

Year 9 Options Prospectus 2025



Exceptional without exception

Welcome!

Dear Parent / Carer

And just like that, your child is about to start their GCSEs!

This Options Prospectus is designed to provide you with details of the various subjects on offer to your child at Bedale High School over the next two years.

Due to the changing needs of our students, and government directives, we review our curriculum offer yearly. Please do not assume that courses and pathways that were available to older siblings will be the same for our current Year 9.

All students will study a selection of mandatory subjects and will then take a further three option subjects. All GCSE subjects will be graded according to the reformed 9-1 grading system with grade 4 equivalent to an old grade C and grade 7 equivalent to old grade A. BTEC and vocational courses are graded using the existing Distinction, Merit, Pass criteria (with Distinction* for outstanding attainment).

All students will study the following mandatory subjects:

- English Language, English Literature, Mathematics, Science (Worth 2 or 3 GCSE Grades) Physical Education (Non-Examined Subject), and PSHCE (Non-Examined Subject).

Students will then be able to choose either History or Geography, and then two further options from our wide range of subjects.

Please note that although we do our best to cater for everyone's choices, this may not always be possible where the number of places on a course is limited by the number of teachers or the equipment and resources available. We may also need to cancel courses if there is insufficient interest.

Although most courses in this booklet are likely to be unaffected, please be aware that a chosen course could change in terms of content should the government make changes to their 'approved' courses list. In this case, we would seek to move students to a similar course or alternatively offer students their backup subject, which they are asked to select as part of this process. We hope you find the information in the booklet useful and informative.

If you have any questions about this booklet, or the process of selecting GCSE options in general, please do not hesitate to contact us at admin@bedalehighschool.org.uk.

Yours faithfully



Mr C Stokes
Headteacher



Mr A Dunne
Deputy Headteacher



MAKING A CHOICE FROM THE OPTION LIST: OUR TOP TIPS!



1 Be ambitious, but also realistic about your child's subject strengths and weaknesses.

2 Choose subjects that your child will enjoy studying.

3 Aim for a balance of subjects.

5 If in any doubt about your child's option choices. Please ask for more guidance and support.

It is important that students take the time to find out about option subjects that they are considering studying. Ask what lessons are like, what trips they will engage in, even what the GCSE outcomes have been over the last few years!

4 Please ensure you do not let your child choose a subject because a friend is taking that subject or because they expect to be taught by a particular member of staff. There are no guarantees which member of staff will teach a group, or which students will be in which group.

Although it is the intention to give parents and students a major role in choosing subjects, it may not be possible because of staffing levels, student numbers, or because the choice is educationally unwise. In such circumstances, the final decision on which options will be studied will be made by the Headteacher.

A decision to 'override' an options choice would, however, always involve discussion with a parent / carer.

6 Certain grades are available for specific careers and for higher education courses. If your child has a definite career choice in mind, then discuss which subjects are essential for that career with your child's form tutor, or Mr Childe, our careers lead.

It is anticipated that at this point in their school lives, most students will not yet know what they want to do when they leave school. It is, therefore, wise to select a range of subjects which allow the widest possible career choices in later years but also match current interests / passions in school and wider life.

7 Want your child to stand out from the crowd? Wherever possible, and particularly importantly for those students in T-band, we strongly encourage your child to study French through to GCSE. Doing so will secure them the EBACC suite of qualifications.



Core Subjects



All students will study all the subjects shown in this section.



ENGLISH LANGUAGE

The study of how we communicate with the world around us is fascinating and your English GCSEs will give you the opportunity to interpret text, media and literature as critics.

EXAMINATION BOARD	AQA
SPECIFICATION DETAILS	English Language 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 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 Possibilities

Skillful command of the spoken and written word will help you every day of your life and benefit all your other GCSEs too. A good grade in English Language will open doors in all post-16 pathways.



ENGLISH LITERATURE

You will love the way you develop your analytical thinking in English. You will read and love powerful characters, thought-provoking plays and passionate poetry.

