



Options Booklet

2019





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Introduction

Dear Students and Parents

Choosing GCSE subjects is an exciting time. It may be the first time that your child will make long-lasting decisions about their future. Therefore, it is important to give it careful consideration. Selecting appropriate option choices now is crucial if our young people are to succeed in their GCSEs and are to be prepared for life after Bedale High School. This booklet informs you about the courses available to Year 9 students in September 2020. It 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 Year 8 parent evening on Wednesday 26th February, 2020.

In addition to the support and guidance from you as parents, students will benefit from several options assemblies and also have the 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 that you need more information, we would urge you to make contact with your child's form-tutor in the first instance. If we cannot deal with your questions by telephone or email, 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 (so that it starts in Yr 9 rather than in Yr 10) 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 more likely to choose an appropriate balance 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

Mr M Gill
Deputy Headteacher



Year 8 Options 2020

Key Dates To Be Aware Of:

- **Tuesday 4th February:** Meet Year 8 Form-Tutors and HOKS3
- **Tuesday 11th February:** Launch Assembly with students - Year 8 Options 2019
- **Friday 14th February:** Year 8 Options Booklets handed out for students to discuss with parents over half-term
- **Week beginning 24th February:** Options based activities in tutor time
- **Wednesday 26th February:** Year 8 parent/options evening
- **Week beginning Monday 2nd March:** Year 8 Options assemblies every day, all week
- **Week beginning 9th March:** Options Talks in tutor time
- **Friday 13th March:** Students complete initial survey
- **Fortnight beginning 16th March:** 1:1 meetings for targeted students needing support
- **Thursday 2nd April:** Options choice deadline



Key Information

What do I need to know before I start?

At Bedale High School, we want you to be in the best possible position to prepare you for your future. You may have a very clear idea of what you want that future to look like, but most students in Year 8 aren't completely sure what direction they want to take yet. This is usual at this stage, so it's important to keep your options open to give you the widest range of opportunities later on. You will know which subjects you achieve well in, and those you enjoy - these should be the main factors when choosing your options. You should also take into account that studying a language is highly valued, as are History and Geography. These subjects demonstrate that you are a student with broad interests, and the skills you develop are considered to help your overall learning. They are well respected qualifications which can open doors and opportunities in the future.

What is the EBacc?

The Department for Education has stated its intention that the majority of students should be studying subjects which allow them to achieve The English Baccalaureate (Ebacc). This is not a qualification in itself; it is a group of qualifications in subjects which develop good learning skills, and which universities consider to be useful for higher education. Taking the EBacc is about having a wide range of these subjects and keeping your options open for studies at Key Stage 5. In order to achieve the English Baccalaureate, you will need a 'good' GCSE (grade 5-9) in English, Maths, Science, a Modern Foreign Language and Humanities subject. That said, it is important to be aware that the EBacc is not currently an essential requirement for Post-16 colleges or for further studies at University, though they may favour applications from students with the Ebacc.

How do I make my options choices?

What should you consider when choosing options subjects?

- Which subjects are you successful in?
- Which subjects do you enjoy (as you'll be studying them for the next three years)?
- What skills do you want to learn?
- What might you want to study afterwards? Do you need a GCSE in a subject if you want to take it at A-Level?
- What do you study in the subject and is it right for you? Can you find out more from the teacher(s)?
- Are there any entry requirements for the subjects you want to study?

What are common mistakes made when choosing options subjects?

- Choosing an option because all your friends are doing it
- Choosing based on the teacher(s)
- Choosing because you've never done the subject before, 'so it must be good'
- Deciding without reading this booklet, asking questions, and speaking to teachers
- Deciding without discussing it with your family
- Deciding against a subject because you don't want a career in it



What is the Impact of Recent GCSE Reform?

As I am sure you are aware, the past few years have seen significant changes both to the content and rules governing assessment of GCSEs in England. Current Year 8 students will be taking reformed GCSEs for all of their subjects. These changes include:

- The replacement of modular assessment with terminal linear assessment, students are now examined at the end of Year 11 rather than at regular intervals throughout the course;
- A reduction in opportunities to re-sit individual units;
- Greater emphasis upon written examinations at the expense of coursework and controlled assessment;
- More marks awarded for spelling, punctuation and grammar (SPAG);
- An increase in the amount of content that students are expected to cover in each specification;

The Government’s reforms to GCSE, which are intended to drive up standards and bring England into line with other high performing countries (as measured by international tests such as PISA) represent a significant change to the way in which, and the level at which, students are assessed at the end of Year 11. Key features of the new reformed GCSEs include:

- Increased content and challenge;
- Terminal linear assessment;
- Exams the default method of assessment;
- Single tier exams in most subjects;
- Greater emphasis upon literacy;
- Grades 9-1 to replace current A*-G*.

