

BOURNE GRAMMAR SCHOOL

GCSE Options

2022-2024



Year 9 GCSE Options Evening
Tuesday 22 February 2022

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Students choose **one** Humanity subject from EPR, Geography and History

and **two** option subjects from

Art, Computer Science, Drama, EPR, French, Geography,
German, History, Music, GCSE PE, Statistics, Design Engineering

February 2022

Dear Parent

Year 9 Options Evening is an important stage in your son/daughter's School career as it is the first opportunity they have had to influence the curriculum they will follow. The purpose of this booklet is to explain each course so that you know what all Year 10 students will be studying next year (compulsory core subjects) and to help your son/daughter to make sensible and well- informed choices about the **three** option subjects they would like to study at GCSE level.

As an academy we are not bound by the National Curriculum but will continue to offer a broad and balanced KS4 curriculum that benefits our students by presenting them with an opportunity to achieve good GCSE grades across a core of traditional, rigorous academic subjects which provide the best preparation for the Sixth Form courses we offer.

We look forward to seeing you at our virtual online GCSE Options Evening on Tuesday 22 February. The evening will run from 19:00 to 21:00 and will offer an opportunity to hear how the KS4 curriculum is structured and to learn how to choose and submit option preferences using the online system. You will also be able to 'visit' departments to watch presentations given by the Subject Leaders and to have any questions you may have answered by subject teachers in live online Q&A sessions.

Please feel free to contact me by email (GCSEOptions@bourne-grammar.lincs.sch.uk) should you have any questions regarding particular individual lines of study following GCSE Options Evening.

Yours sincerely



Mr AG Ransom
Deputy Headteacher

The Key Stage 4 Curriculum

Reformed GCSE Grading System

The previous and very familiar GCSE grading system using grades A* to U has now been phased out and replaced with a new 9 to 1 scale (with 9 being the top grade). Under the new grading system, a 'standard' pass is a grade 4 with the lower boundary of a grade 4 being equivalent to the lower boundary of the old C grade. A grade 5 is considered to be a 'strong' pass.

EBacc

Our curriculum embraces the spirit of the English Baccalaureate (EBacc). This is not a certificate but is a Government measure which evidences a broad and balanced education, with a sound academic bias.

Specifically, the EBacc will cover achievement in English, Mathematics, the sciences (including Computer Science), a foreign language and a humanity subject (Geography or History). Only students achieving a grade 5 or above at GCSE will be included in the calculation for the EBacc measure. It is always our expectation that every student will achieve at least a pass grade in every subject they take.

The KS4 curriculum comprises:

- 6 or 7 compulsory subjects – 6 if Combined Science (Trilogy) is taken at GCSE, 7 if Triple Award Science is studied (see below for further details)
- 3 option subjects (**one of which must be a Humanity, i.e. Ethics & Philosophy (EPR), Geography or History**)

Core Subjects

The core BGS curriculum in KS4, which all our students study, consists of:

English Language and English Literature: (2 GCSE awards)

Mathematics: (1 GCSE award)

Science: (2 or 3 GCSE awards)

Comprising courses in: Biology, Chemistry and Physics. All students will embark on the Combined Science (Trilogy) course (equivalent to 2 GCSE awards), studying each of the three science subjects in dedicated lessons, but may be selected to transfer to the Triple Award (3 GCSE awards) if they can demonstrate a sufficient aptitude for Science during the course of

their KS4 studies. The selection is made in Term 3 of Year 10 following mock examinations in the three separate sciences.

NB: All A-Level Science subjects can be accessed by students who study either Combined Science or Triple Award Science at GCSE Level.

Spanish: (1 GCSE award)

Each student will study Spanish to GCSE. Students may include one further Modern Foreign Language (MFL) in their optional subjects if they are studying French or German in Year 9. Should students wish to study languages at university, they should normally aim to take more than one language at both GCSE and A-Level. Whilst many universities do not require two MFLs at A-Level, some do, and many do look favourably upon more than one MFL.

One Humanity: (1 GCSE award)

Each student will study at least one of Ethics & Philosophy*, Geography or History which explore the ways in which individuals and societies work and interact. These subjects help to develop logical thinking and ways of writing that will be useful in later life. Students may include one or two further Humanity subjects in their optional subjects.

** Whilst History and Geography are designated by the Government as EBacc subjects, Ethics & Philosophy is currently not.*

Students will also follow programmes in Careers Education Information Advice & Guidance (CEIAG) and Physical Education, which do not lead to GCSE qualifications.

Option Subjects

In addition to specifying a Humanity preference in the compulsory section above, students will specify **two** Free Preference subjects from the following list to complete their GCSE portfolio:

Art, Computer Science, Drama, Ethics & Philosophy, French, Geography, German, History, Music, Physical Education, Statistics and Design Engineering.

The creative and expressive subjects - Art, Drama, Music and Physical Education (GCSE) - allow students to take their interest in these areas further and can be invaluable in helping them to develop their confidence, communication skills, teamwork and appreciation of Music and Drama.

Detailed information on all of the above subjects can be found later in this booklet.

Making Choices – Guidance to Students

Your choice of subjects is important because what you choose now may affect the options available to you when you choose your Sixth Form subjects. You must choose the curriculum that will enable you to keep your options open later on but you should also choose subjects that you will enjoy studying. It is important that you study a good range of contrasting subjects.

Although details on all of these courses are given in this booklet you should also talk to your teachers about your options. They know your potential and ability in their subject and so can give you excellent guidance. All teachers, including the Leadership Team and Headteacher, are always pleased to be consulted by students or parents about options. Please take full advantage of their wide experience.

Specifying your GCSE Option Preferences

Option preferences are submitted electronically.

You will be sent an email from noreply@sims.co.uk to your School email account inviting you to register for and then log into the options site.

This email will be sent to your ***School email account*** on Wednesday 23 February.

The deadline for submitting your option preferences is 9.00am on Monday 28 March.

Steps to follow:

1. Set up an online email account if you do not already have one.

The registration process requires that you have a Google Mail (Gmail) or Microsoft or Office 365 email account; your School email will not enable you to register. You will not be able to proceed further with the options process if you do not have one of these accounts. Setting up such an account is easy to do online and is free. If you have any questions, then please see a member of the IT support team in School.

2. Click on the link provided in the invitation email from noreply@sims.co.uk that was sent to your **School email account**
3. Sign in using your Gmail account or your Microsoft or Office 365 account
4. Enter/copy the code provided in the invitation email into the Invitation Code field
5. Answer the date of birth security question
6. Follow the instructions provided on the screen to log into the options page and to submit your preferences
7. Please note: you will not need to tick the consent button

Constraints within the Options Process

We aim to make our curriculum as flexible and as personalised as possible within the constraints of the School environment. Every effort will be made to accommodate the preferred options choices of each student; to assist in this process students are required to select two reserve option choices in addition to their Humanity Preference and the two Free Preferences. Nevertheless, there will be a small number of students for whom one or more preferences cannot be accommodated. In such circumstances an initial conversation will take place between the student and Mr Ransom to establish a possible solution, which may involve the use of reserve options.

The number of students in option sets will vary, depending upon the pattern of demand across the curriculum. ***The order of preference with which the students select their options will be used to determine allocations.*** The School will make decisions that might be needed as part of the options, setting and timetabling processes using professional judgement.

Final confirmation of the options allocated will follow only once the timetable for next academic year has been completed. This is likely to be in Term 6.

Applications received after the deadline of 9.00am on Monday 28 March may not be treated with equal consideration to those received by this deadline.

Important Dates in the Options Process

Tuesday 22 February 2022
(19:00 – 21:00)

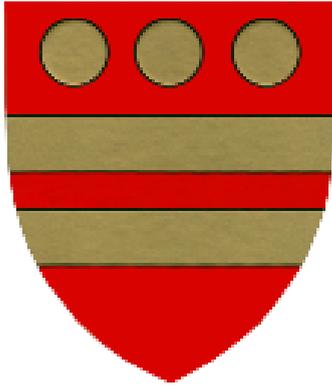
Year 9 GCSE Options Evening

Wednesday 23 February 2022

Registration email sent to students by Bourne
Grammar email accounts

Monday 28 March, 09:00am

Deadline – Online GCSE Options Form submitted



Core Subjects

GCSE ENGLISH LANGUAGE

GCSE ENGLISH LITERATURE

2 GCSE Awards

Subject Leader: Mrs H Tomlinson

Exam Board / Specification(s):

Edexcel GCSE English Language

Edexcel GCSE English Literature

Aim:

The English course at KS4 will lead to two separate qualifications – GCSE English Language and GCSE English Literature. External Exams will be taken at the end of Year 11 (2024).

Our aim in English is for students to enjoy the experience of reading literature, and for them to understand and respond to literary texts in its different forms, and different periods and cultures, critically and maturely. Students should, by the end of studying the course, communicate in an effective, informed way with clarity, accuracy and precision.

