



Bedford
Modern
School

GCSE Options

2009 – 11

The GCSE Options process

This booklet serves to help students through the process of deciding which subjects to study at GCSE level. All students study for **ten** GCSEs, unless by prior arrangement with Mr Price.

Section A outlines the compulsory or Core subjects.

All students take English Language, English Literature and Mathematics GCSEs.

They all participate in Games and non-curricular PE sessions.

Section B outlines the decisions that they have to make about Science.

The choice to be made is whether you are going to take Science as two or three GCSE qualifications, the double or triple routes.

Both routes offer study of Biology, Chemistry and Physics to the same level and by specialist teachers. However, students opting for the triple science option study additional material, gaining separate awards in each of the subjects ie GCSE Physics, Chemistry and Biology. The double science route leads to two awards: GCSE Science and GCSE Additional Science. These are both based on the average performance in the three subjects, but may report a different grade. The allocation of periods reflects the difference in content, with twelve periods of Science per cycle for students following the double option and eighteen for those following the triple option.

Section C outlines the specification content for the remaining options subjects on offer. Those students taking the double award science will choose **five** further option subjects and those taking triple only **four**. The expectation is that students will all do *at least one* Modern Foreign Language, and *at least one* of the Humanities subjects. Note students *may only opt for one* of the Design Technology options.

Section D is a copy of the letter sent out to parents outlining the options process.

Tutors, teachers, Head of Year and myself are available to help, guide and advise students before they make these choices. An electronic copy of this booklet is available to download from the BMS website.

The deadline for final submission of choices is Friday 13th March. Students may wish to change their options after this date but we can give no guarantees that their particular combination will be available as we will have finalised the timetable.

M R Price
Deputy Head (Academic)
February 2009

Section A

GCSE Core Subjects

ENGLISH LANGUAGE AND LITERATURE

(Head of Faculty: Mr S Bywater)

Nearly all candidates pursue an integrated course of English Language and English Literature, leading to the award of two GCSEs at the end of Year 11. The OCR syllabus is followed (see Department website - www.bmsenglish.moonfruit.com - for links to syllabus, past papers and mark schemes).

Lessons and Homework

The subject is taught for seven periods in the two-week cycle in Years 10 and 11 and pupils should expect to be working at home on English Language and English Literature tasks for at least 90 minutes per week. These tasks may involve reading, note-making, drafting and polishing written assignments, preparing oral presentations, and so on.

Assessment Tracking

Tracking for Years 10 and 11 will include speaking and listening exercises, coursework essays and practice examination tasks.

Language and Literature are examined separately at the end of Year 10. The percentages in English are 60% examination, 20% written coursework and 20% Speaking and Listening. For English Literature there is an examination on set texts, worth 70%, the remaining 30% is based on written coursework. Year 11 will sit a mock examination paper for Language in January as well as a GCSE English Literature public examination on their drama text.

English (Language)

Unit 1 – Non-fiction and Media Texts 30%

1 hour 45 minutes written paper

Unseen media texts are used as stimulus for questions requiring summary skills, the analysis of language use, and the capacity to write well-informed and convincing letters, speeches, reports or articles.

Unit 2 – Literary Texts 30%

1 hour 45 minutes written paper

Response to prose text in Section A of the paper. In section B candidates will be given some brief stimulus material, and produce two pieces of writing, one to test the candidates' ability to analyse, review and comment, and one to show their capacity to argue, persuade and advise.

Unit 3 is a Reading and Writing examination, to which *Unit 4* is our preferred alternative.

Unit 4 Reading and Writing coursework 20%

Coursework folder containing:

Item 1 – Continuous writing

Item 2 – Response to Reading: Shakespeare

Item 3 – Response to Reading: Pre 1914 Poetry

Item 4 – Response to Reading: Pre 1914 Prose

Unit 5 Speaking and Listening 20%

Record of three activities in different contexts:

Context 1 - Drama-focussed activity

Context 2 - Group activity

Context 3 - Individual extended contribution

English Literature

Unit 1 – Drama 20%

45 minute written paper which Year 11 pupils sit in January

Unit 2 – Poetry and Prose 50%

1 hour 30 minutes written paper

Unit 3 – Coursework 30%

A folder containing written responses to drama, poetry, prose/literary non-fiction; all on texts written before 1914.

One response must explore connections and comparisons between texts.

One response must show understanding of the text's social, historical, political and/or cultural context.

MATHEMATICS

(Head of Faculty: Mr N D Shackleton)

<http://www.edexcel.com/quals/igcse/igcse09/maths/mathsA/Pages/default.aspx>

We follow EDEXCEL's IGCSE Specification in Years 10 & 11. In June of Year 11 students take two written papers; the use of a calculator is permitted in both papers. There is no coursework element.

