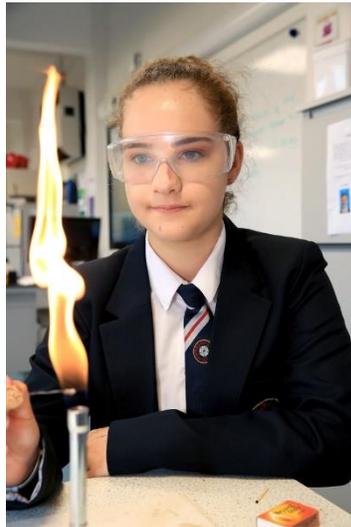




BEDALE HIGH SCHOOL YEAR 9 OPTIONS BOOKLET - 2017-2018





Dear Parents/Carers

This booklet is designed to support our GCSE options process and we hope that you find it a helpful "tool" to promote discussion both before and after the Options Evening on Wednesday, 24th January 2018.

In addition to the support and guidance from you as parents, students will have benefited from several assemblies and also had chance for an extended "conversation" with their form tutor. In class, subject teachers are on hand to give advice and guidance on course content and delivery if students have any queries. However, if you still feel as though you need more information, we would urge you to make contact with your child's tutor in the first instance. If we cannot deal with your concern by telephone, we will arrange for a face-to-face discussion.

As a school, we aim to provide a broad and balanced curriculum but with a strong focus on the "core" subjects because of their importance in enhancing the life chances of all our students. We have taken the decision to extend KS4 in order to maintain our range of options and also to raise standards. We want every student to fulfil his or her academic potential so selecting the right GCSE subjects is very important. The way that we structure our process and guide students means that they are unlikely to choose an inappropriate blend of courses. This means that potential progression pathways for post 16 are maximised.

As ever, I look forward to working in partnership with you as parents and ensuring that, together, we enable your son or daughter to thrive in KS4 at Bedale High School.

Yours faithfully

A handwritten signature in black ink that reads "Tony Rawdin".

Tony Rawdin
Headteacher

The KS4 curriculum

In KS4, all students must follow compulsory courses in the following subjects:

- English Language and Literature (2 GCSEs);
- Mathematics;
- Science (2 GCSEs)*;
- GCSE Citizenship Studies;
- Core PE (non-examined).

*Please note that top set students will normally be expected to follow a triple Science route.

The options for Y9 students are designed to provide a broad curriculum offer in line with the English Baccalaureate and, as such, will maximise progression routes onto a variety of post-16 courses, either academic or vocational. The emphasis now at Bedale High School is simply on becoming the best learner you can be so the advice is to keep options open as much as possible. Typically, students from Bedale make an excellent transition into college or Sixth Form so we remain committed to providing this strong breeding ground for future specialisation at A level or on a vocational programme.

For some students, a reduced number of options is appropriate. In negotiation with parents, it is expected that this small group of students will have a more personalised timetable that provides general support for learning and more specific intervention with literacy and numeracy.

When considering option subjects, we recommend that students choose largely on the basis of enjoyment. We figure that, if students are enjoying their learning, they are likely to be highly committed and therefore do very well. It also helps in certain subjects, especially the more practical ones, if students have a reasonably high skill level. However, this should not be seen as a barrier to success as all GCSE subjects are committed to the development of subject specific skills throughout the course.

Parents should note that, throughout Y9, all students have already been following a course of study that will lead to GCSE Citizenship Studies in Y11.

The options for students are structured around three "pathways" but all of these guarantee a "broad and balanced" range of subjects that will maximise progression routes onto post-16 courses.

Assessment at KS4



Grading new GCSEs from 2017

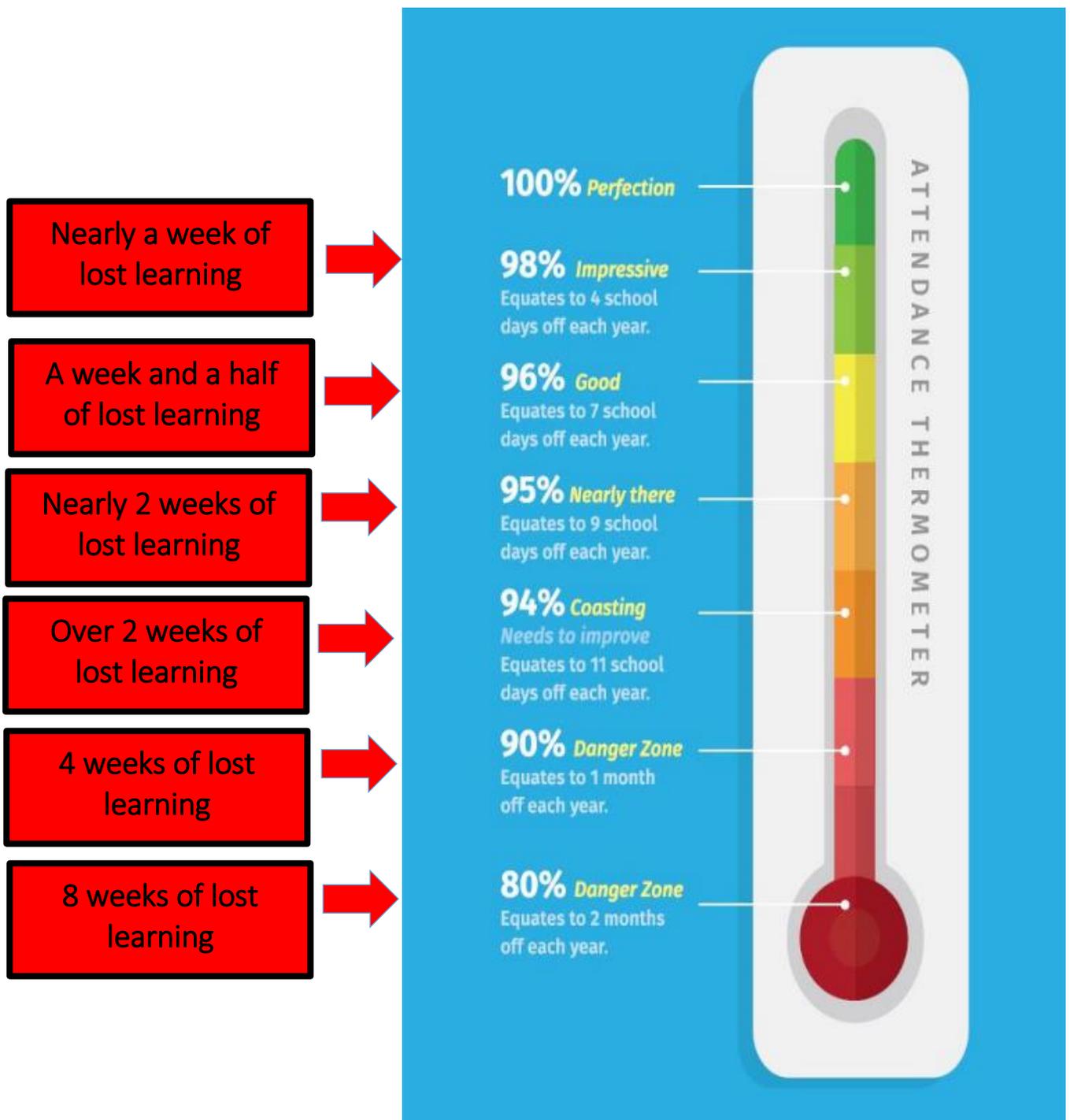
New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U