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 Opportunities

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.

MATHEMATICS

Mathematics is an essential life skill and one that employers in all fields of work value highly, opening up opportunities into some of the highest paid careers in the UK. You will develop thinking, listening and debating skills, which are valuable to many future studies and employment such as journalism, writing, legal careers, business and management. Studying Maths develops your ability to work through problems and identify solutions or improvements.

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.

A01- Use and apply standard techniques

Weighting:

Foundation: 50%, Higher: 40%

A02—Reason, interpret and communicate mathematically

Weighting:

Foundation: 25%, Higher: 30%

A03 - Solve problems within mathematics and in other contexts.

Weighting:

Foundation: 25%, Higher: 30%

Future Opportunities

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.

COMBINED SCIENCE

Advances in science are transforming our world at an incredible pace, and our children's future will surely be filled with leaps in technology we can only imagine. Science is everywhere in today's world, and being 'scientifically literate' is important as the world is shaped around us.

EXAMINATION BOARD	AQA
SPECIFICATION DETAILS	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).
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 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 Opportunities

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.

TRIPLE SCIENCES

Advances in science are transforming our world at an incredible pace, and our children's future will surely be filled with leaps in technology we can only imagine. Science is everywhere in today's world, and being 'scientifically literate' is important as the world is shaped around us.

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

Note: Triple Science is studied by selected students in the T band in place of Combined Science.

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 child.

ADDITIONAL SUBJECTS

Physical Education: All students will have one Physical Education lesson each week. These lessons will involve a continuation of the activities and sports students have participated in during Years 7, 8 and 9. Students will build on and embed the physical development and skills learned in KS3, becoming more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity. Students will be expected to develop the quality and consistency of their skills with a greater focus on performance in game situations. As students move into Years 10 and 11 there is an increased focus on understanding tactics, strategies and the rules/ laws of a variety of sporting activities, through officiating.

PSHCE: Students will continue to study PSHCE & RSHE during one lesson per week. The lessons are designed to help your child make sensible and informed decisions in their lives. Detailed below are some examples of the lessons that your child will be taught. During their time studying PSHCE, students will engage in key areas such as: mental and physical wellbeing, relationships and careers. Within mental and physical wellbeing, students will investigate the dangers of smoking, alcohol and drug misuse. As well as understanding the importance of having a healthy diet and taking part in regular exercise. Within relationships, students will study how to cope with relationship breakdowns including family and friends. They will study the importance of being safe on social media and recognising potentially harmful signs alongside the topics of cyber-bullying and communication with strangers online. Within careers, students will be given a wealth of information about how their time at school will impact upon their life choices and the opportunities that are available to them. Students will begin to understand how subjects studied at school link to their future jobs, and we will help them make informed decisions regarding their future aspirational choices.



Option 1:

Geography / History



All students will study either Geography or History.



Students travel the world from their classroom, exploring case studies in the United Kingdom, and other nations of contrasting development. Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students consider their role in society, by considering different viewpoints, values and attitudes.

EXAMINATION BOARD	Pearson Edexcel
SPECIFICATION DETAILS	GCSE (9-1) Geography
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	100% external examination (no NEA)

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. All Key Stage 4 geography students are eligible to apply for a place on the fantastic **Iceland** trip which runs every two years, with the next one taking place in March 2026.

Future Opportunities

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

HISTORY

History encourages learners to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past. History students have the ability and knowledge to change the world, learning from past events.

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 Possibilities

History can ensure students are prepared to learn and think independently. In a rapidly changing world employers like students who can 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.



Option 2 & 3:

Free Choice



All students will choose 2 subjects from this section.



A world away from theory-based subjects, students will experiment with a range of artistic materials and research, generate ideas and produce outcomes whilst developing their skills with a variety of artistic techniques and mediums while improving their written analysis skills and finding a personal voice through their art.

