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Introduction

Dear Students and Parents

Choosing GCSE subjects is an exciting time. It is probably the first time your child will have to make long-lasting decisions about their future. Therefore, it is important to give it careful consideration. Selecting appropriate options 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 is to inform you about the courses available to Year 10 students at Bedale High School in September 2023. This booklet is also designed to support our GCSE options process and we hope that you find it helpful in supporting your child to make their choices.

In addition to the support and guidance from you as parents, students will benefit from several assemblies offering further information about each subject. 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 contact your child's tutor in the first instance. If we cannot deal with your questions 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 run three different options pathways; enhanced, standard and supported – which are explained within the booklet. 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.

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 A Dunne
Deputy Headteacher



Key information

Options Timeline

Thursday 23 rd March	Online options briefing with Mr Kelly and Mr Dunne at 6pm.
Friday 24 th March	Options booklets handed to students to discuss with parents.
Week beginning 27 th March	Subject assemblies throughout the week.
17 th and 18 th April	1:1 meeting for some students that need support on arrangement
Wednesday 19 th April	Options deadline – forms to be completed online via Microsoft forms.

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 9 are not 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 consider 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 English Baccalaureate is not a qualification in itself; it is a group of qualifications in ‘facilitating’ subjects - these are 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. Although it is important to be aware that the EBacc is not needed to go to university; but in order to achieve the English Baccalaureate, you will need a good GCSE grade (9-5) in English, Maths, Science, a Modern Foreign Language and Humanities subject.

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 two 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 qualifications are on offer?

Most subjects that students will study, including all of the core subjects, are GCSE courses.

You will likely be aware that GCSEs underwent significant changes in both content and assessment regulation in 2017. This means the courses look significantly different than did six years ago. The differences 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;

Although our students will be capable of achieving well with GCSEs, you will notice that some courses outlined in this booklet offer BTEC, Cambridge National and Vocational Tech Award qualifications. These courses offer a qualification of an equivalent level as a GCSE. A key difference is that they tend to be more comprised of more non-examined assessment (NEA) and are graded at Level 1 or Level 2 pass, merit or distinction.



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 GCSE's) or Combined Science (2 GCSEs)*;
- 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 will be on the enhanced pathway and one of their four options will be a modern foreign language.

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 and each one is explained below.

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 alongside either French or German. 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	8 hours over two weeks	2 GCSEs graded 9-1 in English Language and English Literature
Maths	8 hours over two weeks	1 GCSE graded 9-1
Science	10 hours over two weeks	2 GCSEs graded 9-1. All 3 sciences are studied (Biology, Chemistry and Physics). All top set students will complete Triple Science awards and therefore gain 3 GCSEs in Science.
Core PE	2 hours over two weeks	This is a non-examined course focusing on students being active participants in sport although some students will complete sports leadership awards
PSHCEE	2 hours over two weeks	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 French 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
French	5 hours over two weeks	1 GCSE graded 9-1
History	5 hours over two weeks	1 GCSE graded 9-1
Geography	5 hours over two weeks	1 GCSE graded 9-1
Computer Science	5 hours over two weeks	1 GCSE graded 9-1
Art	5 hours over two weeks	1 GCSE graded 9-1
Food	5 hours over two weeks	1 GCSE graded 9-1
DT – Timbers	5 hours over two weeks	1 GCSE graded 9-1
DT - Textiles	5 hours over two weeks	1 GCSE graded 9-1
Media Studies	5 hours over two weeks	1 GCSE graded 9-1
Health and Social Care	5 hours over two weeks	1 BTEC graded D*-P
Performing Arts - Drama	5 hours over two weeks	1 Vocational Tech Award graded D*-P
Performing Arts - Music	5 hours over two weeks	1 Vocational Tech Award graded D*-P
ICT	5 hours over two weeks	1 Vocational Tech Award graded D*-P
Sports Studies	5 hours over two weeks	1 CN graded D*-P

The remainder of this booklet will give detailed information about the core subjects and the range of option subjects on offer.



CORE - 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	100% external examination

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.

How you will be assessed

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.

Students complete two exam papers:

Paper 1: Explorations in Creative Reading and Writing

Section A: Reading (25%)

Section B: Writing (25%)

1 hour 45 minutes, 80 marks

Paper 2: Writers' Viewpoints and Perspectives

Section A: Reading (25%)

Section B: Writing (25%)

1 hour 45 minutes, 80 marks

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.