Structure of Courses:

GCSE English Language

Assessment: 40% of the final grade

Paper 1: Section A, Reading 19th Century Fiction; Section B, Imaginative Writing

1 hour, 45 minutes, 64 marks

Overview of content

- Study selections from a range of prose fiction.
- Develop skills to analyse and evaluate 19th-century fiction extracts.
- Develop imaginative writing skills to engage the reader.
- Use spelling, punctuation and grammar accurately.

Overview of assessment

- Section A – Reading: questions on an unseen 19th-century fiction extract.
- Section B – Writing: a choice of two writing tasks. The tasks are linked by theme to the reading extract.

Assessment: 60% of the final grade

Paper 2: Section A, Reading Non-Fiction; Section B, Transactional Writing

2 hours, 5 minutes, 96 marks

Overview of content

- Study a range of 20th and 21st century non-fiction texts (including literary non-fiction).
- Develop skills to analyse, evaluate and compare non-fiction extracts.
- Develop transactional writing skills for a variety of forms, purposes and audiences.
- Use spelling, punctuation and grammar accurately.

Overview of assessment

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

Spoken Language Endorsement

Assessment: 0% of the final grade but is classed as a separate qualification. Students must pass this component in order to be accredited with their English Language GCSE qualification.

This component is internally assessed under controlled conditions.

Candidates must deliver a prepared spoken presentation on a specific topic of their choice in a formal setting. They must listen and respond to questions and use spoken English effectively. Students are awarded a grade: Pass, Merit or Distinction.

GCSE English Literature (Closed Book – no texts allowed in the exam room).

Assessment:

This course is focused on the study of literary texts written in different forms and historical periods, from Shakespeare to the modern day.

Paper 1 assesses students' knowledge and understanding of Shakespeare's 'Macbeth' and either Tanika Gupta's 'The Empress' or J.B. Priestley's 'An Inspector Calls'.

Paper 2 assesses knowledge and understanding of Charles Dickens' 'A Christmas Carol' or Robert Louis Stevenson's 'Jekyll and Hyde', and an anthology of poetry based on the theme of conflict or belonging, with poems from 1789 to present day from a diverse range of poets. Students will also be asked to answer a comparative question on two unseen poems.

Assessment: 50% of the final grade

Paper 1: Shakespeare and Post 19th Century Literature

1 hour 45 minutes, 80 marks

Candidates answer **three** questions on **two** texts: two on Shakespeare (one extract based, one general essay on the whole play, which may focus on a character, theme or setting), and one on post 19th Century Literature (The Empress or An Inspector Calls) where there will be a choice between two general essay questions which will focus on a character, theme or setting.

Assessment: 50% of the final grade

Paper 2: Pre 19th Century Novel and Poetry

2 hours and 15 minutes, 80 marks

In Section A, candidates answer **two** questions on 'A Christmas Carol' OR 'Jekyll and Hyde' (one extract based, one on the whole novel). Section B is focused on poetry and asks candidates to answer a comparative question on two unseen, contemporary poems both related by theme. This is followed by a comparative analysis question on a named poem from the 'Conflict' or 'A Sense of Belonging' Anthology, with students choosing another poem from that collection to allow for comparison by theme.

What the students say:

"Challenging but enjoyable."

"I learned a lot about life and myself through the texts we studied."

"I can totally see how English is relevant to later life; I never really got that before."

GCSE MATHEMATICS

1 GCSE Award

Subject Leader: Mr S Sheppard

Exam Board / Specification(s): AQA / 8300

Aim:

Mathematics is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. It is also by its nature demanding and challenging. Consequently, students often feel that because they find Mathematics difficult, they must be doing something wrong or they must be in the wrong set: not so. All students will on occasion find aspects of Mathematics less than straightforward, but if they work with us, we will help them to succeed. We endeavour to put students in sets that will help them to achieve their potential and so they should expect to be stretched. Please note that set 1 is typically 30 students, but set 5 could be as few as 12, giving students who need the most help the most individual teacher time.

Outline/Structure of Course:

All topics broadly come under one of the strands listed below. Topics are studied in a logical sequence that builds an understanding and equips students to solve ever-more-complex problems.

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

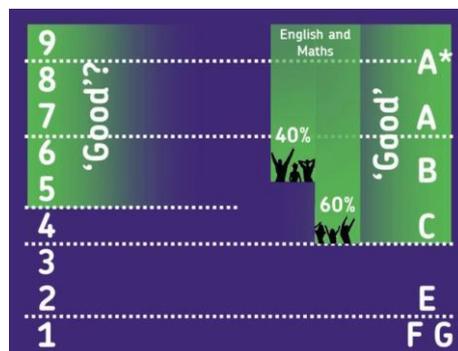
Detail of the topics that are taught can be found in the student profile book available through the department website: -

<https://mathematics.bourne-grammar.lincs.sch.uk/>

Assessment:

The course is linear which means that topics can be found in any or all of the examination papers and examinations are taken at the end of the course. The examination will consist of three 1 hour 30 minutes written papers, the first of which is a non-calculator paper. There is no coursework or controlled assessment element.

It is expected that all of our students will start by studying the Higher Tier syllabus. The grades attainable in the Higher Tier are 9 to 3 (and fail). However, we may enter a small number of students for the Foundation Tier, if after assessment in the year 11 mock examinations and consultation within the department we feel this is their best opportunity to achieve a *pass* in Mathematics GCSE (currently set at a 4). The grades attainable in the Foundation Tier are 5 to 1 (and fail).



The conversion table above shows the correspondence of the new 9 to 1 grading with the traditional A* to G grading.

Our best students may be offered the opportunity of additionally sitting a further qualification (previously this was the AQA Level 2 certificate in Further Mathematics), which though not essential will help them bridge into the Mathematics that is studied at A level. For the top set this will be taught in lessons although other students can request entry to this and learn it through independent study and lunchtime support. This lunchtime teaching will start after the mock examinations in Year 11 so need not concern students before that time.

For Mathematics the gap in terms of difficulty between GCSE and AS level is particularly marked. The grade required for students to study Mathematics at AS Level is currently a 7. The grade required for students to study Further Mathematics at AS Level is currently an 8 if students study Further Mathematics as a 4th subject or a 9 if students wish to study Further Mathematics with only three subjects taken.

GCSE SCIENCES

2 GCSE Awards

GCSE Combined Science (Trilogy)

3 GCSE Awards
(Triple Award)

GCSE Biology
GCSE Chemistry
GCSE Physics

Subject Leader:

Head of Science

Mrs K Woolf

Subject Leader: Biology

Mr T Vaughan

Subject Leader: Chemistry

Mr J Marsden

Subject Leader: Physics

Mr A Mitchell

Exam Board / Specification(s):

Combined Science:

AQA GCSE Combined Science Trilogy (8464)
(Resulting in two GCSE grades)

Triple Award:

AQA Biology (8461)
AQA Chemistry (8462)
AQA Physics (8463)

Aim:

All students study Science for twelve periods per fortnight: four Biology lessons, four Chemistry lessons and four Physics lessons. All students are taught by subject specialists.

Initially all students follow the AQA Combined Science Trilogy specification, which results in two GCSE grades (Combined Science 1 and Combined Science 2).

Students who can demonstrate a sufficient aptitude for Science in Year 10 and who perform sufficiently well in the Year 10 mock Science exams, will transfer from the Combined Science to the Triple Award course where they will study the extension modules, resulting in three separate GCSE grades (in Biology, Chemistry and Physics).

There are no controlled assessments at GCSE. The assessment of practical skills involves 8 mandatory experiments in each of Biology, Chemistry and Physics which take place in lessons. The knowledge and understanding of practical skills are assessed in the terminal examinations. Such questions will count for at least 15% of the overall marks for each qualification.

Content of the Science Courses:

Biology:

- *Cell biology*
- *Principles of organisation*
- *Infection and response*
- *Bioenergetics*
- *Homeostasis and response*
- *Inheritance, variation and evolution*
- *Ecology*

Chemistry:

- *Atomic structure and the 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*

Physics:

- *Forces*
- *Energy*
- *Waves*
- *Electricity*
- *Magnetism and electromagnetism*
- *Particle model of matter*
- *Atomic structure*
- *Space physics*

Assessment:

All Science GCSE assessment are linear, with all exams completed at the end of the course.

Students who follow the Combined Science course will take six Science exams in total; two Biology exams, two Chemistry and two Physics. All exams will take place at the end of Year 11. Each paper is out of 70 marks and contributes 16.7% to the overall GCSE grade. The results are merged into two GCSE grades, in Combined Science.

The qualification is graded on a 17-point scale: 1-1 to 9-9, where 9-9 is the best grade. Most students take the Higher Tier assessments and are awarded grades within the range of 4-4 to 9-9.

Students following the Triple Award course will also take six Science exams at the end of Year 11 (two exams in Biology, two in Chemistry and two in Physics). Each paper is out of 100 marks and covers the material contained in the Combined Science exams, as well as extension content in each of the subjects. Both papers in each subject (each contributing 50%) will be combined to give one GCSE grade in each of Biology, Chemistry and Physics.