EXAMINATION BOARDS	AQA
SPECIFICATION DETAILS	AQA Art, Craft and Design
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	60% coursework: 40% external examination Practical exam - 10 hours of supervised time.
IMPORTANT NOTE	Cannot be selected with 3D Design, or Textiles.

If students decide to choose Art and Design 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 Non Exam Assessment (coursework portfolio) and the Externally Set Assignment (exam). The coursework portfolio is undertaken throughout the course and is handed in around Christmas in year 11. In the January of year 11 they will begin preparation for the exam which will be taken in April.

Non Exam Assessment (coursework portfolio)

The portfolio must include a sustained project evidencing the journey from initial thoughts to the creation of a final piece as well as a collection of other tasks and experiments. We do a term of induction tasks, refining use of media and starting to understand the assessment criteria. This is followed by a personalized individual project where students are encouraged to explore a variety of artists as well as using photography to capture primary sources.

How you will be assessed

All classwork and homework are marked using AQA Art and Design assessment objectives. 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 must complete their final piece in a 10-hour (2 day) exam.

Future Possibilities

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. Even if you are not particularly sure about pursuing the subject further it is a fantastic opportunity to gain independence, creative thinking, resilience and problem-solving skills that are an asset to any future career path.

COMPUTER SCIENCE

Can you imagine a world without the Internet or Wi-Fi? Computer Science will enable you to understand how to connect networks together and the software that helps to run them. If you choose to study Computer Science, you will learn how we communicate using different topologies and be introduced to the programming behind them. If you are wanting a career in the technical side of communication technology, you need this qualification.

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 Possibilities

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.



Drama promises to be an exciting, engaging, practical and creative option. You will work closely with your class to create devised Drama performances, explore scripts, and live theatre performances. This is an exciting and creative opportunity to work with your peers and develop your knowledge of the theatre and performance.

EXAMINATION BOARDS	AQA
SPECIFICATION DETAILS	AQA GCSE (8261)
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	Internally Assessed Practical Devised Project (40%) Externally Assessed Practical Performance (20%) Written Examination (40%)

The subject content for GCSE Drama is divided into three components:

1. Understanding drama
2. Devising drama
3. Texts in practice

Unit 1: Understanding Drama

You will learn about the roles and responsibilities in the theatre industry, different types of staging and how key drama skills and techniques can be applied to scripted drama in rehearsal.

Unit 2: Devising

You will learn how to create, refine and communicate your own practical ideas through a devised theatrical performance.

Unit 3: Texts in Practice

You will perform two extracts from one play in front of a visiting examiner demonstrating your awareness of key characterisation and staging techniques.

How you will be assessed

You will be assessed by **written examination** at the end of Year 11. The written examination amounts to 40% of your final grade in this qualification.

For Unit 2, you will create a **group devised performance** and produce **three independent written devising logs** which will support, explain and evaluate the development of your practical work. This will amount to 40% of your final grade and will take place towards the end of Year 10.

For Unit 3, you will **take part as a performer in two acted scenes from one play**. This will be a **live performance in front of a visiting examiner**. This unit will take place in Year 11 and amounts to 20% of your final grade in this qualification.

Future Possibilities

This qualification is for learners interested in taking a practical focused course alongside their other 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.

Through this qualification, Students will learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, GCSE Drama students emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.



Exploring another culture enables people to gain a more profound understanding of their own culture. Creativity is increased with the study of foreign languages. Universities look for languages on applications as it increases students' abilities to communicate and develop an understanding of the wider world.

EXAMINATION BOARD	EDEXCEL
SPECIFICATION DETAILS	EDEXCEL 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 and understanding – Exam of 45 minutes (foundation) or 60 minutes (higher)

Speaking – One session of 7–9 minutes (foundation) or 10–12 minutes (higher) with supervised preparation time of 15 minutes.

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

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

Writing – Exam of 1 hour 15 minutes (foundation) consisting of 3 tasks: 1. A picture task 2. Two writing responses (with a choice of two options for each question) 3. Translation into French

Exam of 1 hour 20 minutes (higher) consisting of 2 tasks: Two writing responses (with a choice of two options for each question) 2. Translation into French

Future Possibilities

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.