CORE - GCSE ENGLISH LITERATURE

EXAMINATION BOARD	AQA
SPECIFICATION DETAILS	English Literature GCSE 9-1
TYPE OF QUALIFICATION	GCSE 9-1
METHOD OF EXAMINATION	100% external examination

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 can 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.

How you will be assessed

Students complete two exam papers:

Paper 1

Section A: Shakespeare

Section B: The 19th century novel

1 hour 45 minutes, 64 marks

Paper 2

Section A: Modern text

Section B: Poetry

Section C: Unseen poetry

2 hour 15 minutes, 96 marks

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.



CORE - GCSE MATHEMATICS

EXAMINATION BOARDS	EDEXCEL
SPECIFICATION DETAILS	Mathematics GCSE 9 -1
TYPE OF QUALIFICATION	GCSE 9-1 Foundation and Higher Tier
METHOD OF EXAMINATION	100% external examination

How you will be assessed

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.



CORE - 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 separate GCSEs which show your specific attainment in the three sciences. (3 grades).</p> <p>GCSE Double Combined Science (trilogy) is the study of biology, chemistry and physics working towards 2 GCSEs which show your average attainment across the 3 sciences (2 grades).</p>
TYPE OF QUALIFICATION	GCSE 9-1 Foundation and Higher Tier
METHOD OF EXAMINATION	100% external examination

The 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 look to make the decision as to whether we can enter a student for GCSE triple science towards the end of Year 10 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. The results from 6 exams are added together to create an average attainment across all 3 subjects. Students receive 2 grades which could be the same or different by 1 grade, e.g. a student could achieve grades 7,7 or grades 7,6.

There are no longer controlled assessments for GCSE sciences. All students must complete compulsory practical tasks (28 for GCSE triple science, 21 for GCSE Double combined science). Practical work will be tested by 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 many 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 or apprenticeships to do with materials and chemicals such as mechanics and vehicle repair, electrical, building and construction courses.



GCSE FRENCH

EXAMINATION BOARD	AQA
SPECIFICATION DETAILS	AQA French
TYPE OF QUALIFICATION	GCSE 9-1 Foundation and Higher Tier
METHOD OF EXAMINATION	100% external examination

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 is 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 in 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 wonderful 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 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% external examination

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% external examination

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 a field trip to Arkengarthdale to investigate a river landscape

- **Section B: Geographical investigations – human environments**
Including a field trip to Leeds to investigate urban processes and change
- **Section C: UK Challenges**

The 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 with the next one hopefully taking place in July 2023. Mr Childe 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



GCSE COMPUTER SCIENCE

EXAMINATION BOARDS	OCR
SPECIFICATION DETAILS	GCSE Computer science
TYPE OF QUALIFICATION	GCSE 9-1
METHOD OF EXAMINATION	100% external examination With a 20-hour required programming project

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 ART & DESIGN

EXAMINATION BOARDS	AQA
SPECIFICATION DETAILS	AQA Art, Craft and Design
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	60% coursework: 40% external examination Final unaided exam - up to 10 hours of time given.

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 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 two 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 exams 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 FOOD PREPARATION AND NUTRITION

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

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: Timbers

EXAMINATION BOARDS	Edexcel
SPECIFICATION DETAILS	Edexcel: Design Technology
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	Component 1 -50% external examination Component 2 - 50% Non-exam assessment (NEA)

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

Core

- All material areas (timber, plastics, metals, paper/board, textiles and electronic and mechanical systems).
- How new technologies help the designing and making of products.
- The technical drawing and CAD (Computer aided design) methods used to communicate ideas.
- How to evaluate the products created by influential designers.

Specialist – Timbers

- Origins, categories, types, properties, and characteristics
- Skills, processes, tools/equipment and finishes

How you will be assessed

Component 1 (50%)- 1 hour 45 minute written exam (15% of the exam will be maths-based questions and 10% of the exam will be science-based questions). The exam is split into section A - Core and section B - Timbers

Component 2 (50%) - NEA project of approximately 35 Hours set by the examination board (Edexcel). Three contexts/ project titles are released in June of Year 10. This is a substantial design and make task. Students will submit a portfolio (20 sheets A3) and a prototype (product they have made). The task is divided into 4 sections to be assessed:

Part 1: Investigate

Part 2: Design

Part 3: Make

Part 4: Evaluate

Extra information

There will be lots of opportunities to learn in a practical way, but this course and the NEA are not just about making things. There is theory and designing and problem-solving content, as well as a small maths and science element

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 DESIGN AND TECHNOLOGY: Textiles

EXAMINATION BOARDS	Edexcel
SPECIFICATION DETAILS	Edexcel: Design Technology
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	Component 1 -50% Written Exam (1hour 45 minutes) Component 2 - 50% Non-exam assessment (NEA)

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

Core

- All material areas (timber, plastics, metals, paper/board, textiles and electronic and mechanical systems).
- How new technologies help the designing and making of products.
- The technical drawing and CAD (Computer aided design) methods used to communicate ideas.
- How to evaluate the products created by influential designers.