Students are assessed regularly in class and there are four major Assessment Points each year where students are tested more formally, including exams in Y9 and Y10 and then Pre-Public Exams (PPEs) in November/December of Y11. Students will be given a target grade for each of their GCSEs and, in most cases, these should be used as a minimum expectation with students reaching for the highest grade possible. GCSE assessment is based on 9-1 scale where Grade 4 is a "standard" pass and Grade 5 is a "good" pass. Grade 7 is equivalent to the old A grade at GCSE and Grade 8, therefore, would be the equivalent of an A*. See table below.

Pastoral support at KS4

Benefits of good attendance

As students begin their GCSE studies, it obviously becomes even more imperative that they have excellent levels of attendance. Research has shown that good attendance boosts exam performance. The Attendance Thermometer shows the impact of absence in terms of lost learning. Even 95% attendance equates to nearly two weeks of lost learning time. We encourage all students to aim for 100% attendance. This is why we positively acknowledge 100% attendance every half term with certificates awarded to students in assemblies and attendance being part of the criteria for other school rewards and privileges such as the Year 11 Lunch Pass.



Tutorial programme

Each day, students spend time in class or assembly with their tutor, focusing on topical issues or school based issues around Study skills or Personal, Social, Health and Careers education. Your child's tutor should be the first point of contact for most matters of concern but, if required, Mr Chapman, Leader of KS4 is also available to support parents with any queries.

High expectations

If students are going to fulfil their potential, it is vital that they get into good study habits right from the start. There are high expectations around homework, meeting deadlines and taking ownership of learning and progress, especially in terms of effective revision for tests and examinations. At Bedale High School, prior to any assessment points, teachers are expected to halt their normal teaching and have an appropriate period where the focus is explicitly on developing the skills for success in the exams.

Post-16 destinations

The majority of students from Bedale High School progress onto Level 3 courses at a variety of local institutions. In the summer of Y10, students are introduced to the following providers:

- Queen Elizabeth's Sixth Form College;
- Darlington College;
- York College;
- Richmond School Sixth Form;
- Northallerton College;
- Wensleydale School and Sixth Form;
- Barnard Castle School;
- Ripon Grammar School;
- Harrogate College;
- Askham Bryan College.

Typically, most of our students progress on to A level courses (Level 3) which will require at least five "good" passes and generally Grade 6 or higher in the chosen A level subjects. There are alternative Level 3 courses such as BTECs and OCR qualifications that are more vocational in nature and in some institutions it is possible to blend a vocational course with some A level provision. For those students who do not meet the entry requirement for Level 3 courses, a variety of Colleges offer Level 2 (GCSE level) courses including the opportunity to gain passes in English and Maths.

GCSE ENGLISH LANGUAGE

Assessment

EXAMINATION BOARD	AQA
SPECIFICATION DETAILS	English Language GCSE 9-1
RATIO OF CONTROLLED ASSESSMENT TO EXAM	100% examination
TYPE OF QUALIFICATION	GCSE 9-1
METHOD OF EXAMINATION	2 papers to complete: <u>Paper 1: Explorations in Creative Reading and Writing</u> Section A: Reading (25%) Section B: Writing (25%) 1 hour 45 minutes, 80 marks <u>Paper 2: Writers' Viewpoints and Perspectives</u> Section A: Reading (25%) Section B: Writing (25%) 1 hour 45 minutes, 80 marks

Students will be expected to be able to:

- read a wide range of texts fluently and with good understanding.
- read critically, and use knowledge gained from wide reading to inform and improve their own writing.
- write effectively and coherently using standard English appropriately.
- use grammar correctly, punctuate and spell accurately.
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing, and spoken language.

Students will read and be assessed on high-quality and challenging texts from the 19th, 20th and 21st centuries. The texts used in English language examinations will not have been studied by them during the course.

Future Prospects

Skillful command of the spoken and written word will help you every day of your life and benefit all of your other GCSEs, too. A good grade in English Language will open doors in all P16 pathways.

GCSE ENGLISH LITERATURE

Assessment

EXAMINATION BOARD	AQA
SPECIFICATION DETAILS	English Literature GCSE 9-1
RATIO OF CONTROLLED ASSESSMENT TO EXAM	100% examination
TYPE OF QUALIFICATION	GCSE 9-1
METHOD OF EXAMINATION	2 papers to complete: <u>Paper 1</u> Section A: Shakespeare Section B: The 19 th century novel 1 hour 45 minutes, 64 marks <u>Paper 2</u> Section A: Modern text Section B: Poetry Section C: Unseen poetry 2 hour 15 minutes, 96 marks

Students will be expected to be able to:

- read a wide range of classic literature fluently and make connections across their reading.
- read critically, evaluatively, and in depth so that they are able to discuss and explain their understanding and ideas.
- appreciate the depth and power of the English literary heritage.
- acquire and use a wide vocabulary including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse.