HEALTH & SOCIAL CARE

If you want to work in the caring profession, you need this qualification. The Health, Social Care and Early Years sectors are among some of the biggest employers in the UK, with careers in the public and private sectors.

EXAMINATION BOARDS	OCR
SPECIFICATION DETAILS	OCR Cambridge National Level 1/Level 2 Award in Health and Social Care
TYPE OF QUALIFICATION	BTEC – Pass, Merit, Distinction, Distinction*
METHOD OF EXAMINATION	Component 1 RO34 -30% Coursework Component 2 RO33 -30% Coursework Component 3 RO32 - 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: RO34 Creative and Therapeutic activities

In this component, students will plan a creative activity for individuals or groups in a health or social care setting and deliver a creative activity and evaluate your own performance

Component 2: RO33 Supporting individuals through life events.

This component will give students an understanding of Sources of support that meet individual needs, Life stage and Impacts of life events.

Component 3: RO32: Principles of care in health and social care settings

Students will learn about the rights of service users in health and social care settings, effective communication in health and social care settings, as well as Person-centred values

How you will be assessed

Mostly, students are assessed through coursework 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 not permitted to re-sit the external assessment which is sat in Year 11. The external assessment contributes 40 per cent of the total qualification.

Future Possibilities

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.

Do you want to investigate how information technology is used in a range of contexts, including business and organisations, education and home use and how edit images for social media? You will gain a broad working knowledge of image editing, databases, spreadsheets, and automated documents and to apply this to solve problems in vocational settings.

EXAMINATION BOARDS SPECIFICATION DETAILS	WJEC
	Level 1/2 Vocational Award in ICT
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 Possibilities

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.



Music broadens our student's horizons and allows them to express themselves creatively and emotionally. This hands-on course allows you to gain invaluable insight into the world of musical performance, composition and musicology.

EXAMINATION BOARDS	AQA
SPECIFICATION DETAILS	GCSE Music
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	2 x Internally assessed components - coursework (60%) 1 x Externally assessed component - examination (40%)

Course content

GCSE Music focuses on a balance of three approaches to music: listening and context, composition and performance. The course allows you to develop music specific and transferrable skills such as instrumental ability, creativity, listening, time management, teamwork, leadership, communication and problem solving.

Component 1: Listening & contextual understanding of music - 40%

This component focuses on listening and contextual understanding. This component teaches you how to listen more intelligently and analyse many different musical styles across four areas of study:

- Western classical tradition (1650-1910)
- Popular music
- Traditional/world music
- Western classical tradition (1910-present)

Component 2: Performing music - 30%

This is a progression from your instrumental and singing work in KS3, which you should enjoy! This is the opportunity for you to develop your instrumental ability, whether you are a beginner or have been playing for years. You will learn to work as a solo and ensemble performer, monitoring your progress over the course and demonstrating a final performance in year 11.

This component is assessed in two performances:

- Solo performance (36 marks)
- Ensemble performance (36 marks)

Component 3: Composing music - 30%

Composing music allows you to create original songs and pieces using instruments or music software. You will create two pieces; one based on a brief set by the exam board and one free composition – your choice. You will be guided and assisted in the creation of your original compositions through a range of tasks and activities.

- Composition 1: composing to a brief (36 marks)
- Composition 2: free composition (36 marks)

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

GCSE music would be beneficial for any student looking to progress into a career in the entertainment industry; music, media, theatre, technology, film and tv. It is also useful for anyone considering teaching at primary school level or working with young and SEN children. Many colleges and universities look favourably at candidates who have GCSE music as it demonstrates great time management, analytical, perceptive and self-study ability.

PHOTOGRAPHY

Students on this course will have the opportunity to experience a high tech, professional level photography studio to explore an exciting world of image manipulation and technical photography, gaining an understanding of complex techniques.