Specialist – Textiles

- Origins, categories, types, properties, and characteristics
- Skills, processes, tools/equipment, construction skills, surface decoration techniques and finishes

How you will be assessed

Component 1 (50%)- 1 hour 45 minute written exam (15% of the exam will be maths-based questions and 10% of the exam will be science-based questions). The exam is split into section A - Core and section B - Textiles

Component 2 (50%) - NEA project of approximately 35 Hours set by the examination board (Edexcel). Three contexts/project titles are released in June of Year 10. This is a substantial design and make task. Students will submit a portfolio (20 sheets A3) and a prototype (product they have made). The task is divided into 4 sections to be assessed:

Part 1: Investigate

Part 2: Design

Part 3: Make

Part 4: Evaluate

Extra information

There will be lots of opportunities to learn in a practical way, but this course and the NEA are not just about making things. There is theory, designing and problem-solving content, as well as a small maths and science element

Future Prospects Post-16

Fashion design, textile design, product design, theatre and costume design and production, designer, graphic designer, various roles in the manufacturing industry, market researcher. Web and software developer, jewellery maker, teacher.



GCSE MEDIA STUDIES

EXAMINATION BOARD	Eduqas
SPECIFICATION DETAILS	GCSE Media Studies
TYPE OF QUALIFICATION	GCSE 9-1
METHOD OF EXAMINATION	70% external examination 30% non-exam assessment (NEA)

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.



BTEC HEALTH AND SOCIAL CARE

EXAMINATION BOARDS	Edexcel
SPECIFICATION DETAILS	Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care
TYPE OF QUALIFICATION	BTEC – Pass, Merit, Distinction, Distinction*
METHOD OF EXAMINATION	Component 1 -30% Coursework Component 2 -30% Coursework Component 3 - 40% External Exam

Students enjoy Health and Social Care lessons where there is an emphasis on vocational learning. This course is designed to give an insight into the health and social care sector. Students develop knowledge and understanding through applying their learning to work-related contexts and gain the skills they need for further study and employment.

The course is split into three components:

Component 1: Human Lifespan Development

In this component, students study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them.

Component 2: Health and Social Care Services and Values

This component will give students an understanding of health and social care services and will help you develop skills in applying care values that are common across the sector.

Component 3: Health and Wellbeing

Students will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health.

How you will be assessed

Mostly, students are assessed through practical tasks rather than written exams. The qualification consists of three components that give the opportunity to develop broad knowledge and understanding of health and social care.

Components 1 and 2 (30% each) are assessed through internal assessment. Assessment is through coursework assignments that are subject to external standards verification.

Component 3 is an external assessment. Students are permitted to re-sit the external assessment once during their programme by taking a new assessment. The external assessment contributes 40 per cent of the total qualification.

Future Prospects Post-16

A qualification in health and social care provides many transferable skills. Students will develop their written and verbal communication skills and develop teamworking and problem solving skills. There are many employment sectors that health and social care can provide good foundations for, these include social work, youth work and nursing. Although not directly linked, many other occupations and college courses will have transferrable skills from Health and Social Care.



LEVEL 1 / 2 VOCATIONAL AWARD IN PERFORMING ARTS (TECHNICAL AWARD) - DRAMA

EXAMINATION BOARDS	WJEC
SPECIFICATION DETAILS	Level 1/2 Vocational Award Performing Arts (Technical Award)
TYPE OF QUALIFICATION	Vocational Tech Award Level1/2
METHOD OF EXAMINATION	2 x Internally assessed components (60%) 1 x Externally assessed component (40%)

Do you have a passion for performance? Are you a budding actor, dancer or backstage enthusiast? Do you want to discover more about the fantastic roles behind the scenes – from costume design and make-up, to set design and lighting?

Unit 1: Performing

You will learn the skills and techniques needed to produce a successful performance of an existing work, such as a piece of music or an extract from a play or show

This unit can be completed through Drama or Musical Theatre (which may incorporate dance).

Unit 2: Creating

You will learn how to create and refine your own original work in performing arts, such as devising, structuring choreography, designing costumes. This unit can be completed through any one of the following disciplines: Devised drama, Choreography, Costume design, Lighting design, Make-up and hair design, Set design and Sound design.