Future Prospects

The ability to read critically and then express your ideas effectively is a powerful life skill that will be invaluable for whatever you choose to do next. English literature at 'A' level also remains one of the most highly respected and versatile of all 'A' levels.

GCSE MEDIA STUDIES

EXAMINATION BOARD	Eduqas
SPECIFICATION DETAILS	GCSE Media Studies
RATIO OF CONTROLLED ASSESSMENT TO EXAM	70% exam 30% non-exam assessment (NEA)
TYPE OF QUALIFICATION	GCSE 9-1
METHOD OF EXAMINATION	All assessment and examinations entered in the summer of Year 11.

Course Content

Media studies is about understanding the world around you. To fully understand the influence the media has, you will study texts from the worlds of television, film, print media, advertising and popular music and respond to them critically, before using your knowledge to create your own media products.

Component 1: Exploring the Media

Written exam: 1 hour 30 minutes (40%)

Section A: Exploring Media Language and Representation – two questions on **two** print forms: magazines, marketing (film posters), newspapers, or print advertisements.

Section B: Exploring Media Industries and Audiences – two questions on **two** of the following media forms: film, newspapers, radio, video games.

Component 2: Understanding Media Forms and Products

Written exam: 1 hour 30 minutes (30%)

Section A: Television – two questions on media language or representation.

Section B: Music (music videos and online media) – two questions on media industries, audiences or media contexts.

Component 3: Creating Media Products (30%) Non-exam assessment (NEA): An individual media production for an intended audience in response to a choice of briefs set by the exam board, applying knowledge and understanding of media language and representation. Students can produce a media product in the form of: television, magazine, film marketing or music marketing.

How you will be assessed

The GCSE is assessed through two exams and one non-exam practical assessment. You will need to have a reasonable standard of written English, an interest in the world of the media and a willingness to work hard throughout the course.

Future prospects post-16

Successful completion of the course can allow progression to A'level Media Studies or other Level 3 Media courses. The skills and understanding gained can help to prepare for a career in a range of different contexts including the media industry: advertising, marketing, journalism, film and television production, public relations.

MATHEMATICS

EXAMINATION BOARDS	EDEXCEL
SPECIFICATION DETAILS	Mathematics GCSE 9 -1
RATIO OF CONTROLLED ASSESSMENT TO EXAM	100% Examination
TYPE OF QUALIFICATION	GCSE Higher Grades 9 to 3 GCSE Foundation Grades 5 to 1.
METHOD OF EXAMINATION	3 papers to complete: Paper 1 – non calculator Paper 2 & 3 – calculator All papers 1 hour 30 minutes, 80 marks each

Assessment

A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper. The more straight forward questions are at the start of the paper.

The content from any part of the specification may be assessed in any paper.

All students must have a Scientific Calculator.

A01- Use and apply standard techniques

Weighting:

Foundation: 50%. Higher 40%

A02—Reason, interpret and communicate mathematically

Weighting:

Foundation: 25%. Higher 30%

A03 - Solve problems within mathematics and in other contexts.

Weighting:

Foundation: 25%. Higher 30%

Future prospects

GCSE mathematics is an essential entry requirement for all careers. It is also a popular subject to study further at college and beyond.

Without a Grade 4 Standard Pass students will have to retake the exam in Further Education Colleges or as part of their apprenticeship.

GCSE TRIPLE SCIENCE AND DOUBLE COMBINED SCIENCE

EXAMINATION BOARD	AQA
SPECIFICATION DETAILS	GCSE triple science is the study of biology, chemistry and physics, 3 GCSEs which show your specific attainment in biology, chemistry and physics (3 grades). GCSE double combined science (trilogy) is where you study biology, chemistry and physics and gain 2 GCSEs which show your average attainment across the 3 sciences (2 grades).
RATIO OF CONTROLLED ASSESSMENT TO EXAM	0% - There is no controlled assessment
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	100% external exam

Course content

The new AQA GCSE science qualifications are divided into these topics:

- Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology;
- Atomic structure and periodic table, bonding, structure and 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;
- Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism, space physics (triple award only).

How you will be assessed

All students sit 6 exams: 2 biology, 2 chemistry and 2 physics.

GCSE triple science has 6 exams of 1 hour 45 mins each. A total of 10.5 hours of exams. The 2 biology exams are added together to obtain the grade for biology, and then the same will be done for chemistry and physics. A student could get very different grades in the 3 subjects e.g. biology - grade 7, chemistry - grade 9 and physics - grade 4.

For this reason, we can only enter students for this route if we are absolutely certain they will achieve highly in all 3 subjects. We will not be able to make the decision as to whether we can enter a student for GCSE triple science until the end of their Year 10/start of Year 11 as we need to have covered a lot of the content before deciding if this is the best route for your son/daughter.

GCSE double combined science has 6 exams of 1 hour 15 mins each. A total of 7.5 hours of exams. All 6 exams are added together to create an average attainment across all 3 subjects. Students will not be told their attainment in each of the 3 sciences but will get 2 grades which could be the same or different by 1 grade, e.g. a student could achieve grades 7,7 or grades 4,3. Although there are no controlled assessments for GCSE sciences, all students must complete compulsory practical's (28 for GCSE triple science, 21 for GCSE Double combined science). There will be questions on the exam papers which will require knowledge and understanding of these practicals.