The chart below shows how the existing A*-G grades map across to the new 9-1 grading system. By replacing the current A* with Grades 8 and 9, the new system allows for greater differentiation between the highest grades.

New System	Old System
9	A*
8	
7	A
6	B
5 STRONG PASS	
4 STANDARD PASS	C
3	D
2	E
1	F
	G
U	U



The KS4 Curriculum at Bedale High School

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

- GCSE English Language and GCSE English Literature (2 GCSEs)
- GCSE Mathematics
- GCSE Biology, Chemistry and Physics (3 GCSEs) or Combined Science (2 GCSEs)*
- GCSE Citizenship Studies
- PSHE (non-examined)
- Core PE/Games (non-examined)

*Please note that top set Science students will be recommended for Triple Science, which is three separate GCSEs in Biology, Chemistry and Physics. These students would also be strongly advised to pick a modern foreign language as one of their four options.

The options for students are structured around three "pathways" but all of these routes guarantee a broad and balanced range of subjects that will maximise progression routes onto post-16 courses. We have used a variety of information to decide on which pathway is best for your son/daughter. The pathway that we have selected for your child is identified on the front cover.

Enhanced Pathway

This is designed largely for students who wish to pursue a strongly academic route leading to A-Levels at College or in Sixth Form. This will involve four option choices including one of History, Geography or Computer Science. Most of these students will do triple Science and there is also a strong recommendation to select a foreign language. Student recommendations for this route are based largely on prior performance but future potential is also considered.

Standard Pathway

The majority of students are likely to follow this route which is largely based around the English Baccalaureate. As with the "Enhanced Pathway", students have four option choices and one of these must be Geography, History or Computer Science. By the end of Y11, most students should be looking to progress to College or Sixth Form to study A-Levels, vocational qualifications or a mixture of both.

Supported Pathway

For some students, a reduced number of options is appropriate. In negotiation with parents, it is expected that this small group of students will select three options, thereby leaving more time for additional support in other subjects, especially English and Maths. Students on this pathway need to pick either Geography or History as one of their options, but these students are likely to have a more personalised route into post-16 education or employment with training.



Key Stage 4 Curriculum

CORE		
Subject	Time Allocation	Outcomes
English	4 hours per week	2 GCSEs graded 9-1 in English Language and English Literature.
Maths	4 hours per week	1 GCSE graded 9-1.
Science (Combined & Triple)	5 hours per week	Combined: 2 GCSEs graded 9-1. (Biology, Chemistry and Physics are all studied). Triple: Top set students will complete Triple Science awards and gain 3 GCSEs in Science graded 9-1.
Citizenship	2 hours per week	1 GCSE graded 1-9.
Core PE	1 hour per week	This is a non-examined course focusing on students being active participants in sport. Some students will complete sports-leadership awards.
PSHE	1 hour per week	This is a non-examined course in personal, social, health, citizenship and economic education

OPTIONS		
Students will then follow one of the three guided pathways. All pathways are designed to facilitate a broad and balanced curriculum.		
Enhanced Pathway – students pick 1 language and then 1 of either History, Geography or Computer Science plus another 2 options of their choice;		
Standard Pathway – students pick 1 of either History, Geography or Computer Science plus 3 other options of their choice;		
Supported Pathway – students pick 3 options including 1 of either History or Geography and gain 2 hours of numeracy and literacy support.		
Subject	Time Allocation	Outcomes
Computer Science	2 hours per week	1 GCSE graded 9-1
Media Studies	2 hours per week	1 GCSE graded 9-1
Geography	2 hours per week	1 GCSE graded 9-1
History	2 hours per week	1 GCSE graded 9-1
French	2 hours per week	1 GCSE graded 9-1
German	2 hours per week	1 GCSE graded 9-1
Physical Education	2 hours per week	1 GCSE graded 9-1
Art & Design	2 hours per week	1 GCSE graded 9-1
Food Prep & Nutrition	2 hours per week	1 GCSE graded 9-1
Music	2 hours per week	1 GCSE graded 9-1
Design & Technology	2 hours per week	1 GCSE graded 9-1
Sports Studies*	2 hours per week	1 CN graded D*-P
Drama	2 hours per week	1 GCSE graded 9-1
Textile Design	2 hours per week	1 GCSE graded 9-1

*This is a vocational Level 2 qualification awarded at Pass, Merit or Distinction

The remainder of this booklet will outline the Options Process and give detailed information about the range of subjects on offer.