Unit 3: Performing Arts in Practice

You will learn about areas of the performing arts industry that need to be considered when responding to a commission and will consider these when coming up with and pitching your own idea.

How you will be assessed

You will be assessed through project work. For Units 1 and 2 you will undertake projects (not exams) in response to briefs. The project for each Unit will take 10 hours and be worth 30% of your qualification.

For each one you will be given a scenario and will need to undertake a number of tasks.

In Unit 3 you will undertake another project (no exam) in response to a brief, which will take 20 hours and be worth 40% of your qualification.

Prospects Post 16

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the performing arts sector. This course enables learners to develop the foundational skills that are integral to a wide range of roles (from performing to designing and directing) across the creative industries, including film and television, theatre, games, and advertising. Learners will receive a general introduction to the sector, crammed with opportunities to learn and try out new skills, techniques, and styles, allowing them to make an informed decision about their future learning and career. **As a creative subject with a focus on application, there is no written exam.**

Several of the top Russell Group universities now look for Performing Arts qualifications from students as they demonstrate amongst others, a commitment to developing communication, teamwork, and leadership skills.



LEVEL 1 / 2 VOCATIONAL AWARD IN PERFORMING ARTS (TECHNICAL AWARD) - MUSIC

EXAMINATION BOARDS	WJEC
SPECIFICATION DETAILS	Level 1/2 Vocational Award Performing Arts - Music (Technical Award)
TYPE OF QUALIFICATION	Vocational Tech Award Level 1/2
METHOD OF EXAMINATION	2 x Internally assessed components (60%) 1 x Externally assessed component (40%)

Do you have a passion for musical performance? Are you a budding musician, singer or composer? Do you enjoy working with music technology to create your own tracks and compositions? You do not need to play an instrument to access this course - you can compose & produce music instead.

Unit 1: Performing

You will learn the skills and techniques needed to produce a successful performance of an existing work, such as a piece of music. This unit can be completed through any of the following disciplines: Music, Music Technology or Musical Theatre.

Unit 2: Creating

You will learn how to create and refine your own original work in music such as through composing musical pieces or using music technology as a tool to structure and create.

Unit 3: Performing Arts in Practice

You will learn about areas of the performing arts industry that need to be considered when responding to a commission and will consider these when coming up with and pitching your own idea.

How you will be assessed

You will be assessed through project work. For Units 1 and 2 you will undertake projects (not exams) in response to briefs. The project for each Unit will take 10 hours and be worth 30% of your qualification.

For each one you will be given a scenario and will need to undertake a number of tasks. In Unit 3 you will undertake another project (no exam) in response to a brief, which will take 20 hours and be worth 40% of your qualification.

Future prospects post 16

Music links easily to a number of subjects. Taking a Vocational Tech Award in Performing Arts - Music 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 or Secondary levels or working with young children or those with special needs.

Several of the top Russell Group universities now look for Performing Arts qualifications from students as they demonstrate amongst others, a commitment to developing communication, teamwork, and leadership skills.



LEVEL 1 / 2 VOCATIONAL AWARD IN ICT

EXAMINATION BOARDS	WJEC
SPECIFICATION DETAILS	Level 1/2 Vocational Award Performing Arts - Music (Technical Award)
TYPE OF QUALIFICATION	Vocational Tech Award Level 1/2
METHOD OF EXAMINATION	1 x Internally assessed components 60% 1 x Externally assessed component 40%

The Vocational Award in ICT will develop students’ knowledge and understanding of the ICT sector and provide them with opportunities to develop associated practical skills. As a course, the Vocational award in ICT is more focused on everyday uses of ICT than Computer Science. Students will gain broad knowledge of databases, spreadsheets and automated documents as well as explore how ICT is used to support business and organisations.

This qualification is made of up of 2 units:

Unit 1: ICT in Society

You will explore the wide range of uses of hardware, application and specialist software in society. Learners will investigate how information technology is used in a range of contexts, including business and organisations, education and home use of information technology.

Unit 2: ICT in Context

You will develop a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings.

How you will be assessed

For 40% of the qualification, students will be assessed in an external exam completed on a computer. They will be asked to apply their knowledge to ‘real world’ situations and find solutions to issues raised in the stimulus material.

For the other 60%, students will complete internally assessed controlled assessment based on several tasks set by the exam board.

Future prospects post 16

In the modern world, many jobs require a good level of ICT skills. This course focuses on practical ICT skills such as the use of documents, spreadsheets and databases and will provide students with a set of transferrable skills that they will be able to apply in the future. In addition, students will be given a broad understanding of how ICT can help businesses, data capture methods and ethics of using ICT. Throughout the course these skills will be applied to real world scenarios that will help students apply the skills going forward.