Each qualification is graded on a 9-point scale: 1 to 9, where 9 is the best grade.

All students studying the Triple Award take the Higher Tier assessments and are awarded a grade within the range of 4 to 9.

GCSE SPANISH

1 GCSE Award

Subject Leader: Mrs C Worrall

Exam Board / Specification(s): AQA GCSE Spanish (8698)

Aim:

The aim of GCSE Spanish is to encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of Spanish should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. In addition, students will develop the ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy, spontaneity and fluency. Linguistic knowledge, understanding and skills will help students to take their place in a multilingual global society and provide a suitable basis for further study, so that informed decisions about career choices can be made later on.

Outline/Structure of Course:

The course covers three distinct themes which are:

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

These themes apply to all four-question papers. Students are also encouraged to acquire a good language dictionary. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries and communities where Spanish is spoken.

This qualification is linear which means that students will sit their exams at the end of the course.

Assessment:

Paper 1:

Listening - 25% of GCSE (45 minutes)

Section A - questions in English, to be answered in English or non-verbally.

Section B - questions in Spanish, to be answered in Spanish or non-verbally.

Paper 2:

Speaking - 25% of GCSE (10-12 minutes plus preparation time)

Conducted and recorded by teacher then marked by AQA examiner. It comprises of three parts:

Role-play – 15 marks (2 minutes)

Photo card – 15 marks (3 minutes)

General conversation – 30 marks (5-7 minutes)

Paper 3:

Reading - 25% of GCSE (1 hour)

It comprises of three sections:

Section A - questions in English to be answered in English or non-verbally

Section B - questions in Spanish to be answered in Spanish or non-verbally

Section C - translation from Spanish into English (a minimum of 50 words)

Paper 4:

Writing – 25% of GCSE (1 hour and 15 minutes)

It comprises three questions:

Question 1- structured writing task - student responds to four compulsory detailed bullet points, producing approximately 90 words in total (16 marks).

Question 2- open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) (32 marks).

Question 3 - translation from English into Spanish - minimum 50 words (12 marks).

During key points of the School year, Year 10 and Year 11 will be offered after school support sessions. After the mocks, students will be given advice on the areas in which they need to improve.

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

Careers Education, Information, Advice and Guidance in Year 9 focuses on the decisions and choices to be made at this stage with regard to GCSE option choices, and on looking at initial plans for the future. As students' progress into Key Stage 4, they will look at and research all available options open to them at the end of Year 11 and beyond.

Students in Year 11 are encouraged to begin researching higher education opportunities and to develop their own career ideas, so that they are able to make informed choices with regard to the various post-16 options available. Each student will have the option of at least one formal meeting with our Careers Coordinator during Year 11.

All students and parents have free access to an online interactive Careers Guidance programme called Unifrog. All students in Year 9, and their parents, have received instructions and guidance on how to use this programme. Using Unifrog, students can investigate careers, universities and degree courses around the world, search for apprenticeship opportunities, undertake online courses and record their own activities and competencies. They can also take a personality quiz and research suggested career areas for their personality type. There is also an excellent CV builder tool that will be of use to all students.

All students have a Careers Booklet stored in their personal locker on Unifrog and will be completing tasks and recording research in this booklet as they progress through Year 9.

PSHE Education

Personal, Social, Health and Economic Education is delivered via the tutor programme in Years 10 and 11. All work is monitored and quality assured by a PSHE Co-ordinator, who also arranges for visiting groups to have an input into the programme.

The PSHE programme aims to promote healthy lifestyle choices, develop resilience and signpost support for mental ill health, as well as prepare our students to be well rounded young people who can engage in the wider world. The curriculum is divided into three strands:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Each strand lasts around a term and covers issues as diverse as understanding payslips, consent, mindfulness and revision techniques, to name but a few.

COMPULSORY PE

Year 10

Students receive three periods of compulsory PE per fortnight whether or not they choose GCSE PE as an option subject.

During Year 10, students will study a series of activities, approximately half of which will be games-based. However, they specialise in the game shown below and study them in depth for two terms with student leadership being at the forefront of lessons.

Boys: Football

Girls: Netball

In their chosen activities students will be taught:

- to plan and lead skills practice of their choosing appropriate to the ability of the group
- to incorporate a progressive practice to challenge all members of the group
- to provide critical, yet constructive feedback regarding the performance of the leader and how they may be able to improve their Leadership skills further
- the importance of co-operation with others and a sensitivity to those less able when planning set pieces or refining skills.

Students will also undertake taster lessons during February and March in new activities that include Lacrosse, Handball, Fitness/Circuits/Boxercise, and Tag Rugby. Following the Easter break, students will be able to select two activities from Athletics, Cricket, Tennis and Rounders.

To develop leadership skills, students also opt to undertake either a Sports Leader Course, Dance Leader Course or a Course in Fitness and Physical Activity. These practical and theoretical courses, offer students the chance to gain experience in leading sport, dance or fitness activities. The emphasis is to enable students to take greater responsibility for their own learning and improve skills such as planning, communication, organisation and confidence. Many also have the opportunity to work with local primary schools, leading and officiating in a wide variety of sports.

Assessment:

Students will be assessed in their Leadership groups in Year 10 according to the quality of their leadership skills. These would normally include:

- Planning
- Performing
- Officiating
- Evaluation
- Health and Fitness

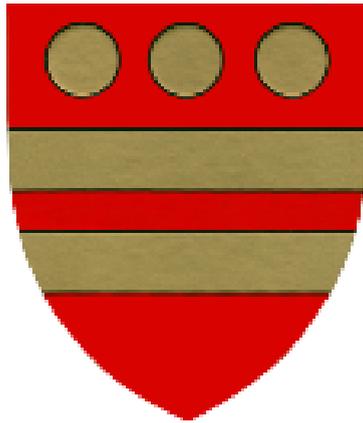
Year 11

In Year 11, all lessons are option-based. Some lessons are based at the School but others will be community-based.

Optional activity choices may include:

Basketball, Football, Netball, Lacrosse, Hockey, Fitness, Table Tennis, Badminton, Golf, Volleyball, Rugby, Cricket, Tennis, Softball, Rounders, Handball, Playground games, Self-defence, Climbing Wall, Ice Skating, outdoor adventurous activities at Tallington Lakes and Personal Survival.

In addition to their compulsory involvement, all students are given the opportunity to extend their skills/knowledge of the game via extracurricular clubs.



Option Subjects

GCSE ART (Fine Art)

1 GCSE Award

Subject Leader: Mrs C Welling

Exam Board / Specification(s): Edexcel 2FA01

Aim:

The GCSE Art course enables students to develop their practical skills and to actively engage with a range of media, materials and processes, so that they can create personal and meaningful outcomes. Students are required to investigate the work of artists and designers to develop their analytical skills; written critiques and annotations form a crucial part of the GCSE specification. Visits to galleries are organised so that the students can see works of art first-hand and gather resources to develop their coursework. In addition, the course allows for independent work, problem-solving, analysis, experimentation and risk-taking.

Outline/Structure of Course:

GCSE Fine Art is made up of two units:

Unit 1: Personal Portfolio in Fine Art

Unit 2: Externally-Set Assignment in Fine Art

Unit 1 consists of one project based on contrasting, yet complementary themes. Students experience a variety of teaching and learning activities, all aimed at building the necessary skills for them to:

- Undertake visual research and record observations.
- Develop, refine, record and present ideas.
- Understand and experiment with a range of materials, techniques and processes.
- Demonstrate an understanding of contemporary and historical art by making connections with their own work.
- Present a final outcome during a controlled assessment

Students are encouraged to progressively build on their own strengths and interests, developing the ability to work confidently and independently.

Unit 2 consists of preparatory work for an exam where the theme is set externally by Edexcel. Students are taught and supported throughout the preparatory period leading to a final 10-hour period of assessment, conducted under examination conditions.

Assessment:

Work produced in response to set themes in Years 10 and 11 will be internally marked and externally moderated. This constitutes 60% of the GCSE.

The theme for the examination unit is externally set and given to the students in Term 3 of Year 11. This is also internally marked and externally moderated and constitutes 40% of the GCSE.

What the students say:

"I think that GCSE Art differs a lot from previous years, you can have so much more freedom with presenting and you have the chance to really get creative."

"Throughout Year 10 I have found we are given much more freedom in our work and it makes it more enjoyable. I am glad I chose it."

"In year 10 you get to experiment with new and different mediums."

"GCSE Art is good because we are given more freedom to create our own work and express ourselves in the presentation."

"When deciding on taking Art for GCSE you have to be ready to put in the effort and know it isn't easy, but it is the most rewarding. You can develop your skills, notice your progress along the way and look back at your work and be very proud."

"I feel that one of the biggest differences is you get a lot more responsibility for your art work and more freedom to showcase your ability."

"I enjoy Art as you can express yourself more and you have a bigger variety of things you can do in Art GCSE."