Future prospects post-16

GCSE sciences not only provide you with information to help you live a healthy, informed life surrounded by new technology, but also prepare you for a lot of career paths. Both GCSE triple and double science can both be used to progress to A-level sciences and science-based degrees such as medicine, veterinary science, nursing, midwifery, biomedical science, computer science, forensic science, radiography, pharmacology, astrophysics and engineering. There is absolutely no requirement for GCSE triple science to be studied to follow any of these courses. GCSE double combined science is a high value qualification and more than sufficient preparation for future study. GCSE sciences are also extremely useful in any post-16 study to do with people such as social work, psychology, sociology and health and social care. They are also very useful for any post-16 study to do with materials and chemicals such as mechanics and vehicle repair, electrician, building and construction.

ART & DESIGN

EXAMINATION BOARDS	AQA
SPECIFICATION DETAILS	AQA art & design
RATIO OF CONTROLLED ASSESSMENT TO EXAM	60% coursework : 40% exam Final unaided exam- up to 10 hrs of time given.
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	All assessment and examinations entered in summer series 2019

Course content

We have high expectations of all our art students therefore it is important to note that students will be expected to complete work to a high standard at all times. Students must accept this is a very demanding subject to take and therefore must commit to Independent learning tasks and when asked stay in for lunchtime or after school sessions.

Portfolio:

Students will explore and experiment with different media, including drawing, printmaking, mixed media, painting and photography based on the starting point of Organic. All students will be creating a sketchbook which outlines the theme and evidences how work develops over time. The sketchbook facilitates the link between the preparation pieces students will complete, artist research and other recordings.

During of Year 11, all students will produce a Mock exam project resulting in a five hour exam. This aids the structure and organisation of the student in order for them to prepare for the Final Exam which is ten hours long. The exam is worth 40% of the students overall mark.

Art is a very demanding subject as all classwork is counted towards coursework; therefore it is imperative that you opt for art if you are organised, motivated, good to outstanding with independent learning, willing to experiment with new techniques and listen to feedback. If you have all these qualities you will be an ideal student for GCSE art at Bedale High School.

How you will be assessed

The coursework is assessed as it progresses and feedback is given verbally and in written form on the key areas studied. Students are assessed in four areas which are all equally weighted:

A01: Artist research and understanding

A02: Experimenting and developing your work

A03: Skills, recording, drawing, photographs and annotation

A04: Final outcomes- creating a meaningful response

Future prospects post 16

Further education could be A Level art, Btec art course, Art foundation which are ran at Queen Elizabeth Sixth Form College. We are extremely privileged in our surrounding area to have such Universities such as Cleveland College of Art & Design, Northumbria Design University, Huddersfield University which host many exciting degrees within art such as Surface design, Media design, Textile design and Fashion design.

The career possibilities are endless with the Creative industry such as Interior designer, freelance artist, card designer, web or games designer, sculpture, jeweller, Art therapist, cartoonist, illustrator or photographer. Some University courses offer placement years where you can compete work experience in your chosen area that will enhance your CV for your future career.

COMPUTER SCIENCE

EXAMINATION BOARDS	WJEC Eduqas
SPECIFICATION DETAILS	GCSE Computer science
RATIO OF CONTROLLED ASSESSMENT TO EXAM	40% Computer systems written exam. 40% Computational thinking, algorithms and programming written exam. 20% programming project non-exam assessment.
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	50% written exam (1 hour 45mins) 30% On-screen exam (2 hours) 20% Non-exam assessment (NEA) All submitted in summer of year 11

Course content

Component 1: Understanding Computer Science

This component investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.

Component 2: computational thinking

Is component investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.

Component 3: Software development programming project:

This component requires learners to produce a programmed solution to a problem. They must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution. Throughout the production of the solution learners are required to produce a refinement log that evidences the development of the solution. Students will be expected to think computationally to solve a task and to create a report detailing the creation and testing of their solution.

How you will be assessed

Component 1: Understanding Computer Science

Written examination: 1 hour 45 minutes

50% of the qualification

Component 2: Computational Thinking and Programming

On-screen examination: 2 hours

30% of the qualification

Component 3: Software Development

Non-exam assessment: 20 hours

20% of qualification

Unit tests will be completed at the end of theory units that make up the Understanding computer science unit. The computational thinking and programming units will be combined with regular testing that will span both units preparing pupils for both the written exam and for the non-exam assessment.

Future prospects post 16

Successful completion of GCSE Computer Science will allow progression to A-level Computer Science. Computer Science is highly regarded by all Universities including those in the Russell Group. This in turn can lead to careers in database administrator; games developer; multimedia programmer; systems analyst; systems developer; web designer and web developer.

DRAMA

EXAMINATION BOARDS	AQA
SPECIFICATION DETAILS	AQA GCSE Drama
RATIO OF CONTROLLED ASSESSMENT TO EXAM	60% Practical and Devising Log 40% Written exam
TYPE OF QUALIFICATION	Full GCSE
METHOD OF EXAMINATION	Component 1 (written exam) will be completed in year 11. Component 2 (Devised) can be completed in year 10 or year 11. Component 3 (Texts in Practice) will be completed in Year 11

Course content

During year 10, through a combination of practical work and theory work you will develop all the necessary skills, knowledge and understanding for each component of the course. The course is split into 3 components; 1) Understanding drama, 2) Devising drama and 3) Texts in practice. During Year 10 you will complete practise assessments of all 3 components. In Year 11 you will continue to develop your knowledge and understanding of Understanding Drama and the Set Text, and will complete the Devising Drama and Texts in Practice components of the course. Each component is explained below:

In 'Understanding Drama', you will learn about roles and responsibilities within the theatre and technical aspects such as types of stages, use of space, and design. You will study a set text and watch and evaluate a live theatre performance.

In 'Devising Drama', you will devise and perform your own piece of work to a public audience. You will also complete a diary of evidence of how you developed the piece from the initial stimulus to the finished performance. This will be a group piece.

In 'Texts in Practice', you will choose a contrasting play to the set text, and perform two extracts to a public audience. The extracts can be monologues, duologues and/or group pieces.