EXAMINATION BOARDS	AQA
SPECIFICATION DETAILS	AQA Art: Photography
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	60% coursework: 40% external examination Practical exam - 10 hours of supervised time.

Choosing Photography will allow students the opportunity explore the creative digital medium of images. Students will be able to explore different areas of photography from studio photography, location photography and portraiture. Students will learn how to use software to digitally manipulate and edit images. The course is divided into Non Exam Assessment (coursework portfolio) and the Externally Set Assignment (exam). The coursework portfolio is undertaken throughout the course and is handed in around Christmas in year 11. In the January of year 11 they will begin preparation for the exam which will be taken in April.

Non Exam Assessment (coursework portfolio)

The portfolio must include a sustained project evidencing the journey from initial thoughts to the creation of a final piece as well as a collection of other tasks and experiments. We do a term of induction tasks, refining use of media and starting to understand the assessment criteria. This is followed by a personalized individual project where students are encouraged to explore a variety of artists as well as using photography to capture primary sources.

How you will be assessed

All classwork and homework are marked using AQA Art and Design assessment objectives. 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 must complete their final piece in a 10-hour (2 day) exam.

Future Possibilities

Further education could be A-Level Photography, BTEC Photography, 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 include working in media, film making or photojournalism. Photography provides an exciting and different GCSE course that can be rewarding for many students.

RELIGIOUS STUDIES

Religious Studies will challenge your ideas about belief, values, meaning and truth, while allowing you to align yourself with your true purpose in life. Religious studies seeks to empower, while equipping you for life in a diverse and inclusive modern Britain.

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

Paper 1A: The study of religions: beliefs, teachings and practices

The beliefs of both Buddhism and Christianity are studied. In Buddhism this includes links between the life of Buddha and teachings such as the Four Noble Truths and Eight- fold Path. Buddhist practices including festivals, pilgrimage and meditation are also studied. In Christianity, beliefs about Jesus, creation and life after death are investigated as well as practices such as types of worship and how Christians help others.

Paper 2A: Thematic Studies

Four topics, three ethical and one philosophical, are covered in this paper, as follows;

Theme C: The existence of God and revelation.

Theme D: Religion, peace and conflict.

Theme E: Religion, crime and punishment.

Theme F: Religion, human rights and social justice.

How you will be assessed

Two external exams of 1 hour 45 minutes

Studying RS will develop your ability to:

- Recognise, evaluate and understand different points of view;
- Understand how faith can affect the lives of both people of faith and no faith;
- Develop thinking skills and your own, reasoned opinions;
- Gain a greater understanding of other people and what motivates them.
- Recognise the complexity of ethical issues people in the 21st century face and analyse a variety of views on these issues.

GCSE Religious Education is fascinating, relevant and enjoyable.

Future Possibilities

A GCSE qualification in Religious Education show that you can think independently and critically. Employers and colleges value such skills and an awareness and understanding of the world around us which is an important aspect of GCSE RE. This qualification demonstrates you have an understanding of the needs and motivations of other people and is therefore of much value to a great many careers, for example, law, politics, journalism, the armed forces and caring professions.



Sport will improve you as a sports performer and as a leader. During the course you will analyse sports performance, lead sports activities and learn how to prepare participants for physical activity, as well as improve your own physical health and wellbeing.

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. Please be aware, if you choose Sport Studies as an option you will need to be assessed in, and play 2 sports (from the OCR approved activity list). This will involve participating in these 2 sports every week for a minimum of a full term (approx. 14 weeks) and recording this in a logbook. It would be beneficial if you are already playing sport outside of school or currently attending sports clubs in school. For further information about which sports are included in the OCR approved activity list, please speak to Miss Temple.

Unit R184: Contemporary Issues in Sport (40%)

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.

Topics include:

- 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

Unit R185: Performance and Leadership in Sports Activities (40%)

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.

Topics include:

- 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

Unit R187: Increasing awareness of Outdoor and Adventurous activities

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.

Topics include:

- 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.