"Art is where you can go to be surrounded by creative people in a relaxing environment."

"It's a subject that you look forward to going to"

"It helps you develop your own ideas"

"You have to be dedicated"

"There is more freedom to interpret the themes than in Key Stage 3"

"It is different from Year 9 in that you have to be more independent"

"It helps you with time management"

GCSE COMPUTER SCIENCE

1 GCSE Award

Subject Leader: Mr Brown

Exam Board / Specification(s): Edexcel Computer Science (1CP2)

Aim:

What is Computer Science?

We like to say that Computer Science teaches students how to think more logically and how to solve problems more effectively. As such, its lessons are applicable well beyond the boundaries of Computer Science itself. Computer Science is also, more generally, the study of information. How can it be represented? With what algorithms can it be processed?

Perhaps the simplest answer is that Computer Science is defined by the problems to which it is applied. Computer Science empowers students with tools and ideas that can be applied to practically any area of interest to them, both in School and beyond.

Contrary to popular belief, Computer Science is not just about programming, even though students do learn how to program. Programming languages are tools that Computer Scientists use or create in order to solve problems of interest to them.

Why Study Computer Science?

Computing is part of everything we do! Computing and Computer Science are part of just about everything that touches our lives, from the cars we drive to the movies we watch. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century. Whether students want to be a scientist, develop the latest Social Network, or just know what it really means when someone says “the computer made a mistake”, studying computing will provide students with valuable knowledge and a transferable skill set.

Expertise in Computer Science enables students to solve complex and challenging problems in a creative and innovative way, and is a discipline that offers rewarding and challenging possibilities for a wide range of people regardless of their interests. Computing requires and develops capabilities in solving deep and complex problems requiring imagination and creativity. Developing quality computing solutions is a highly creative activity, and Computing supports creative work in many other fields - the best solutions in Computing are both elegant and beautiful.

Computer Science enables you to make a positive difference in the world.

Computing drives innovation in the sciences (human genome project, AIDS and Covid vaccine research, environmental monitoring and protection to mention just a few), and also in engineering, business, entertainment and education. If students want to make a positive difference in the world, they should study Computer Science.

Computer Science offers many types of lucrative careers.

Computer Science jobs are among the highest paid and have the highest job satisfaction. Computing is very often associated with innovation, and developments in computers tend to drive it. The possibilities for future developments are expected to be even greater than they have been in the past.

Expertise in Computer Science helps you even if your primary career choice is something else.

Having a GCSE in Computer Science will provide students with a foundation of knowledge, problem-solving and logical thinking that will serve as a competitive advantage to them in their education and future career.

Future opportunities in computing are without boundaries.

Computer Science is one of those fields where it is almost impossible to predict what will happen next. This is why we cannot even begin to imagine all the ways that you can make a contribution to it and it can make your life's work exciting and real.

Outline/Structure of Course:

Paper 1: Principles of Computer Science

Paper Exam: 1.5 hours - 50% of total GCSE marks

- Topic 1: Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- Topic 2: Data – understanding of binary, data representation, data storage and compression.
- Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.
- Topic 4: Networks – understanding of computer networks and network security.
- Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

Paper 2: Application of Computational Thinking

Onscreen Exam: 2 hours - 50% of total GCSE marks

The main focus of this paper is:

- understanding what algorithms are, what they are used for and how they work in relation to creating programs
- understanding how to decompose and analyse problems
- ability to read, write, refine and evaluate programs in Python.

Resources

Taught in brand new Computer Science labs, students have access to state-of-the-art hardware and software. Using our self-hosted cloud servers, students will have access to all resources online actively updated using a professional tool-chain that includes a variety of programming languages, command-line text editors and industry-standard version control systems.

We also have yearly trips to places such as The Centre for Computing History in Cambridge, Bletchley Park (where the enigma code was broken in WW2) in Milton Keynes and the National Videogame Museum in Sheffield. This lets students see the real world application of the skills and knowledge they will learn.

What the students say:

“Computer Science is by far the best subject I have chosen for GCSE. All in all, it is a challenge but this does not mean that it isn’t enjoyable.”

“Computing is a truly exquisite subject, it is a useful and challenging subject but is most certainly rewarding once you get to grips with it.”

“The best GCSE choice I made.”

“Computer Science GCSE is both challenging and fun. Computer Science is suitable to both academic and creative students as there are plenty of chances to express those skills throughout the course. The Hackathon trips we go on give us the opportunity to learn much faster than we would in a classroom environment and network with other coders and developers. I have made many new friends both inside and outside of School thanks to Computer Science”

GCSE Design Engineering

1 GCSE Award

Subject Leader: Mr C Delpont

Exam Board / Specification(s): Edexcel – Design Technology: Systems (1DT0/1E).

Aim:

To offer a uniquely challenging and enjoyable programme of study, which develops creativity, a logical mind, resilience and problem-solving abilities through the creation of new and original products in our high-spec Design Engineering labs. As far as we know, no other school in the area offers such an advanced and forward-looking Technology curriculum.

A new challenge

Students will be taught to bring together a number of core skills - the creativity to devise an original product, design skills to create mechanisms and housings, electronic design to control a wide variety of components, programming skills to make everything work and problem solving. It's hard work, but as our students consistently report, the sense of satisfaction and pride when they see everything come together and work for the first time is unlike any other, and they will improve their physics and mathematical skills as they develop their skill-set. We have a First Lego League team (*sponsored by RS Components*), and have established links with local employers such as Warners Midland plc and Landis+Gyr, with whom visits are organised to provide first-hand experience of world-class engineering.

The best results

Design Engineering students have access to all the theory notes they need online from day one, as well as model solutions to past papers. In addition to this, students enjoy extensive, teacher-supervised access to the Design Engineering labs outside lesson-time, both at breaks and lunchtimes and after School, nearly every day of the week. Our students are enthusiastic about their work - Sixth Form students are often seen supporting GCSE students in lunchtime sessions, and GCSE students themselves often help those in the Lower School.

The best support

Students will be taught in the well-equipped Design Engineering labs, and have access to all the machines and components that the department has to offer. Whether tuning a circuit on the oscilloscope, etching PCBs, designing and 3D printing parts or precisely laser-cutting their designs, we have the facilities to realise students' ideas, and an experienced staff to support

them. Student projects this year incorporate stepper motor control technology, Quantum Tunnelling Composite (QTC), PIC, Raspberry Pi and Arduino powered control systems.

A stellar career path

Today's engineers work in the most exciting and dynamic fields – with career prospects to match. Perhaps some of our students will study electronics engineering, and play a role in developing the micro-technologies of the future. Our students could find themselves working in fields as diverse as automotive, aerospace automation, medical instrumentation, domestic and leisure products.

Engineers in demand in the UK and throughout the world. Filling the demand for engineers in the UK will generate an additional £27 billion per year for the UK economy from 2022, the equivalent of building 1,800 schools or 110 hospitals, according to new research published in Engineering UK 2015, The State of Engineering.

To meet the projected demand, the number of engineering apprentices and graduates will need to double. Engineering companies will need 182,000 people per year with engineering skills running up to 2022, however there is a current shortfall of 55,000 skilled engineering professionals per year.

(Source:<https://www.michaelpage.co.uk/our-expertise/engineering-and-manufacturing/engineers-demand-uk-and-throughout-world>)

Taking it further

In Year 11, students have the opportunity to apply for prestigious Arkwright Engineering Scholarships, which provide students with bursaries of several hundred pounds of funding to support them through the Sixth Form. We currently have 3 scholars who passed the entrance exam and interview process at universities. Through his scholarship, one of our current scholars spent time working with GCHQ, he has been enrolled in the CyberFirst GCHQ program and will be attending days out at GCHQ and Bletchley Park Centre.

Design Engineering is, as we like to say, 'Intelligence made visible'.

Outline/Structure of Course:

In Year 10, students' electronic design, programming and making and design skills will be bolstered, as they make their first complete projects from idea to finished product. They will develop skills in 2D and 3D modelling, as well as PCB design and construction as they learn to use all the machinery in the Design Engineering labs to produce high-precision products.

In Year 11, students will work to complete their own original project from concept sketches to a working prototype as part of a controlled assessment, and hone their theory knowledge to help them succeed in the Summer exam.

Assessment:

Students are assessed by a combination of a controlled assessment and a 1-hour and 45-minute exam.

Unit 1: Exam – taken at the end of Year 11, this 1-hour and 45-minute paper will encapsulate all the theory and problem-solving skills they will develop throughout the course, and contributes 50% of the total GCSE marks.

The exam explores students' understanding of electronics, materials, modelling/prototyping, control systems (*input, process and output*) and mechanisms.

Unit 2: Design and Making Practice. This controlled assessment lasts approximately 45 hours, and is worth 50% of the total GCSE marks. Students will investigate, design, make and evaluate a specific project, based on the theory and practical skills they will learn throughout the course. This will be completed in the classroom during Year 11 and under controlled conditions. This task will be marked by their teacher and the marks verified by the exam board.