How you will be assessed

Continual assessment will take place throughout Year 10. In Year 11 you will be assessed in all 3 components of the course:

- Component 1 - Understanding Drama; 1hr 45 min Written paper, 40%.
- Component 2 - Devising Drama; Devising Log (60 marks) and Devised Performance (20 marks), 40%.
- Component 3 - Texts in Practice; Performance of extract 1 (25 marks), Performance of extract 2 (25 marks) worth 20%.

Future prospects post 16

GCSE in Drama will allow you to go on to study Drama and/or Theatre Studies at A Level. You could also study courses in straight acting such as diplomas at further education colleges such as York College. You would then be able to go on to study Drama and/or Theatre Studies or a straight acting course at University or Drama school. Studying Drama also gives you the social skills necessary to be successful in the workplace should further education not be for you. Drama also provides a range of skills for careers outside of the theatre such as Law, Teaching, medicine. A number of the top Russell group Universities now look for Drama qualifications from students wishing to study these subjects.

GCSE FOOD PREPARATION AND NUTRITION

EXAMINATION BOARD	AQA
SPECIFICATION DETAILS	GCSE Food Preparation and Nutrition
RATIO OF CONTROLLED ASSESSMENT TO EXAM	50% written exam 50% Non-exam assessment (NEA)
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	50% written exam (1 hour 45minutes) 50% Non-exam assessment (NEA) (2 separate tasks)

Course content

Food preparation skills, food nutrition and health, food safety, food science, food provenance and food choice.

You will be given the opportunity to practise a wide range of skills along with having a greater understanding of nutrition, the science behind food as a material and wider environmental aspects associated with food. At the start of the course, students will carry out practical work weekly. This may be in the form of independent practical dishes to take home or food science experiments carried out in groups. Students will complete a series of modules involving written work/food experiments. In Year 11 students will complete two Non Examination Assessments (NEA) using a variety of research and investigation methods. Students will respond to one of three specified tasks set by the exam board. Students will not cook as much in Year 11 due to NEA and preparing for their exam in the Summer term. Students will enjoy this GCSE if they are organised and enjoy experimenting with food. It is more important for students choosing the course to enjoy a large variety of foods than have a natural flair for cooking; we will teach you how to cook! The course is taught in a "hands on" practical way; consequently the weekly purchase of ingredients is essential and it is estimated to cost between £5-£10 per week. Time will also need to be allocated to visiting the supermarket. If cost is a concern please ensure you have a confidential discussion with Mrs Bradley prior to selecting food preparation and nutrition as an option choice.

A cautionary note.....

Please don't take this option if you think it may be easy. The course is very demanding and contains a large amount of food science and nutrition. There is a large amount of theoretical learning. Whilst there are many opportunities for food preparation and cooking this is not just what the course is about.

How you will be assessed

All assessments take place in Year 11:

- September – December: NEA Task 1 – Food Science Investigation (10 hours) = 15% of GCSE
- December – February: NEA Task 2 – Food Preparation Assessment (20 hours including a 3 hour assessment) = 35% of GCSE
- May – June. 1 hour 45 minute exam = 50% of GCSE

Future prospects post-16

Food is one of the world's fastest growing industries. In fact over 20% of the top 100 British companies are in food manufacturing. The food and drink industry is booming, with employment reaching the heights of 650,000 people and an annual turnover of £66 billion. The opportunities to work within the food industry really are endless. The food industry contains many multinational companies and opportunities for travel or work abroad exist for those who wish to spread their wings.

Some examples of careers in food are: Dietician/nutritionist, food sales and promotion, product development, consumer technologist (sensory analysis and product tasting), chef/baker/caterer, food journalist/food critic, environmental health officer, health & safety inspector, food service management, delicatessen/restaurateur, food whole-saler, production & manufacturing, quality assurance/standardisation, purchaser (buys and sells food from around the world), store manager – supermarket or fast food chains, packaging technologist, teacher (clearly the best career....)

INFORMATION TECHNOLOGIES

EXAMINATION BOARDS	OCR
SPECIFICATION DETAILS	Cambridge Nationals Information Technologies Level 1/2 Certificate
RATIO OF CONTROLLED ASSESSMENT TO EXAM	R012 50% Written examination R013 50% Controlled Assignment set by OCR
TYPE OF QUALIFICATION	High quality vocational qualification which has passed all ofqual and DfE accreditation.
METHOD OF EXAMINATION	50% written exam (1hour 45mins) 50% Non-exam assessment (NEA) All submitted in summer of year 11

Course content

The course focuses on developing the transferable skills relied upon by employers. These include; Project management, data collection, manipulation of data presentation of information, legislation, security awareness, and cyber security. Data handling and big data are a developing trend in large businesses and becoming more important in many university courses.

How you will be assessed

Unit R012 written examination (50%) - Understanding tools, techniques, methods and processes for technological solutions

You will sit an exam to assess your knowledge and understanding of different technologies (hardware and software applications), and tools and techniques used to select, store, manipulate and present data and information. You will also be assessed on what the phases of the project life cycle are, the interaction between the phases and the inputs and outputs within each phase. Using this understanding of the project life cycle, together with your knowledge of various information technologies, you will be prepared to develop technological solutions. You will need to understand the different risks associated with the collection, storage and use of data and how the legal, moral, ethical and security issues can have an impact on organisations and individuals. You also need to understand how such risks can be mitigated.

Unit R013 Non-exam Assessment (50%) - Developing technological solutions

You will be given a project to develop a technological solution that processes data and communicates information. You will follow the project life cycle phases of initiation/planning, execution, communication and evaluation, demonstrating the practical skills you have acquired such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, and/or presenting data through web based technologies; keeping your project on track through on-going, iterative reviews. You will use different hardware and software technologies to create an integrated technological solution for data processing and communication of information.

End of topic tests, in class assessment, homeworks and practical assessment focusing on the skills required for the controlled assessment. This qualification does not use grades 9-1 as it is not a GCSE. Grades for this course are as follows:

- Distinction*, Distinction, Merit or Pass at Level 2
- Distinction, Merit or Pass at Level 1

A Level 2 outcome is the equivalent of GCSE grade 4 or higher. A Level 1 outcome is the equivalent of grade 3 or lower.