GCSE ENGLISH LANGUAGE

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	<p>2 papers to complete:</p> <p><u>Paper 1: Explorations in Creative Reading and Writing</u> Section A: Reading (25%) Section B: Writing (25%) 1 hour 45 minutes, 80 marks</p> <p><u>Paper 2: Writers' Viewpoints and Perspectives</u> Section A: Reading (25%) Section B: Writing (25%) 1 hour 45 minutes, 80 marks</p>

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 Post-16 pathways.



GCSE ENGLISH LITERATURE

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	<p>2 papers to complete:</p> <p><u>Paper 1</u> Section A: Shakespeare Section B: The 19th century novel 1 hour 45 minutes, 64 marks</p> <p><u>Paper 2</u> Section A: Modern text Section B: Poetry Section C: Unseen poetry 2 hour 15 minutes, 96 marks</p>

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 English literary heritage;
- acquire and use a wide vocabulary including grammatical terminology and other literary and linguistic terms used 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 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 straightforward 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.

AO1- Use and apply standard techniques

Weighting:

Foundation: 50%, Higher: 40%

AO2—Reason, interpret and communicate mathematically

Weighting:

Foundation: 25%, Higher: 30%

AO3 - 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	<p>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).</p> <p>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).</p>
CONTROLLED ASSESSMENT	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.

There are no controlled assessments for GCSE sciences, all students must complete compulsory practical tasks (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 practical tasks.

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 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.



GCSE CITIZENSHIP STUDIES

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



GCSE 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 2023.

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.



GCSE HISTORY

EXAMINATION BOARDS	EDEXCEL
SPECIFICATION DETAILS	EDEXCEL GCSE History
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	100% by 3 external exams

Course content

Paper 1: Thematic Study and historic environment

Crime and punishment in Britain c.1000-present and White Chapel c.1870-c.1900

Paper 2: Period Study and British Depth Study

Early Elizabethan England 1558-88

Super-power relations and the Cold War, 1941-91

Paper 3: Modern Depth Study

Weimar and Nazi Germany, 1918-1939

How you will be assessed.

3 external exams of 1 hour 15 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.



GCSE GEOGRAPHY

EXAMINATION BOARDS	Pearson Edexcel
SPECIFICATION DETAILS	GCSE (9-1) Geography
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	100% written examination in May/June 2023

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 Flamborough and Bridlington (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 student develop along with deep subject knowledge and understanding.



GCSE COMPUTER SCIENCE

EXAMINATION BOARDS	OCR
SPECIFICATION DETAILS	GCSE Computer science
RATIO OF CONTROLLED ASSESSMENT TO EXAM	100% terminal assessment With a 20 hour required programming project
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	50% Paper 1 Computer Systems 50% Paper 2 Computational thinking, algorithms and programming All submitted in summer of year 11

Course Content

Component 1: Computer Systems

This component covers the key aspects of computer systems, architecture, memory and storage, networks, security, systems software and the ethical, legal, cultural and environmental impacts of digital technology.

Component 2: Computational thinking, algorithms and programming

This component includes knowledge of algorithms, Boolean logic, programming constructs and the technologies surrounding programming and leads to the development of algorithms and programs to solve specific challenges and develop robust programs.

Programming

Within the course pupils are expected to carry out a number of independent programming tasks to develop the programming skills that are required by the specification.

Practical Programming skills will be assessed in Component 2 of the qualification.

How you will be assessed

Component 1: Computer Systems

Written paper: 1 hour and 30 minutes (50% of total GCSE, 80 marks)

Component 2: Computational thinking, algorithms and programming

Written paper: 1 hour and 30 minutes (50% of total GCSE, 80 marks)

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 students 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 as database administrator, games developer, multimedia programmer, systems analyst, systems developer, web designer and web developer.



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.



GCSE DRAMA

EXAMINATION BOARDS	AQA
SPECIFICATION DETAILS	AQA GCSE Drama
RATIO OF CONTROLLED ASSESSMENT TO EXAM	40% Practical and Devising Log 20% Practical 40% Written exam
TYPE OF QUALIFICATION	Full GCSE
METHOD OF EXAMINATION	Component 1 (written exam - external) will be completed in Year 11. Component 2 (Devised - internal) is completed in Year 10. Component 3 (Texts in Practice - external) will be completed in Year 11.

Course content

The course is split into 3 components. Each component is explained below:

Component 1: Written paper (40%)

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.

Component 2: Devising Drama (40%)

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.