What the students say:

"By the end of Year 10, I knew I wanted to be a professional engineer" – Year 11 student

"I really enjoy having the freedom to design and create my own ideas" – Year 10 student

"I love the pace; I've learnt a huge amount in a short time" – Year 11 student

GCSE DRAMA

1 GCSE Award

Subject Leader: Mr N Moxley

Exam Board / Specification(s): AQA 8261

Aim:

The aim of the GCSE Drama course is to foster creativity and communication. Students will work collaboratively for much of the course (including most of the coursework) and will need to be able to maintain a consistent level of work over a longer duration than they experienced at KS3. The inter-personal and communication skills that the students develop will be crucially important to them in the future, whichever course or employment they take. Work focuses on three key areas: scripted performance, devised performance and written exam. Written work underpins all of this; particularly in the written exam (all of the exam boards have a written exam on their Drama specifications).

Outline/Structure of Course:

Coursework: 60% of the GCSE (half of which is a school-based performance exam) and is comprised of:

Script performance work (20% of the GCSE) – rehearsal and performance (or design work) of a chosen play script, two extracts performed / designed in school and marked by a visiting assessor from AQA. Students can choose from the following skills: acting, set design, costume design, lighting design, sound design or puppet design. This is usually performed/shown in February of Year 11. The script choice is the student's choice, guided by the teacher. Each extract would, typically, be 5-10 minutes in duration.

Devised performance and theory work (40% of the GCSE) – devised work in response to a stimulus – performed in a chosen style or mixture of styles (or design work such as set or costume design). A Devising Log is also written. The unit is marked evenly on performance and Devising Log and is marked by teachers in school and then moderated by AQA. Students can choose from the following skills: acting, set design, costume design, lighting design, sound design or puppet design. This is usually performed/shown in the summer of Year 10. The performances would, typically, be 10-15 minutes in duration.

Written Exam: 40% of the GCSE

1 hour and 45 minutes written exam worth 80 marks (counting for 40% of the GCSE) taken at the end of Year 11. The questions will focus predominantly on a set text and also on a review of live theatre.

- Section A tests general knowledge about Drama and Theatre.
- Section B tests knowledge of the set text, *Blood Brothers*, in terms of your ideas for performance of roles and design of set and/or costumes.
- Section C tests your knowledge of Live Theatre, based on productions you've seen live during the course and also seen on Digital Theatre.

What kind of student is successful on this course?

A student who can be creative, can communicate ideas and can collaborate with other students. Students who have a strong interest in Design work should also be interested in performance work (they can design for main assessment, but will also write as performers in the exam and will participate in workshops of the set text in lessons).

GCSE ETHICS, PHILOSOPHY, & RELIGION (RS)

1 GCSE Award

Subject Leader: Mr S Tighe

Examining Body: AQA

YOU DO NOT NEED TO HAVE DONE EPR IN YEAR 9 TO OPT FOR THIS SUBJECT

Being successful in a multi-cultural society, and an ever-smaller globalised economy, requires an awareness of – and sensitivity towards – the differences that exist between people. This course is designed to equip students with this valuable cultural capital and insight into religion and human experience in the modern world. In an increasingly service-based and human-interface-focused economy learning to interact with others of all backgrounds and cultures will become an ever-increasingly valued skill.

The GCSE qualification students will achieve is called Religious Studies by the examining body AQA. We refer to the qualification as Ethics, Philosophy, and Religion. This is to help the students better understand what the course involves. The subject is accessible to all, whether you are religious, an agnostic, or an atheist. Every opinion is welcomed and all will be given consideration.

1. WHAT IS INVOLVED?

The GCSE is comprised on two components.

Thematic Studies (i.e. Ethics & Philosophy) (50%)

Ethics deals with the moral rightness or wrongness of certain human actions and behaviour. Philosophy is the critical analysis of our assumptions and/or beliefs in order to establish what may or may not be true. This is the side of the course where we get into some very interesting and high-spirited arguments.

In both the Thematic Studies component, students will – at the very least – examine each debate from Christian and non-religious/secular points of view. We often cover a much broader range of perspectives than this.

The topics our students will study in this aspect of the course include:

- The existence of God and revelation: this topic examines questions like “does God exist?”
- Crime and punishment: this topic examines questions like “how should we deal with criminals?”
- Human rights and social justice: this topic examines questions like “is our society sexist?”
- Peace and conflict: this topic examines questions like “is it ever acceptable to use violence?”

The Study of Religion (50%)

Students will explore the beliefs, teachings, and practices of two religious traditions: Christianity and Islam.

Why Christianity?

The United Kingdom is – speaking culturally and historically – a Christian country.

A good grounding in Christianity is often under-rated in our society these days but imagine trying to understand Britain without it. So much of who we are as a nation has been shaped by this, the world's most popular religion.

So much of our past, our language, our names, our literature, our art, our music, our architecture, our morality, our ceremonies, our festivals, our holidays, our laws, our system of government, even our flag and so much more is – for good and ill – the product of Christianity. There are so many subjects where a grounding in Christianity will come in useful.

Why Islam?

Islam is the 2nd largest religion locally, in the United Kingdom, and in the world. The United Kingdom has many cultural, historical and economic ties with many Muslim lands. For example, the United Arab Emirates imports approximately \$11 billion worth of British goods each year. One cannot deny the topicality of this aspect of the course and will help our students better understand current events and the world in which they live.

2. REASONS TO OPT FOR EPR:

- **Reason 1 – our results:**

Last year, our Year 11 students accomplished a great deal in their examinations. We are a high-performing department and regularly beat the national averages by more than 20%.

- **Reason 2 – what the students says:**

'I like the teacher as they make the subject fun due to their enthusiasm and sense of humour. The skills we develop whilst studying this course are useful and can be adapted and used in later life (such as looking at both sides of the argument and analysing texts).'

'You are able to express your opinion without being judged or being told off.'

'I think I will actually use what I learn in the lessons later in life.'

'It dispels prejudices people may have and helps us to understand different points of view.'

'We work in a friendly environment. We discuss many topics and our discussions are open to everyone in the class.'

'I like learning about matters which are relevant to today'.

- **Reason 3 – the invaluable skills each student will develop:**

The subject also assists in fostering the key attitudes of **fairness, objectivity, respect, tolerance and understanding**.

This subject will assist students in the improvement of **occupational skills** that are of tremendous value in today's workplace. Just some of these **transferable skills** are outlined below.

For example, during the course, students will:

- Engage in **analysis** and **evaluation** – they will learn how to distinguish between belief, opinion, and fact, and measure the veracity of different arguments and assess the quality of evidence given in support of a viewpoint.
- Employ **discernment** and **expression** – they will explore, assess and advance their personal viewpoints and insights and practise how to communicate their ideas articulately verbally and in written form.
- Be given time to **reflect** and **interpret** – they will be encouraged to think carefully before responding to various attitudes, issues and events and draw meaning from sophisticated and challenging stimulus material.
- **Conduct investigations, synthesise, and apply new knowledge** – they will become acquainted with what constitutes convincing evidence, discover how to use different sources as ways of gathering information, realise connections and links between what would appear to be divergent topics and use these to further enhance their understanding.
- Be required to **empathise** – they will be asked to consider the thoughts, feelings, experiences and values of others even if such conflict with their own and take time to see the world through the eyes of others.

There will also be plenty of opportunities provided to engage with **guest speakers** from various faith and humanist organisations as well as **visiting places of worship** so students learn about, and from, religion by interacting with religious people and communities.

- **Reason 4 – EPR is a respected academic subject:**

Religious Studies courses such as ours do not feature at present on the English Baccalaureate. However, **the English Baccalaureate is not a certificate or qualification – students will not lose out by opting for this subject.** Rather, the English Baccalaureate is a measurement by which the school (and not the students) will be judged. Religious Studies qualifications such as this one count in the other GCSE performance indicators used by the government. It remains a valued subject. If a student were to opt for it as their humanities option, they would not be replacing Geography or History with what is considered a ‘soft’ option by others. **Cambridge and Oxford** universities have in recent years published a list of ‘generally suitable’, ‘limited suitability’ and ‘unsuitable’ A Level subjects. Religious Studies was listed as a **‘generally suitable subject’**. Many of our students opt for the GCSE course alongside either Geography or History as they complement each other well.

- **Reason 5 – EPR complements other subjects well:**

GCSE Ethics and Philosophy often **helps students do well in other subjects.** The topics on social justice fit very well with the material on the GCSE Geography curriculum. A great deal of time will be spent on how to separate fact, belief and opinion in addition to learning what constitutes reliable proof. This particularly helps students who opt for GCSE History, specifically in improving their ability to work with sources. Other students who find every question having a correct answer unappealing, who like to think creatively and imaginatively or love debate (which can be lacking in some other subjects) will really enjoy this subject.