Future prospects post 16

Vocational qualifications are general qualifications which enables candidates to progress either directly to employment, or to proceed to further qualifications, eg: level 3 qualifications such as GCSE computing. Every place of work relies on the use of ICT, employers are looking for employees who are competent in operating a range of applications as well as a working knowledge of cyber security, data handling techniques and project management skills.

MUSIC

EXAMINATION BOARDS	AQA
SPECIFICATION DETAILS	AQA GCSE music
RATIO OF CONTROLLED ASSESSMENT TO EXAM	60% coursework : 40% exam Listening exam: 1hr 30 minutes exam
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	All assessment and examinations entered in summer series 2020

Course content

The course is based around five areas of study: **Rhythm and meter, harmony and tonality, texture and melody, timbre and dynamics and structure and form.**

Component 1: Listening & contextual understanding music 40%

This section focuses on listening and contextual understanding. This component shows you how to listen more intelligently to many different musical styles. You also become more familiar with musical language.

Component 2: Performing music 30%

This is a progression from your instrumental and singing work, which you should enjoy! If you have been taking lessons for a number of years you should find this easy. If you want to try another instrument or start to take formal lessons this is an ideal opportunity, as the school will pay for group tuition from the NYCC peripatetic service.

You will eventually prepare two performances – one alone and one with other musicians. You may play any instrument or sing or do both.

Component 3: Composing music 2 x 30%

We will help you to create pieces in a variety of styles for different purposes. You will be able to use keyboards, voices, multi-track recorders, music technology as well as instruments.

- Composition 1: composing to a brief (36 marks)
- Composition 2: free composition (36 marks)
- Combined composition time must last 3 minutes minimum and 4½ maximum.

How you will be assessed

The performances and the compositions are **coursework**. This makes up **60%** of the award. Performances can be recorded at any time during the course. The compositions are to be created within supervised assessment time. Listening and contextual understanding is assessed through a pre-recorded 1-hour 30 min exam. Worth **40%** of the award.

Future prospects post 16

Music links easily to a number of subjects. Taking music at GCSE would be beneficial for anyone considering any kind of career in music, either classical or popular. The study of this subject can help to lead towards careers in the theatre, technology, any aspect of the entertainment industry, and is useful for those considering teaching at Primary level or working with young children or children with special needs.

Many universities look favourably at candidates who have GCSE music.

PHYSICAL EDUCATION

EXAMINATION BOARDS	Edexcel
SPECIFICATION DETAILS	Edexcel physical education
RATIO OF CONTROLLED ASSESSMENT TO EXAM	60% theory/exam; 30% practical performance; 10% personal exercise programme; 2 x PE theory exams <ul style="list-style-type: none">• 1 hr 45 mins (90 marks) exam on fitness & body systems = 36%• 1 hr 15 mins (70 marks) exam on health & performance = 24%
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	All assessment and examinations entered in summer series 2019

Course content

All GCSE courses have undergone radical changes from September 2016. Physical Education is a unique subject. It combines both practical work with theoretical work.

Component 1: Fitness & Body Systems (36%)

Topic 1: Applied anatomy and physiology
Topic 2: Movement analysis
Topic 3: Physical training
Topic 4: Use of data

Component 2: Health and Performance (24%)

Topic 1: Health, fitness and well-being
Topic 2: Sport psychology
Topic 3: Socio-cultural influences
Topic 4: Use of data

Component 3: Practical Performance (30%)

1 team activity
1 individual activity
1 free choice from specification

Component 4: Personal Exercise Programme (10%)

Aim and planning analysis
Carrying out and monitoring PEP
Evaluating the PEP

How you will be assessed

Written examination (component 1 and 2) will be assessed in May/June in any single year. Components 3 and 4 will be assessed at any point during the course.

Future prospects post 16

The course leads on well to studying post-16 A Level and/or BTEC courses at local feeder schools. Post-18 there are numerous degree opportunities with a focus on physical education and sport.

GCSE DESIGN & TECHNOLOGY: RESISTANT MATERIALS

EXAMINATION BOARDS	AQA
SPECIFICATION DETAILS	AQA Design and Technology: Resistant materials
RATIO OF CONTROLLED ASSESSMENT TO EXAM	50% written exam 50% Non-exam assessment (NEA)
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	50% written exam (2 hours) 50% Non-exam assessment (NEA) All submitted in summer of year 11

Course content

At the start of the course students will develop their practical construction skills through a selection of practical tasks and develop their material knowledge as well as developing drawing, IT and communication skills. Students will develop a portfolio of theory based on work which will be used as a reference point of knowledge and exam revision.

The core technical principles cover a range of topics taught about various materials such as card, timber, metals, polymers, textiles and electronics:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

The specialist technical principles cover a range of topics, but focused on the resistant materials such as timber, metals, polymers and electronics:

- selection of materials or components
- forces and stresses
- ecological and social footprint sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes

How you will be assessed

NEA project of approximately 30 to 35 Hours set by AQA (NEA). The task title is not released by AQA until June of Y10. This is a substantial design and make task. A prototype and portfolio of evidence will be created which represents:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating and developing design ideas
- Analysing & evaluating

May–June 2hour exam

- **Section A: Core technical principles (20 marks)** Multiple choice and short answer questions assess broad technical knowledge and understanding.
- **Section B: Specialist technical principles (30 marks)** Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.
- **Section C: Designing and making principles (50 marks)** Short and extended response questions includes a 12 mark design question.

Future prospects post-16

The course leads on to studying post-16 A level courses in resistant materials. Post-18 there are numerous degree opportunities. The sorts of careers that this can lead to include many types of engineering and design.