Component 3: Texts in Practice (20%)

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 9 and 10. In Year 10 you will complete and be assessed for Component 2. In Year 11 you will be assessed in the remaining 2 components of the course:

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

Future Prospects Post 16

A GCSE in Drama will allow you to go on to study Drama and/or Theatre Studies at A Level 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 at a Drama school. The impact of GCSE Drama is to create individuals who are able to build on skills such as communication, teamwork, dialogue, negotiation and socialisation. It stimulates a student's imagination and creativity; it develops them to have a better understanding of human behaviour and empathy with situations. It allows development of critical thinking and supports students making better and more conscious decisions. This provides the range of skills necessary for careers in or outside of the theatre such as Law, Teaching, and Medicine. **A number of the top Russell Group universities now look for Drama qualifications from students wishing to study these subjects.**



GCSE 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 2023

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, (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 minutes 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.



GCSE ART & DESIGN

EXAMINATION BOARDS	AQA
SPECIFICATION DETAILS	AQA Art, Craft and Design
RATIO OF CONTROLLED ASSESSMENT TO EXAM	60% coursework : 40% exam Final unaided exam - up to 10 hours of time given.
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	All assessment and examinations entered in summer series 2023

Course content

If students decide to choose Art as one of their GCSE options they must have a passion for the subject and be prepared to work hard on exciting and innovative projects. The course is divided into coursework (portfolio of work) and one externally set task (exam). The portfolio unit of coursework is completed in Year 9 and 10. In Year 11, students complete a mock examination which subsequently is used as an additional third unit of coursework. Finally, they will complete an externally set exam question. Coursework is worth 60% of a student's overall grade.

Portfolio

During the three years of the course, students will improve the quality of their drawing, designing and colour work as well as becoming more confident with the use of new techniques and materials. They will be observing from primary and secondary research as well as being able to research a diverse range of artists, designers and craft persons to inspire their own work.

How you will be assessed

All classwork and homework are marked using AQA guidelines and grade boundaries. The grades and constructive feedback are recorded in students' feedback books. For more detailed breakdown of the Art and Design GCSE specification via the school website. All exam and coursework are assessed by the Art department and then moderated by AQA. Students will be assessed on four areas: Developing Ideas, Recording, Experimenting and on their final outcome.

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 10 hour exam.

Future Prospects Post 16 and Careers

Further education could be A-Level Art, BTEC Art, Art Foundation, courses are run at QE Sixth Form College and other Post-16 providers. We are extremely privileged in our surrounding area to have universities such as The Northern School of Art. Career possibilities are endless within the creative industry: interior designer, freelance artist, card designer, web/games designer, sculpture, jeweller, art therapist, illustrator or photographer.



GCSE TEXTILE DESIGN

EXAMINATION BOARDS	AQA
SPECIFICATION DETAILS	AQA Textile Art
RATIO OF CONTROLLED ASSESSMENT TO EXAM	60% coursework: 40% exam Final unaided exam- up to 10 hours of time given.
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	All assessment and examinations entered in summer series 2023

Course Content

Students will be introduced to a variety of textiles techniques 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 fashion design, costume design, digital textiles, domestic textiles and wallpaper, interior design, constructed textiles and installed textiles. If students decide to choose Textiles Art as one of their GCSE options they must have a creative flare for the subject and be prepared to be organised and extremely motivated while creating their own work.

How you will be assessed

All classwork and homework are marked using AQA guidelines and grade boundaries. The grades and constructive feedback are recorded in students’ feedback books. For more detailed breakdown of the Textiles Art GCSE specification please see our school website. All exam and coursework are assessed by the teacher and then moderated by AQA. Students will be assessed on four areas: Developing Ideas, Recording, Experimenting and on their final outcome

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 mark 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 10 hour 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 Sixth Form College and other Post-16 providers. Some students may progress onto a design related BA Honours degree such as costume design, illustration, film, media and TV production, surface & pattern design and fashion related courses.



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 the exam in the Summer. 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 – March: 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 wholesale, 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!).



GCSE DESIGN AND TECHNOLOGY

EXAMINATION BOARDS	AQA
SPECIFICATION DETAILS	AQA Design and Technology
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)

Course Content

During the course students will learn knowledge and develop skills in three main areas:

1. Core technical principles

New and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices, materials and their working properties. In this section you will learn about timbers (natural and manmade woods), metals and alloys, polymers (plastics), paper and board and textiles.

2. Specialist technical principles

This is where more in depth, detailed knowledge and skills are developed from the list below, focusing on two material areas from above (not including textiles):
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.

3. Designing and making principles

This is where students learn the knowledge and skills needed to complete the NEA task including: investigation and research using primary and secondary data; looking at the work of others from past and present; generating and developing ideas for products; communicating design ideas through a range of drawing and modelling techniques and CAD/CAM.