- **Reason 6 – anyone can do well in Ethics & Philosophy:**

You do not need to have a talent or a previously demonstrated level of skill in this subject. We have a **track record of achieving good results** with students who may lack confidence in their academic ability. Many students at GCSE and A Level have surprised themselves with the grades they have achieved in this subject. The number of top grade demonstrate we really do push the ‘high-flyers’ too.

3. ASSESSMENT:

This subject is assessed entirely by examination (this is the way things are presently moving in education).

Students sit two written papers: each paper is 1 hour and 45 minutes long.

GCSE FRENCH

1 GCSE Award

GCSE French is only available to students presently studying it in Year 9.

Subject Leader: Mrs S M Cowell

Exam Board / Specification(s): AQA 8658

<http://www.aqa.org.uk/subjects/languages/gcse/french-8658>

Aim:

The aim of the GCSE French course is for students to develop the ability to communicate effectively and become aware of cultural variations in countries where the French language is spoken. Students will also be encouraged to develop an understanding and knowledge of the language in a variety of contexts. In addition, their linguistic knowledge, understanding and skills will help students to take their place in a multilingual global society and provide a suitable basis for further study, so that informed decisions about career choices can be made later on.

Outline/Structure of Course:

The course content comprises of situations that a 16 year-old could encounter when visiting or living in a French-speaking country.

The course covers three distinct themes:

- Identity and Culture
- Local, national, international and global areas of interest
- Current and future study and employment

There are five one-hour lessons per fortnight.

During the course, students learn vocabulary and grammar needed to understand authentic material. Students will be expected to provide information and opinions about the themes relating to their own experiences and those of other people. All four skills (Reading, Listening, Speaking and Writing) are assessed at the end of Year 11.

Assessment

Students are entered to either take the Foundation or the Higher Tier papers

Paper 1 - Listening: 25% of GCSE

Written exam: Foundation Tier – 35 minutes, Higher Tier - 45 minutes

Understanding and responding to different types of spoken language.

The exam paper is divided into two sections:

A – Questions in English

B – Questions in French

Paper 2 - Speaking: 25% of GCSE

Foundation Tier: 7-9 minutes plus preparation time.

Higher Tier: 10-12 minutes plus preparation time.

Communicating and interacting effectively in speech for a variety of purposes.

The exam is conducted and recorded by the teacher and then marked by an AQA examiner.

There are three parts to the exam: Role-play, Photo card and General Conversation.

Paper 3 - Reading: 25% of GCSE

Written exam: Foundation Tier – 45 minutes, Higher Tier - 1 hour

Understanding and responding to different types of written language.

The exam paper is divided into three sections:

A - Questions in English

B - Questions in French

C - Translation into English

Paper 4 - Writing: 25% of GCSE

Written Exam - Communicating effectively in writing for a variety of purposes.

Foundation Tier: 1 hour. The exam consists of 4 tasks

1 – 4 sentences in response to a photo

2 – Short message of 40 words

3 – Translation into French

4 - Structured written task of 90 words

Higher Tier: 1 hour 15 minutes. The exam consists of 3 tasks

1 - Structured written task of 90 words

2 – Open-ended written task of 150 words

3 – Translation into French

What the students say:

“It’s practical, fun and enjoyable”

“French is very useful and rewarding because you can shock French people who think that as you are English you won’t speak French!”

“It’s a fun and easy to learn language which is handy for the future.”

“It’s hard work but you learn about French culture.”

“At GCSE it becomes more real and more interesting”

“I like the fact that our class is small as I feel more confident to ask questions”

GCSE GEOGRAPHY

1 GCSE Award

Subject Leader: Mrs R Greenfield

Exam Board / Specification(s): OCR J384 Geography B (Geography for Enquiring Minds).

Aim:

The Geography GCSE specification aims to encourage students to think like geographers through an enquiry approach to contemporary topics of study. Much like our Key Stage 3 lessons, each topic is centred around a geographical question. Answering questions (an enquiry approach to geography) ensures students are discovering something about the nature of geographical knowledge and how the scope of the subject is changed by the questions that are asked. Study, contextualised through exciting topics, will allow our students to easily engage with the subject matter. The qualification integrates fieldwork and geographical skills into both the content and assessments, giving a holistic approach. Geographical skills and fieldwork are therefore embedded within teaching and learning. We aim to inspire in our students a passion for Geography which encourages a wonder about the world and a need to know.

Outline/Structure of Course:

As a Department, we are positive about the GCSE specification. It will enable our students to build on their Key Stage 3 knowledge and skills to:

- Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (***know geographical material***).
- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (***think like a geographer***).
- Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (***study like a geographer***).
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (***apply geography***).

The key features of OCR Geography B (Geography for Enquiring Minds) are:

- Exciting content studied in topics and brought to life by engaging enquiry questions
- Opportunities to study in-depth contemporary case studies, across a range of scales
- Study of the geography of the UK in the 21st century
- Exploration of the interconnections of topics through synoptic assessment
- Geographical skills, including fieldwork, being embedded within assessment

Our Natural World

The natural world contains a rich diversity of distinctive **landscapes** and ecosystems which are constantly changing through physical processes and human interactions. This component gives students the opportunity to explore the natural world they live in, to understand why it looks the way it does and appreciate its value. It includes investigation of global **hazards** which humans face as well as an examination of how the **climate** is changing and what this means for the world today. Students study the distinctive landscapes that surround them and the **ecosystems** that help sustain the life on Earth.

People and Society

This unit investigates patterns and processes that shape the **human planet**. It explores the connections between **people and places**, questioning how these may change over time and space. It examines the **social, cultural, political and economic forces** that make places unique. It identifies **urban trends**, how people live in **cities** and what the future holds. This component provides the opportunity to study the causes of **development inequalities**, the UK's significance in the 21st Century and one of the biggest threats to human society – our attempts to supply **food** for an ever-increasing global population.

Geographical Exploration

This component is fully **synoptic** in nature. There is no specific content. Rather, content from a range of topics within both the Our Natural World and People and Society components will be applied to a specific unseen country context. The synoptic nature of bringing together ideas from different topics will allow students to '**think like a geographer**'.

Assessment:

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> • Global Hazards • Changing Climate • Distinctive Landscapes • Sustaining Ecosystems • Fieldwork • Geographical Skills 	<p>Our Natural World (01) 70 Marks 1 hour 15 minutes written paper</p>	<p>35% of total GCSE</p>
<ul style="list-style-type: none"> • Urban Futures • Dynamic Development • UK in the 21st Century • Resource Reliance • Fieldwork • Geographical Skills 	<p>People and Society (02) 70 Marks 1 hour 15 minutes written paper</p>	<p>35% of total GCSE</p>
<ul style="list-style-type: none"> • Geographical Skills • Decision Making Exercise 	<p>Geographical Exploration (03) 60 Marks 1 hour 30 minutes written paper</p>	<p>30% of total GCSE</p>

What the students say:

'Geography leaves you with multiple skills and experiences not found in any other subject.'

'Geography includes a wide variety of learning techniques including Prezis and iPads which help with independent learning.'

'Geography lessons are interesting and things like field trips mean that it's not all focused on the exam, unlike other subjects.'

'The support from the Geography teachers is great. If you need any extra help or support, they're more than happy to help.'

'Fun Geography trips – I went to Sicily and Hunstanton'



GCSE GERMAN

1 GCSE Award

GCSE German is only available to students presently studying it in Year 9.

Subject Leader: Miss A Doerpinghaus

Exam Board / Specification(s): AQA 8668

<http://www.aqa.org.uk/subjects/languages/gcse/german-8668>

Aim:

The aim of the GCSE German course is for students to develop the ability to communicate effectively and become aware of cultural variations in countries where the German language is spoken. Students will also be encouraged to develop an understanding and knowledge of the language in a variety of contexts. In addition, their linguistic knowledge, understanding and skills will help students to take their place in a multilingual global society and provide a suitable basis for further study, so that informed decisions about career choices can be made later on.

Outline/Structure of Course:

The course content comprises of situations that a 16 year-old could encounter when visiting or living in a German-speaking country.

The course covers three distinct themes:

- Identity and Culture
- Local, national, international and global areas of interest
- Current and future study and employment

There are five one-hour lessons per fortnight.

During the course, students learn vocabulary and grammar needed to understand authentic material. Students will be expected to provide information and opinions about the themes relating to their own experiences and those of other people.

All four skills (Reading, Listening, Speaking and Writing) are assessed at the end of Year 11.

Assessment

Paper 1: Listening

Understanding and responding to different types of spoken language.

Exam (Higher Tier): 45 minutes

25% of GCSE

Paper 2: Speaking

Communicating and interacting effectively in speech for a variety of purposes. There are three parts of the exam: role-play, photo card and general conversation.

Exam (Higher Tier): 10-12 minutes + preparation time

25% of GCSE

Paper 3: Reading

Understanding and responding to different types of written language.

Exam (Higher Tier): 1 hour

25% of GCSE

Paper 4: Writing

Communicating effectively in writing for a variety of purposes.