As part of the assessment for this unit, students will need to participate in an Outdoor and Adventurous Activity. We usually organise a trip to Brimham Rocks for students to participate in outdoor rock climbing as an enjoyable way to complete this task.

Future Possibilities

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.



TECHNOLOGY: FOOD & NUTRITION

Exploring both the science behind food as a material and wider environmental aspect associated with food, this course will teach you about food safety, food science, food provenance, and food choice.

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.

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 Opportunities

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!).



TECHNOLOGY: 3D DESIGN

Exploring a variety of materials, students will evaluate products created by designers from across the globe to help them design and make their own products within a workshop setting.

EXAMINATION BOARDS	AQA
SPECIFICATION DETAILS	AQA Art: Three-Dimensional Design
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	60% coursework: 40% external examination Practical exam - 10 hours of supervised time.
IMPORTANT NOTE	Cannot be selected with Art or Textiles.

During the course, students will work with a variety of materials such as timber, plastics and metals. They will explore and evaluate products created by influential designers and experiment with technology to help design and make products. The course is divided into Non Exam Assessment (coursework portfolio) and the Externally Set Assignment (exam). The coursework portfolio is undertaken throughout the course and is handed in around Christmas in year 11. In the January of year 11 they will begin preparation for the exam which will be taken in April.

There will be lots of opportunities to learn in a practical way. As well as making things, there is theory and designing and problem-solving content, as well as a small maths and science element to help ensure products are fit for purpose.

Non Exam Assessment (coursework portfolio)

The portfolio must include a sustained project evidencing the journey from initial thoughts to the creation of a final piece as well as a collection of other tasks and experiments. We do a term of induction tasks, refining use of machinery and tools to understand the assessment criteria. This is followed by a personalized individual project where students are encouraged to explore a variety of influential designers as well as modelling and using photography to capture primary sources before making a final piece.

How you will be assessed

All classwork and homework are marked using AQA Art and Design assessment objectives. 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 Technology 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 must complete their final piece in a 10-hour (2 day) exam.

Future Possibilities

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.



Exploring a variety of fabrics from around the globe, students will evaluate the work of others to inform their own designs. Students will create a variety of products as part of a portfolio of work.

EXAMINATION BOARDS	AQA
SPECIFICATION DETAILS	AQA Art: Textile Design
TYPE OF QUALIFICATION	GCSE
METHOD OF EXAMINATION	60% coursework: 40% external examination Practical exam - 10 hours of supervised time.
IMPORTANT NOTE	Cannot be selected with 3D Design, or Art.

During the course, students will work with a variety of fabric. They will explore and evaluate textile products created by influential designers and experiment with technology to help design and make products in a range of areas such as soft furnishing, surface patterns and costume design. The course is divided into Non Exam Assessment (coursework portfolio) and the Externally Set Assignment (exam). The coursework portfolio is undertaken throughout the course and is handed in around Christmas in year 11. In the January of year 11 they will begin preparation for the exam which will be taken in April.

There will be lots of opportunities to learn in a practical way exploring the work of famous designers and artists whilst developing a range of techniques in a vast array of areas of textile design.

Non Exam Assessment (coursework portfolio)

The portfolio must include a sustained project evidencing the journey from initial thoughts to the creation of a final piece as well as a collection of other tasks and experiments. We do a term of induction tasks, refining use of machinery and tools to understand the assessment criteria. This is followed by a personalized individual project where students are encouraged to explore a variety of influential designers as well as modelling and using photography to capture primary sources before making a final piece.

How you will be assessed

All classwork and homework are marked using AQA Art and Design assessment objectives. 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 and Technology 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 must complete their final piece in a 10-hour (2 day) exam.

Future Possibilities

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.



READY TO CHOOSE?

To select your option choices, please visit
the following website ahead of the
deadline:

<https://forms.office.com/e/Hhm3ZFdjEM>

If you need any support in choosing your
options, or have any questions, please
email admin@bedalehighschool.org.uk.

DEADLINE

Wednesday 12 March 2025
(3pm)