.1 Physics on the move</i>
<i>P8.2 Powering Earth</i>
<i>P8.3 Beyond Earth</i>

**OCR Level 1/2 GCSE (9–1) in Physics A (Gateway Science) (J249)**

**The course is assessed by 2 written examinations (Higher Tier Grades 9-4)**

Paper	Mode of Assessment	Assessment Details	Total marks	Weighting (%)
Paper 3 (J249/03)	Written paper (1 hour 45 mins)	Topics P1-P4	90	50
Paper 4 (J249/04)	Written paper (1 hour 45 mins)	Topics P5-P8 with assumed knowledge of P1-P4	90	50

## SOCIOLOGY

<b>Examination Board:</b>	<b>Eduqas</b>
<b>Specification:</b>	<b>C200QS</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Ms Leonard</b>

### **What do I need to know or be able to do before taking this course?**

The Eduqas GCSE in Sociology is designed to foster in learners an understanding and critical awareness of the social world around them. The specification focuses on the importance of social structure in explaining social issues.

### **What will I learn on this course?**

Learners will be encouraged to explore and debate contemporary social issues to enable them to challenge taken-for-granted assumptions and to question their everyday understanding of social phenomena. By following this course, learners will develop their own sociological awareness through active engagement with the contemporary social world.

### **What kind of student is this course suitable for?**

A student who is interested in some, or all, of the following:

1. *The study of human social life, groups and societies in a systematic way.*
2. *Understanding the ways in which societies influence us and shape our daily lives.*
3. *Exploring and asking questions about the type of society in which you live as you draw on, and make sense of your own experiences.*
4. *How different groups within society develop a sense of identity through shared experience.*
5. *A knowledge of other countries and cultures in the modern world.*

### **What is the course content and how is it assessed?**

A student who is interested in some, or all, of the following:

- *Understanding Social Processes:*
  - *Key concepts and processes of cultural transmission*
  - *Families*
  - *Education*
  - *Sociological research methods*
- *Understanding Social Structures:*
  - *Social differentiation and stratification*
  - *Crime and deviance*
  - *Applied methods of sociological enquiry*

Assessment consists of two externally assessed written examinations.

### **What kind of work will I need to do outside lessons?**

Background reading is an essential part of the course, and you are expected to enhance your understanding by reading around the subject and undertaking independent research on the internet. You will also be expected to practice examination questions.

### **What could I go on to do at the end of my course?**

This specification provides a suitable foundation for the study of sociology at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject. The knowledge and understanding and skills developed through the study of GCSE Sociology will also provide a basis for further learning and career choices.

## SPANISH

<b>Examination Board:</b>	<b>AQA</b>
<b>Specification:</b>	<b>8698</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Mrs Cato-Sargeant</b>

### **What do I need to know or be able to do before taking this course?**

Did you know that 75% of the world's population speaks no English at all, and that 70% of UK businesses report a need for foreign language skills for their company? To make yourself competitive in the global job market, all students should choose a language, but enthusiastic linguists may choose to do more than one. The course follows on from KS3 and builds on the material covered, re-visiting and developing areas already covered as well as introducing more advanced grammar and vocabulary.

### **What will I learn on this course?**

The core content is centred on three themes:

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

### **What kind of student is this course suitable for?**

You should appreciate the importance of modern languages and communication and enjoy learning about other cultures and ways of life. You need to be motivated and committed and able to meet homework deadlines.

### **What is the course content and how is it assessed?**

The themes above are studied in depth and are assessed at the end of the course by external examinations. It is expected that all students will be entered for the higher tier. The tier of entry must be the same for each skill.

The assessments are:

**Listening (25%):** At Higher level, a 45-minute recorded test, consisting of items in Italian with questions and responses in both English and Spanish.

**Speaking (25%):** At Higher level, a 10-12 minute test (plus 12 minutes preparation time), consisting of a role-play, photo card and general conversation in Spanish.

**Reading (25%):** At Higher level, a 60-minute test of items in Italian such as magazine articles, public notices and letters with comprehension tested with questions and responses in both English and Italian. There is also a translation section from Spanish into English.

**Writing (25%):** At Higher level, a 1 hour 15-minute test. Students complete structured and open-ended writing tasks as well as a translation from English into Spanish.

### **What kind of work will I need to do outside lessons?**

You will need to practise your language skills on a regular basis. You will be expected to devote adequate time outside of school for learning new vocabulary and grammar. You should be keen to develop your reading skills through extensive reading and your listening skill by listening to Spanish music and podcasts and watching Spanish TV shows and films.

**What could I go on to do at the end of my course?**

A GCSE in Spanish will provide you with a suitable foundation for further study and/or practical use of the language. The course is designed to progress naturally to A Level Spanish in the Sixth Form for those students who wish to continue further.

## STATISTICS

Examination Board:	Edexcel
Specification:	1ST0
Available Level:	GCSE (9-1)
Subject Leader:	Mr Runacres

### What do I need to know or be able to do before taking the course?

As you have been studying Mathematics for the past three years, you should already have the fundamentals of GCSE Statistics such as Statistics, Probability, Number and certain elements of Algebra. Thus, you should have a good grasp of basic number skills, be able to draw a range of graphs and charts and be able to interpret data.

### What will I learn on this course?

At the end of the GCSE we expect you to have a clear understanding of data collection methods and how to represent this information into a range of charts and graphs to support an argument. You will also have a deep understanding of probability and how to apply probability in practical situations.