Exam (Higher Tier): 1 hour 15 minutes

25% of GCSE

What the students say:

“I chose German GCSE because in Year 9 the subject was interesting. In addition to this being able to speak another language fascinates me. I have seen myself improve in the subject and it helps my linguistics skills.”

“I chose GCSE German because I enjoy learning about the culture. There are a lot of business in Germany that will benefit from you being able to speak German as well as English in the future. The GCSE course is challenging but worthwhile. I would definitely recommend choosing GCSE German.”

GCSE HISTORY

1 GCSE Award

Subject Leader: Miss R Capper

Exam Board / Specification(s): AQA GCSE History (8145)

Why should I choose history?

History is a popular, academically rigorous subject, with the potential to shock, inspire and engage. It is also a subject that is very well-regarded by Russell Group Universities.

As well as the academic rigour of the subject, history teaches skills that are incredibly valuable in the world of work: presenting evidence objectively, investigating and researching information, putting together reasoned arguments and engaging with different points of view.

As such, choosing a GCSE in history is a great start to a degree and to developing skills for life.

What will I study?

Paper 1: Understanding the Modern World

- Conflict and Tension 1894 – 1918
- America 1920 – 1973: Opportunity and Equality

(Examination is in the summer term of Year 11).

Paper 2: Shaping the Nation

- Britain: Power and the people c1170 to the present day.
- Medieval England: The reign of Edward I 1272 - 1307

(Examination is in the summer term of Year 11).

How am I assessed?

Both written papers are 2 hours long and are of equal weighting. There is no coursework. 5% of the overall assessment relates to spelling, punctuation and grammar. There are no tiered exams in History, all students take the same paper.

Are there any trips?

To enhance your learning and to bring history to life, you will have the opportunity to go on two trips during year 10 of your History GCSE:

- The World War One battlefields of Belgium and northern France
- Edward's Welsh castles

How will I be taught?

History lessons are engaging and challenging, focussing on exam techniques as well as historical content. You will be given your own copies of the course textbooks, along with revision resources that will help you achieve the best grade possible.

We also have GCSE examiners in the department whose expertise is invaluable when preparing for your exams.

What the students say:

"History is my favourite subject because the lessons are so interactive."

"History floods my brain with knowledge, it's intense!"

"History is the subject I look forward to each week; it is fun and interesting as well as beneficial."

"I loved the trip to Belgium. Looking back, it was one of the highlights of my time at the School."

"I felt so supported by the department through my GCSE. They were really well organised with revision resources."

GCSE MUSIC

1 GCSE Award

Director of Music: Mr M Tomlinson

Exam Board / Specification(s): Edexcel

Aim:

GCSE Music aims to enable students to engage actively in the process of music study, developing performing skills individually and in groups to communicate musically and with fluency. The diverse styles and genres of music studied are designed to broaden students musical experience and interests, develop imagination and foster creativity.

Outline/Structure of Course:

Students will study music from the Western Classical tradition, both old and new, as well as music from around the world and pop culture. Music students learn to recognise different instruments, comment on the way they are used and analyse structures and techniques that are used to compose the music they play. The final listening examination contains questions based on units from the four areas of study.

It is expected that GCSE musicians share their performance skills with others and do so regularly throughout the two years of the course. It is a requirement of the course that students receive regular tuition on their chosen instrument and use structured courses such as music exams (if appropriate) to help gauge progress. Two performance pieces are submitted at the end of the course.

Composition runs all the way through the GCSE Music course, and whilst students compose four or five pieces during the course, based on briefs that draw on knowledge gained from work done on the four areas of study, only two compositions will need to be submitted for final assessment; one being a 'free' composition and another in response to a given brief from the exam board.

Unit 1 Performance: 1 solo and 1 ensemble performance (30%)

The performing element of the course allows the students to perform on their chosen instrument, both as a soloist and as part of a group. Throughout the course they will perform in class and be assessed by music staff on technical control, expression, interpretation, fluency and difficulty. There are three difficulty bands; 'Less Difficult', 'Standard' and 'More Difficult', and additional marks are awarded for solo pieces performed from the top two bands. A piece above grade 4 standard is considered 'More Difficult'.

There are many opportunities for students to practice ensemble skills during the course and this piece of coursework can be a group of students and even involve a member of staff. The total performance time across both the solo and ensemble pieces must be a minimum of four minutes of music. The students are expected to have regular tuition on their chosen instrument throughout the course, outside of music lessons.

Unit 2 Composition: 2 compositions no shorter than 3 minutes (30%)

This component assesses students' skills in composing music and enables them to appreciate the process of creating music. Students will be introduced to the technical and creative skills required by a composer. The students should make links with their set works and influences throughout the course. The students will compose many draft compositions throughout the course; one of these will then be taken forward to controlled conditions. The students will then compose a second composition in response to a composition brief set by the exam board. Both compositions are composed on a computer under controlled conditions. Please note it is not essential for students to be fluent at reading musical notation, as this skill is developed through the course.

Unit 3 Appraising: 1 listening exam based on 8 pre-studied pieces (40%)

This unit forms the basis of the course content studied over the 2 years. The students will learn the content of musical elements, musical contexts and musical language through four compulsory areas of study. The areas of study and set works are:

Area of Study	Set works
Instrumental Music 1700-1820	<ul style="list-style-type: none"> • J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major • Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'
Vocal Music	<ul style="list-style-type: none"> • Purcell: Music for a While • Queen: Killer Queen
Music for Stage and Screen	<ul style="list-style-type: none"> • Schwartz: Defying Gravity • Williams: Main Title/Rebel Blockade Runner (from the soundtrack to Star Wars Episode IV: A New Hope)
Fusions	<ul style="list-style-type: none"> • Afro Celt Sound System: Release • Esperanza Spalding: Samba Em Preludio

The students will also study a range of pieces beyond these set works, which provide breadth, enabling them to place their knowledge of musical elements, musical contexts and musical language in a wider context.

Assessment:

Unit 1: Performing Music (30%)

Internally assessed by music staff. Two performances are required of grade 4 standard, one solo and one ensemble. Final performances are recorded in the Main Hall in February of Year 11; an accompanist is provided if required. A score must be presented for marking and the performances are recorded.

Unit 2: Composing Music (30%)

Internally assessed by music staff. One 'free' composition and one composition in response to a chosen brief which have been completed in controlled time are submitted in February of Year 11. Final compositions are submitted as an audio file and score. The students are encouraged to use *Sibelius* music writing software to compose.

Unit 3: Listening and Appraising (40%)

Externally assessed through examination in June. The written paper is 1 hour and 45 minutes long and consists of nine questions which are all compulsory. The paper has two sections; Section A includes 8 questions requiring students to respond to extracts of music on the CD, of which:

- Six questions will be based on extracts of the set works.
- One question will be based on musical dictation. This will be worth 6-10 marks
- One question will be on musical diction. This will be worth 5-10 marks.
- One question will be on an unfamiliar piece (closely related to a set work) with an accompanying skeleton score. This will be worth 8 marks.

Section B will be one question which is an extended response assessed for the quality of musical knowledge and understanding demonstrated as well as the quality of the evaluation and conclusion. This will draw on the students' knowledge from the study of the set works and will involve comparing one of the set works with an unfamiliar piece.

What the students say:

"Music in Year 10 is great fun, not only do you learn but you get to create music in groups which is different and more exciting than other subjects!"

"Doing Year 10 music is really fun, although I find it difficult it still gives me a break from the normal school day. It lets me be creative."

"Year 10 music is great fun, it's practical and you learn loads."

"I did GCSE Music because it gave me a break from all academic subjects like English, Maths and so on. It's really important to have some lessons when you are not just sitting behind a desk!"

GCSE PHYSICAL EDUCATION

1 GCSE Award

Director of Physical Education & Sport: Mr C Ray

Exam Board / Specification(s): AQA 8582

Aim:

The course provides opportunities for candidates to improve their overall knowledge and performance in a range of practical activities and to appreciate the necessity for sound understanding of the principles, practices and training which underpin improved performance, better health and well-being.

The course therefore is both practical and theory-based. Students who choose it also attend the compulsory core PE lessons. In essence, GCSE PE consists of three units, two of which are theoretically based and the third being practical.

It is also very well suited, although not essential, in preparing students for the AS and A2 courses in the future.

Outline/Structure of Course:

Theory (60%)

Consisting of one unit in each year of study, the course is structured to focus on:

Year 10 - Sports Psychology:

- Classification of skills, use and importance of SMART goal-setting, basic information processing model, guidance and feedback on performance, mental preparation for performance.

Socio-cultural Influences:

- Engagement of different social groups in sport, commercialisation of physical activity and sport, ethical issues in sport (conduct, drug use, spectator behaviour & hooliganism)

Health, Fitness and Well-being:

- Physical, emotional and social health, fitness and well-being; consequences of a sedentary lifestyle; energy use, diet, nutrition and hydration.