How you will be assessed

1. NEA project of approximately 30 to 35 Hours set by the examination board (AQA). The contexts/ project titles are released in June of Yr 10. This is a substantial design and make task. Students will submit a portfolio (20 sheets of A3 paper) and a prototype (product they have made).
2. May–June 2 hour written exam (15% of the exam will be maths-based questions and 10% of the exam will be science-based questions).

Extra information

There will be lots of opportunities to learn in a practical way, but this course and the NEA is not just about making things. There is a large theory content as well as a small maths and science element. Designing is a really important element of the course as is the ability to clearly communicate those ideas to others and justify your decisions. Students need to be creative and willing to experiment and explore ideas, techniques and processes. Most of Y11 is spent completing the NEA design and make task but only 20% of the marks awarded are for making the product. 80% of the marks awarded are for investigation, research and analysis, designing, development and evaluation.

Future Prospects Post-16

Engineering, product design, theatre and set design and production, designer, architect, draughtsman, carpentry and other construction trades, graphic designer, various roles in the manufacturing industry, market researcher. Web and software developer, mechanic, jewellery maker, teacher.



GCSE 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 2023

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.



SPORTS STUDIES

EXAMINATION BOARDS	OCR
SPECIFICATION DETAILS	OCR Cambridge Nationals in Sports Studies
RATIO OF CONTROLLED ASSESSMENT TO EXAM	25% exam : 75% coursework/practical
TYPE OF QUALIFICATION	Level 2 Cambridge National (equivalent to 1 GCSE)
METHOD OF EXAMINATION	Unit 2 is assessed through a 1 hour written exam. All units are assessed through a combination of ongoing coursework and practical activities.

Course Content

This new, exciting course gives students a well-rounded, vocational insight into the sports industry. Students complete 4 units over the 3 years, with each unit covering 4 key learning outcomes.

Units 1 and 2 – Compulsory Units (25% each)

<p><u>Unit 1: Developing Sports Skills (25%)</u> LO1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity. LO2: Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in a sporting activity. LO3: Be able to officiate in a sporting activity. LO4: Be able to apply practice methods to support improvement in a sporting activity.</p>	<p><u>Unit 2: Contemporary Issues in Sport (25%)</u> LO1: Understand the issues which affect participation in sport. LO2: Know about the role of sport in promoting values. LO3: Understand the importance of hosting major sporting events LO4: Know about the role of national governing bodies in sport.</p>
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Unit 3 and 4 (25% each) - Students will study 2 of the following units as directed by their teacher.

<p><u>Sports Leadership</u> LO1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership. LO2: Be able to plan sports activity sessions. LO3: Be able to deliver sports activity sessions. LO4: Be able to evaluate own performance in delivering a sports activity session.</p>	<p><u>Sport and the Media</u> LO1: Know how sport is covered across the media. LO2: Understand positive and negative effects that media can have on sport. LO3: Understand the relationship between sport and the media. LO4: Be able to evaluate media coverage of sport.</p>
<p><u>Working in the Sports Industry</u> LO1: Know the areas of employment within the sports industry. LO2: Know the skills and knowledge required to work within the sports industry. LO3: Be able to apply for jobs within the sports industry. LO4: Understand the impacts the sports industry has in the UK</p>	<p><u>Developing Knowledge and Skills in Outdoor Activities.</u> LO1: Know about different types of outdoor activities and their provision. LO2: Understand the value of participating in outdoor activities. LO3: Be able to plan an outdoor activity. LO4: Be able to demonstrate knowledge and skills during outdoor activities.</p>

Future prospects post 16

Cambridge Nationals in Sport offer students the solid foundation required for further study or progression into industry. The course provides a strong base for progression to Further Education, whether it is on to A-Levels, BTEC or Level 3 Cambridge Technical, or to an apprenticeship or work. In addition, students will develop a wide range of highly desirable, transferable skills such as communication, problem solving, team working and performing under pressure.



The Compulsory Non-examined subjects are as follows:

1 hour per week of Games

1 hour per week of PSHE

At any point during the process – please do not hesitate to contact your child's form-tutor, Miss Bradbury or Mr Gill directly:

Mr Gill – gillm@bedalehighschool.org.uk

Miss Bradbury – bradburys@bedalehighschool.org.uk

Miss Cropper – cropperr@bedalehighschool.org.uk

Mr Chapman – chapmang@bedalehighschool.org.uk

Mrs Wagstaff – wagstafg@bedalehighschool.org.uk

Mrs Barry – barryp@bedalehighschool.org.uk