SPORTS STUDIES

EXAMINATION BOARDS	OCR
SPECIFICATION DETAILS	OCR Cambridge Nationals in Sports Studies
TYPE OF QUALIFICATION	Level 2 Cambridge National (equivalent to 1 GCSE)
METHOD OF EXAMINATION	40% external examination: 60% coursework/practical

Course Content

This exciting course gives students a well-rounded, vocational insight into the sports industry. Students complete 3 units over the 2 years. They will complete both compulsory units below, as well as one of the 2 optional units listed below (this will be directed by the teacher).

Compulsory Units (each worth 40% of final grade)

<p><u>Unit R184: Contemporary Issues in Sport (40%)</u></p> <p>This is assessed by an exam. By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Issues which affect participation in sport • The role of sport in promoting values • The implications of hosting a major sporting event for a city or country • The role National Governing Bodies (NGBs) play in the development of their sport • The use of technology in sport 	<p><u>Unit R185: Performance and Leadership in Sports Activities (40%)</u></p> <p>This is assessed by a set assignment (mix of practical and coursework). In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Key components of performance • Applying practice methods to support improvement in a sporting activity • Organising and planning a sports activity session • Leading a sports activity session • Reviewing your own performance in planning and leading a sports activity session
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Optional Unit (worth 20% of final grade) - Students will study 1 of the following units (as directed by their teacher)

<p><u>Unit R187: Increasing awareness of Outdoor and Adventurous activities</u></p> <p>This is assessed by a set assignment (mix of practical and coursework). In this unit you will understand how to find out information about what opportunities there are in your local area as well as nationally in the UK for all different types of outdoor/adventurous activities. You will learn how to enjoy the activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.</p> <p>Topics include:</p>	<p><u>Unit R186: Sport and the Media</u></p> <p>This is assessed by a set assignment (coursework). In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • The different sources of media that cover
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<ul style="list-style-type: none"> • Provision for different types of outdoor and adventurous activities in the UK • Equipment, clothing and safety aspects of participating in outdoor and adventurous activities • Plan for and be able to participate in an outdoor and adventurous activity • Evaluate participation in an outdoor and adventurous activity. 	<p>sport</p> <ul style="list-style-type: none"> • Positive effects of the media in sport • Negative effects of the media in sport.
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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:

The Compulsory Non-examined subjects are as follows:

2 hours of Games over two weeks.

2 hours of PSHE over two weeks.



How do I make my choices?

Once you have decided, please follow the link to Microsoft Forms and follow the instructions to select your option choices before the deadline of Wednesday 19th April.

<p>Link: https://forms.office.com/e/JAbRfiv9yZ</p>	<p>QR Code:</p> 
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To make a choice type the name of the subject, listed in the table below, into the relevant box on the form:

Subject Name	Time Allocation	Outcomes
French	5 hours over two weeks	1 GCSE graded 9-1
History	5 hours over two weeks	1 GCSE graded 9-1
Geography	5 hours over two weeks	1 GCSE graded 9-1
Computer Science	5 hours over two weeks	1 GCSE graded 9-1
Art	5 hours over two weeks	1 GCSE graded 9-1
Food	5 hours over two weeks	1 GCSE graded 9-1
DT – Timbers	5 hours over two weeks	1 GCSE graded 9-1
DT - Textiles	5 hours over two weeks	1 GCSE graded 9-1
Media Studies	5 hours over two weeks	1 GCSE graded 9-1
Health and Social Care	5 hours over two weeks	1 BTEC graded D*-P
Performing Arts - Drama	5 hours over two weeks	1 Vocational Tech Award graded D*-P
Performing Arts - Music	5 hours over two weeks	1 Vocational Tech Award graded D*-P
ICT	5 hours over two weeks	1 Vocational Tech Award graded D*-P
Sports Studies	5 hours over two weeks	1 CN graded D*-P

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

- Mr Dunne – dunnea@bedalehighschool.org.uk
- Miss Bradbury – bradburys@bedalehighschool.org.uk
- Mrs Noake – noakes@bedalehighschool.org.uk
- Mrs Hall – hallf@bedalehighschool.org.uk
- Miss Tallentire* – tallentirei@bedalehighschool.org.uk
- Mrs Clayden – claydenv@bedalehighschool.org.uk

*If your child is in either Miss Tallentire’s tutor group, please email Miss Bradbury or Mr Dunne for any queries after 31st March.