GCSE TEXTILE DESIGN

EXAMINATION BOARDS	AQA
SPECIFICATION DETAILS	AQA Textile design
RATIO OF CONTROLLED ASSESSMENT TO EXAM	Component 1: Non-exam assessment (NEA) portfolio (60%) Component 2: Non-exam assessment (NEA) externally set assignment preparation and 10hour practical exam (40%)
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	Component 1: Non-exam assessment (NEA) portfolio (60%) Component 2: Non-exam assessment (NEA) externally set assignment (40%) All submitted in summer of year 11

Course content

Students will be introduced to a variety of experiences that explore a range of textile media, processes and techniques such as weaving, felting, stitching, applique, construction methods and printing. They should be made aware of both traditional and new media. Students are required to work in **one or more** areas of textile design, such as fashions design, costume design, digital textiles, domestic textiles and wallpaper, interior design, constructed textiles and installed textiles.

How you will be assessed

Portfolio assessment

Students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation. Their portfolio is worth 60% of their overall GCSE so it is important that students are resilient, determined and hard working. You will be assessed against your ability to develop your ideas, experiment with media, record and present a personal and meaningful response.

Externally Set assignment

Students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives. Students get a set amount of preparation and research time and then have to complete their assignment in a 10hour exam.

Future prospects post-16

Future prospects are vast in the Design Industry and many students would gravitate to either a Foundation Fashion course or an Art Foundation course which is available at QE, Darlington. Some students may progress onto a Design related BA Hons degree such as Costume Design, Illustration, Film and TV production, Surface & Pattern Design and Fashion related courses.

CITIZENSHIP STUDIES

EXAMINATION BOARD	Pearson Edexcel
SPECIFICATION DETAILS	GCSE (9-1) Citizenship Studies
METHOD OF EXAMINATION EXAM	100% written examination in May/June

This full (9-1) GCSE qualification in Citizenship Studies qualification is a relatively new qualification that we offer – and one that is already proving extremely popular amongst our students and staff. This qualification helps to equip students to take responsible citizenship actions and play a positive role in public and democratic life as informed and active citizens – a qualification that enables our students to apply themselves and gives them the skills to succeed in their chosen pathway.

Paper 1:

- **Theme A:** Living together in the UK
- **Theme B:** Democracy at work in the UK
- **Theme C:** Law and justice

Paper 2:

- **Theme D:** Power and influence
- **Theme E:** Taking citizenship action

Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally. Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. They will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts. They will experience taking citizenship action and learn from trying to make a difference themselves.

How you will be assessed:

The GCSE is assessed through 2 exams and no coursework:

- Paper 1: 1 hour and 45 minutes (80 marks, 50% of the qualification)
- Paper 2: 1 hour and 45 minutes (80 marks, 50% of the qualification)

Future prospects post 16

The skills developed through the citizenship studies programme are essential life skills enabling our students to understand themselves and identify career paths to suit them. They will have the skills to manage their careers and their finances and will be well prepared to join a rapidly changing labour market.

FRENCH AND GERMAN

EXAMINATION BOARD	AQA
SPECIFICATION DETAILS	AQA French (8658) AQA German (8668)
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	All examinations entered in summer series 2019.

Course content

The course builds on work done in Key Stage 3 and concentrates on promoting understanding of the language and culture of the countries through listening and reading tasks. Communication in speaking and writing are encouraged in a practical way with emphasis on situations useful when travelling abroad e.g. travel, shopping, staying with a family, leisure and entertainment.

Students also develop the ability to express their own views and describe their own interests about subjects such as the media, tourism, the environment, health and fitness, food and drink. Languages improve the quality of your life and your understanding of how other people live. A great way of getting to know other people is to learn their language and culture.

How you will be assessed

Students can be entered for either foundation tier or higher tier but they must enter at the same tier for all four skills. Each skill is worth 25% of the final mark.

Listening – Exam of 35 minutes (foundation) or 45 minutes (higher) including 5 minutes reading time.

Speaking – One session of 7–9 minutes (foundation) or 10–12 minutes (higher) with supervised preparation time of approximately 10–12 minutes.

The format of the test will be the same for each tier and will consist of three parts, a role play, photo card and general conversation.

Reading – Exam of 45 minutes (foundation) or 60 minutes (higher).

Writing – Exam of 60 minutes (foundation) consisting of 4 tasks: 1. A list, 2. A message, 3. A translation and 4. A structured writing task.

Exam of 75 minutes (higher) consisting of 3 tasks: 1. a structured writing task, 2. An open ended writing task and 3. A translation.

Future prospects post-16

Success in foreign languages at GCSE is seen as an important indicator of academic ability and is welcomed by universities, whatever the degree subject chosen. It is a pre-requisite for study at 'A' level. **A little language can make a lot of difference.** Jobs from receptionist to top-level management need language skills. There is room for all levels of ability in all types of work.

Students in other countries study languages until they are 18 and get jobs because they can use their foreign language skills. To have a modern foreign language at GCSE is now more important than ever before.

GEOGRAPHY

EXAMINATION BOARDS	Pearson Edexcel
SPECIFICATION DETAILS	GCSE (9-1) Geography
METHOD OF EXAMINATION	100% written examination in May/June

Unit 1: The Physical Environment

Written examination: 1 hour and 30 minutes, 37.5% of the qualification, 94 marks

- **Section A:** The changing landscape of the UK
- **Section B:** Weather hazards and climate change
- **Section C:** Ecosystems, biodiversity and management

Unit 2: The Human Environment

Written examination: 1 hour and 30 minutes, 37.5% of the qualification, 94 marks

- **Section A:** Changing cities
- **Section B:** Global development
- **Section C:** Resource management

Unit 3: Geographical Investigations—Fieldwork and UK Challenges

Written examination: 1 hour and 30 minutes, 25% of the qualification, 64 marks

- **Section A: Geographical investigations—physical environments**
- (including fieldtrips to Filey (coasts) and Arkengarthdale (rivers))
- **Section B: Geographical investigations—human environments**
- (including a fieldtrip to Leeds to investigate urban processes)
- **Section C: UK Challenges**

This course is extremely varied and offers great opportunities to investigate a wide range of geographical themes. Key Stage 4 geography students are also eligible to apply for a place on the fantastic **Iceland** trip which runs every two years. Mr Childe (Head of Humanities and MFL) wrote the specification and is the Chief Examiner for this course.