Year 11 - Applied Anatomy and Physiology:

- The structure and function of the musculoskeletal system, the structure and function of the cardio-respiratory system, anaerobic and aerobic exercise, the short and long term effects of exercise.

Movement Analysis:

- Lever systems, planes and axes of movement.

Physical Training:

- Relationship between health, fitness and exercise; components and measurement of fitness, principles and types of training, optimising training and prevention of injury; effective use of a warm up and cool down.

Both units will include the use and interpretation of data. The emphasis in all cases is to link these theoretical concepts to the sports performer and the effects on participation and performance.

Practical (40%)

Students will follow a number of practical activities during the two-year course. Each will be assessed on the skills in progressive drills (10 marks) and also in the full context of the activity (15 marks). From the range of activities assessed (internally and externally), 3 marks are submitted to the exam board. This must include one games activity, one individual activity and a third from either area, each with a 25-mark maximum, so a maximum of 75 marks. In addition to these activities, students will be assessed on their ability to analyse (15 marks) and then evaluate (10 marks) their performance to bring about improvement in one activity. These 4 aspects (3 x activities and 1 analysis task) form the practical unit and constitute 40% of the final mark.

The range of activities that can be assessed is broad, with many activities being taught during School time. There is however, the opportunity for students to be assessed externally in activities such as Swimming, Dance, Golf, Skiing and Equestrian, where they may already be a skilled performer. It is important that students do check which sports may be offered for assessment (listed below) before finalising their option preferences.

***It is a pre-requisite that students wishing to undertake the GCSE in Physical Education are already participating regularly in at least one of the recognised activities (below) either as part of a school club or extra-curricular activity.**

A recent addition to the course has been a 3-day residential in North Yorkshire to enable students to be assessed in both road cycling and rock climbing. Whilst little prior ability is required in either activity, students have found this hugely beneficial in attaining high marks for two of their three scores to be submitted. It should be noted that there are costs associated with this residential and it is entirely optional to participate. More details will be provided should you select GCSE PE.

If students are in any doubt they should seek advice from the Physical Education Department staff who will be happy to assist at any time.

Assessment:

The assessment is composed of the following aspects:

Best 3 Practical Marks (25 each) – assessed during the course	= 75 marks
Analysis and evaluation	= 25 marks
1 hour 15 mins Exam (Paper 1)	= 78 marks
1 hour 15 mins Exam (Paper 2)	= 78 marks

Team activity list

Activity	Comment if applicable
Acrobatic Gymnastics	Cannot be assessed with gymnastics
Association Football	Cannot be five-a-side. Cannot be assessed with futsal
Badminton	Cannot be assessed with singles badminton
Basketball	
Camogie	Cannot be assessed with hurling
Cricket	
Dance	Can only be used for one activity. Cannot be assessed with figure skating.
Figure Skating	Can only be used for one activity. Cannot be assessed with dance.
Futsal	Cannot be assessed with football
Gaelic Football	
Handball	
Hockey	Must be field hockey
Hurling	Cannot be assessed with camogie
Ice Hockey	Cannot be assessed with inline roller hockey
Inline Roller Hockey	Cannot be assessed with ice hockey
Lacrosse	
Netball	
Rowing	Cannot be assessed with sculling, canoeing or kayaking. This can only be used for one activity.
Rugby League	Cannot be assessed with Rugby Union or rugby sevens. Cannot be tag rugby.
Rugby Union	Can be assessed as sevens or fifteen-a-side. Cannot be assessed with Rugby League and cannot be tag rugby.

Sailing	Royal Yachting Associated recognised sailing boat classes only. This can only be used for one activity. Students must perform in the role of helm.
Sculling	Cannot be assessed with rowing, canoeing, kayaking, or individual sculling.
Squash	Cannot be assessed with singles squash.
Table Tennis	Cannot be assessed with singles table tennis.
Tennis	Cannot be assessed with singles tennis.
Volleyball	
Water Polo	

Individual activity list

Activity	Comment if applicable
Amateur Boxing	
Athletics	Long distance track running must not exceed 5,000 metres. Cross country running must not exceed 6,500 metres.
Badminton	Cannot be assessed with doubles badminton.
Canoeing/kayaking (slalom)	Cannot be assessed in both canoeing and kayaking. Cannot be assessed with canoeing/kayaking sprint, rowing or sculling.
Canoeing/kayaking (sprint)	Cannot be assessed in both canoeing and kayaking. Cannot be assessed with canoeing/kayaking slalom, rowing or sculling.
Cycling	Track (indoor/outdoor) road cycling or BMX (racing, not tricks) only. This can only be used for one activity
Dance	Can only be used for one activity. Cannot be assessed with rhythmic gymnastics. Cannot be assessed with figure skating.
Diving	Platform diving only
Equestrian	
Figure skating	This can only be used for one activity. Cannot be assessed with dance
Golf	
Gymnastics	Floor routines and apparatus/specialism only. Can only be used for one activity. Students choosing rhythmic as their specialism cannot also be assessed in dance.
Rock Climbing	Can be indoor or outdoor climbing.
Sailing	Royal Yachting Associated recognised sailing boat classes only. This can only be used for one activity. Students must perform in the role of helm.
Sculling	Cannot be assessed with rowing, canoeing or kayaking.
Skiing	Outdoor/indoor on snow. Cannot be assessed with snowboarding. Must not be on dry slopes.

Snowboarding	Outdoor/indoor on snow. Cannot be assessed with skiing. Must not be on dry slopes.
Squash	Cannot be assessed with doubles squash.
Swimming	Cannot be synchronised swimming. Cannot be personal survival. Cannot be lifesaving.
Table Tennis	Cannot be assessed with doubles table tennis
Tennis	Cannot be assessed with doubles tennis.
Trampolining	
Windsurfing	

What the students say:

“Very helpful and linked well with Biology”

“Beneficial if looking to pursue a career in sport”

“Gaining recognition for my sporting ability is really good”

“Very enjoyable, and helps you understand PE in further detail”

GCSE STATISTICS

1 GCSE Award

Head of Statistics: Dr S Murphy

Exam Board / Specification(s): Edexcel 1ST0

Aim:

An understanding of statistics is a valuable tool in life, in further studies, and in many jobs. Higher Education institutions and employers recognise GCSE Statistics as a worthy qualification in its own right. In the current job market, medical researchers with a statistical background are particularly valued. The subject supports the study of many other related disciplines, such as Mathematics, Sciences and Humanities, at both GCSE and A-Level.

1. You are expected to have a deeper written understanding than that of GCSE Mathematics; you will develop the ability to explain why a particular method is the best method to use and why certain methods may be misleading.
2. You will be expected to learn the definitions of various techniques and key words.
3. Students have often found it helps them improve their Maths skills.
4. You will develop an understanding of how Statistics is used in the real world.

Outline/Structure of Course:

1. Collecting Data
2. Processing, Representing and Analysing data
3. Probability

Assessment:

All students will study the higher-tier specification which targets grades 4-9.

There are two $1\frac{1}{2}$ hour papers each with the same breakdown:

- Each counts for 50% of GCSE
- Both papers include a mix of short response, medium response and extended response questions.

There is no controlled assessment, or “coursework”, aspect of the course.

What the students say:

"It is enjoyable and taught by good teachers. I like how the course applies to real life."

"I like how it is similar to Maths, but it includes more interpretations and analysis questions."

"The lessons don't feel rushed, so we have the time to understand and improve."

"I appreciate the amount of support I receive, both in and out of lessons."

How our year 10 students explain Statistics so far:

"Statistics is a new doorway into a different perspective. It complements Maths well, and it prepares you for real world opportunities."

"It's the Maths that you never thought you needed."

"It's a great subject which goes into great detail about things that are related to how Statistics is used in the real world."

Finally:

"Facts are stubborn things, but statistics are pliable." Mark Twain.

I hope Statistics equips you with a better understanding of the wider world.

Subject Timing of Talks

Some subjects will be giving talks at specified times, as listed below:

Subject:	Time of talks:
Art	19:15, 19:45, 20:15
Computer Science	19:15, 19:45, 20:15
Drama	19:00, 19:30, 20:00, 20:30
EPR	19:00, 19:30, 20:00, 20:30
French	19:15, 19:45, 20:15
Geography	19:00, 19:30, 20:00, 20:30
German	19:15, 19:45, 20:15
History	19:00, 19:30, 20:00, 20:30
Music	19:15, 19:45, 20:15
GCSE PE	19:15, 19:45, 20:15
Statistics	19:00, 19:30, 20:00, 20:30
Design Engineering	19:15, 19:45, 20:15

Exam Boards:

www.aqa.org.uk

www.qualifications.pearson.com

www.ocr.org.uk

Frequently Asked Questions

Click on below links to FAQs on Bourne Grammar website:

[Art](#)

[Careers](#)

[Computer Science](#)

[Design Engineering](#)

[Drama](#)

[EPR](#)

[French](#)

[GCSE PE](#)

[Geography](#)

[German](#)

[History](#)

[Music](#)

[Statistics](#)