### What kind of student is this course suitable for?

If you enjoy subjects that have a clear relevance to the working world you will probably find GCSE Statistics very rewarding. The subject focuses on how statistics are used in the 'real world' and you may be surprised how widely used they actually are. You will learn about the strengths and limitations of statistics in realistic scenarios that will not have you begging the question "When will I ever use this knowledge again?" This course is suited to students who have great problem-solving skills and are happy to interpret data. You will also need to enjoy your current Mathematics lessons and have a good memory for mathematical rules and methods.

### What is the course content and how is it assessed?

Assessment of Statistics is by examination only.

Students will sit the GCSE at the end of Year 11 taking two written papers:

Paper 1 (50%):	Calculator allowed	1 hour 30 minutes
Paper 2 (50%)	Calculator allowed	1 hour 30 minutes

### What kind of work will I need to do outside lessons?

Regular homework will be set throughout the course. It is advised that independent home learning is required such as practice exam questions. Before the exam, we expect you will revise so please consider your strengths when currently revising for your Mathematics exams before considering this course.

### What could I go on to do at the end of my course?

Statistics is a valuable qualification. There are plenty of careers that require the analytical skills gained and involve handling data. Such as careers in medicine, public affairs, surveys, research, marketing and many more! For those wishing to do A-level Mathematics, this provides an excellent starting point to the statistics component (25% of the A-level). Statistics also supports other A-levels such as Chemistry, Biology, Computing, Physics, Psychology, Geography and Business Studies, that all require you to handle and interpret data.

## OPTIONAL SUBJECTS

When you have made your preliminary choices use this **CHECKLIST** to make sure:

1. Have you a definite career in mind? YES / NO  
If YES:  
  
What is the career?  
What GCSE grades are required?  
(the Careers Section within the LRC can help you find out)
2. Will the choice made preclude you from any particular career? YES / NO  
(The Careers Team can offer you advice and materials relating to University and other sixth form options)
3. Do your parents agree with your preferences? YES / NO
4. Are subject teachers sure that you can achieve at least a Grade 6 at GCSE in these subjects?  
Is your current Key Stage 3 Attainment at least Grade 4?  
Remember these are your preferred subjects – they should enable you to achieve your best grades. YES / NO

## SELECTING PREFERENCES

Points to remember in choosing your preferred options:

- *Which subjects do you like?*  
We know that students perform best when following subjects that they enjoy. Think through carefully whether you will be happy dedicating some four or more hours each week to this subject, including lessons, homework and personal study. If you enjoy the subject, you will put more time and effort into it and the more time and effort you put in, the more successful you will become.
- *How good are you in each subject?*  
You will have a good idea yourself but see what your latest report indicates and ask your subject teacher who will know how you perform in class, homework, tests and examinations. They should be able to say whether your strengths or weaknesses will allow you to cope with GCSE and your discussion with your Form Tutor should inform this issue further, before you make suitable final decisions with your parents.
- *Are you leaving your future career path open?*  
If you have no definite career in mind, choose what you are good at, what you like doing and what will give you a good spread of subjects. A broad and balanced curriculum is very important at this stage. Very few degree courses demand that you follow particular subjects to GCSE and many subjects can be picked up at A-Level or beyond without earlier study.
- *Have you a definite career in mind?*  
If so, find out which subjects at GCSE will best support your career route. Make sure that your subject teachers think you can achieve higher grade GCSE passes in these subjects and be certain that these subjects plus your other choices give you a good spread. Remember that however keen you are on any particular career or job now, you may possibly change your mind before you leave school. Your choice of subjects must not limit you to just one sort of career.
- *Points to avoid*  
Do not choose a subject because you can think of 'nothing better', you like the teacher or just because a friend has chosen it. Remember that these are **important decisions that will affect your future, not your friend's, and that the school will not guarantee which teacher will take that subject next year!** A balanced range of good grade GCSEs will provide you with the best foundation possible, whatever direction your career takes.

## YEAR 10 & 11 COURSES CHECKLIST 2022 – 2024

**SURVEY MONKEY Link:** <https://www.surveymonkey.co.uk/r/gcseoptions22>

*(This link will go live after the 6.00pm Options Evening presentation on Thursday 5 May 2022)*

It is strongly recommended that all students study a Modern Foreign Language and a Humanity as part of the EBACC alongside English, Mathematics and Science.

However, students who do not wish to follow the school's recommendation of following a Modern Foreign Language and/or a Humanity will have the opportunity to select four choices from the list below in order of preference using the SURVEY MONKEY Link above. Students will also be asked to choose a 'reserve' subject.

Art & Design	Business	Chinese Mandarin
Classical Civilisation	Computer Science	Drama
DT - Product Design	Economics	Electronics
French	Geography	German
History	Italian	Latin
Music	Photography	Physical Education
Religious Studies	Sociology	Spanish
Statistics		

If we are unable to offer you (one of) your first choice(s) for any reason, then we will try to ensure that you are offered your reserve subject. Please note that the offer of all courses is subject to sufficient numbers selecting each subject to provide viable groups. If any subject is over-subscribed, students will be asked to reconsider their preferences. In the unlikely event that a subject is over-subscribed after this stage, the subject group will be finalised by a random selection process.

***TO BE COMPLETED ON SURVEY MONKEY BY FRIDAY 13 MAY 2022***