Future prospects post 16

The course leads on to students studying geography, geology, and environmental science at college. It is an excellent subject to study as it demonstrates a wide range of skills and the ability to apply them. Geography is a highly regarded and rated subject by colleges, universities and employers due to the analytical skills pupil develop along with deep subject knowledge and understanding.

HISTORY

EXAMINATION BOARDS	AQA
SPECIFICATION DETAILS	AQA GCSE history (8145)
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	100% by 2 external exams

Course content

Paper 1: Understanding the Modern World

Section A— America: Opportunity and Inequality (1920-1973)

Part 1: American People and the Boom:

Part 2: American's experiences of The Depression and the New Deal.

Part 3: Post War America – consumerism and the cause of prosperity,

Section B—Wider World Depth Study: Conflict and tension in Asia, 1950–1975

Part 1: Conflict in Korea

Part 2: Escalation of conflict in Vietnam Vietcong

Part 3: The ending of conflict in Vietnam-Nixon's War

Paper 2: Shaping the Nation

Section A - Thematic studies: Britain – Health and the People (1000- present day)

Part 1: Medicine stands still

Part 2: The beginnings of change

Part 3: A revolution in medicine

Part 4: Modern medicine

Section B—Depth studies: Elizabethan England, c1568–1603

Part 1: Elizabeth's court and Parliament.

Part 2: Life in Elizabethan times A 'Golden Age':

Part 3: Troubles at home and abroad Religious matters.

Part 4: The historic environment of Elizabethan England

How you will be assessed. - 2 external exams of 1 hour 45 minutes

GCSE History is challenging, rewarding and relevant. Studying History will develop your ability to:

- Look for several alternative solutions to a problem;
- Understand different points of view and learn from past experience;
- Check out different sources of information;
- Offer a balanced interpretation of events past and present and take a broad view of ideas/events which may seem unconnected;
- Analyse problems and make recommendations, understand what motivates people to do certain things;
- Stand your ground in an argument, even if others disagree with you.

Future Prospects post-16

History can ensure students are prepared to learn and think independently. In a rapidly changing world employers like students who are able to think, sort the trivial from the essential and can solve problems. Students studying history will find it acceptable for many courses, careers and professions and often employers are looking for well-educated people rather than showing expertise in a particular subject area. The training that History offers is highly valued by employers, universities and colleges. The most popular areas of employment are journalism, law, marketing and business management.

OPTIONS EVENING TIMINGS

18.30-18.50 – The welcome presentation on the options process for Year 8 and Year 9 (Main Hall).

Then parents and students are invited to attend four subject specific presentations of their choice:

- Subject presentations 1 – 19.00 -19.10
- Subject presentations 2 – 19.15 – 19.25
- Subject presentations 3 – 19.30 – 19.40
- Subject presentations 4 – 19.45 – 19.55
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- The Meeting Room – Careers TKE/GCH
- Room 1 – History
- Room 2 – Geography and Citizenship
- Lab 3 – Science
- Room 50 – Food
- Room 51 – Resistant Materials
- Room 52 – Art and Textiles
- Room 53 – Music and Drama
- Room 9 – PE
- Room 10 – French and German
- Room 14 – ICT and Computer Science
- The Hub – Literacy and Numeracy support
- Room 24 – Media

Options Process – Key Dates

- **18th December 2017 – Launch of options process in assembly and issue options booklets;**
- **9th January – 19th January 2018 – GCSE subject assemblies for students;**
- **24th January 2018 at 6.30pm – 8.00pm – Year 8/9 options evening.**
- **31st January 2018 - deadline for submission of completed options forms.**

Bedale High School Options

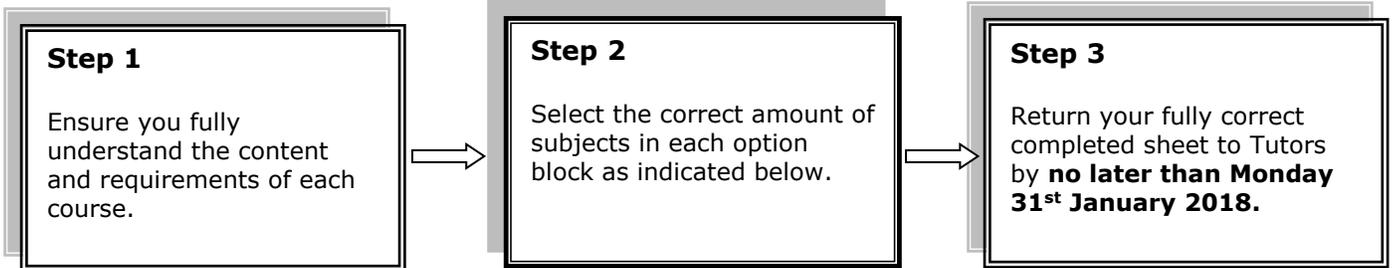
Key Stage 4 (2018 – 2020) ~ Year 9



Name.....

Tutor Group.....

How to complete this form:



Core subjects (not optional)	<ul style="list-style-type: none"> • English Language and Literature • Maths • Science (Combined or Triple) • Core PE/Games • Citizenship/PSHCE/RE
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Option A Choices Choose one subject and place a 'X' in the box.	History	
	Geography	
	Computer Science	

Option B Choices Choose 2 subjects and mark as 1 st or 2 nd in the box. Mark a Reserve subject with a letter R . N.B. If you have ticked Hist or Geog in Option A, you must not select this again in Option B.	Art	
	Computing (ICT)	
	Drama	
	Food Technology	
	French	
	Geography	
	German	
	History	
	Media	
	Music	
	Physical Education	
	Resistant Materials	
Textiles Technology		

Return your fully correct completed sheet to Form Tutors
no later than Wednesday 31st January 2018.

Please note: Every effort has been made to ensure the options in this guide will continue. It should be understood, however, that some option choices could be either under or oversubscribed and your 'Reserve' option will be selected as the alternative.