Mathematics is allocated 6 periods per cycle, with three homework sessions of 30-40 minutes each. Students are taught in sets across the whole year group, working at a pace appropriate to their ability; students moving up from Year 9 may find that they have been placed into a different set at the start of the year, if our review of their work shows that to be appropriate. Students new to the school will be placed as carefully as possible at the start of the year. There will be regular tests; differentiated, according to a student's set.

It would be realistic to say that the majority of students are likely to remain in the same set for the remainder of the GCSE course, although we will always look at individual cases carefully.

All students will initially follow the Higher Tier course. For students who find the subject difficult an entry at the Foundation Tier (which has a maximum of a grade C) may be considered to be more appropriate, but this will only happen after careful consultation with parents, and is only likely to be relevant in a small number of cases.

More able students will be stretched through the use of additional, more demanding activities, including entry for the appropriate level of the National Mathematics Challenge competitions. Top set students, in particular, will study material beyond the GCSE course, and may be given the opportunity to take the OCR Additional Mathematics exam at the end of Year 11, alongside their GCSE papers – this will be discussed on an individual basis in Year 11.

Section B

Science

SCIENCE

(Head of Faculty: Mr N R Else)

Awarding Body for GCSE Sciences is AQA

Going into Year 10 students pursue one of two distinct options in Science; the Double Science option and the Triple Science option.

Students will continue to study Biology, Chemistry and Physics to GCSE level taught by specialist members of staff. However, students taking the Double Science option will gain two GCSE qualifications, whilst those taking the Triple Science option will gain three GCSE qualifications.

Students will select an option for different reasons, but basically if a student selects the Triple Science option they will study more Science. The Double Science option is perfectly good preparation for study at A level and allows students to take an additional option at GCSE. However, we would normally expect students wishing to pursue a scientific course at university to study the Triple Science option, since this is where their interest lies.

Double Science

The Double Science option leads to two GCSE qualifications; GCSE Science B and GCSE Additional Science.

Each qualification is based on the overall performance across the three subjects and as such does not indicate any particular area of strength. The course content is divided equally amongst Biology, Chemistry and Physics.

The two qualifications will be assessed and graded separately so a student could have two different grades on their results certificate.

Assessment is by written examination and a written test conducted in lesson time called an Investigative Skills Assessment or ISA, which incorporates the assessment of practical skills. The ISA constitutes the remaining 25% of assessment for each qualification.

Triple Science

The Triple Science option (often called separate sciences) leads to separate GCSE awards in Biology, Chemistry and Physics.

Assessment is by written examination and a written test conducted in lesson time called an Investigative Skills Assessment or ISA, which incorporates the assessment of practical skills.

A student taking Triple Science will have three grades on their GCSE certificate indicating in which subject the grade has been achieved.

Scheme of Assessment

Depending on the route chosen, students will take their written examinations or modules at different stages over the two years. Each written exam is 45 minutes and based on structured questions. Each written module and ISA is worth 25% of the total assessment of each qualification.

The grid below shows the possible paths for students at GCSE. Note the written modules are common and Double Science students progress from left to right. Triple Science students follow a vertical path downwards. Please refer to the subject pages for details of unit content.

| | Biology | Chemistry | Physics | ISA |
|-------------------------|--------------|----------------|--------------|---------|
| GCSE Science B | BLY 1 | CHY 1 | PHY 1 | One ISA |
| GCSE Additional Science | BLY 2 | CHY 2 | PHY 2 | One ISA |
| | BLY 3 | CHY 3 | PHY 3 | |
| | Biology ISA | Chemistry ISA | Physics ISA | |
| | GCSE Biology | GCSE Chemistry | GCSE Physics | |

Scheme of Assessment

Double Science

June 2010 BLY 1, CHY 1 and PHY 1 examinations sat.

June 2011 BLY 2, CHY 2 and PHY 2 examinations sat.

ISAs are attempted throughout the course and the best two pieces of work are selected. The first ISA for GCSE Science B must relate to module 1 content (any subject) and that selected for GCSE Additional Science must relate to module 2 content (any subject).

Triple Science

June 2010 BLY 1, CHY 1 and PHY 1 examinations sat.

January 2011 BLY 2, CHY 2 and PHY 2 examinations sat.

June 2011 BLY 3, CHY 3 and PHY 3 examinations sat.

Each subject selects the best ISA for each student. One ISA is submitted for each qualification.

(Head of Department: Mr R J Brand)

http://www.aqa.org.uk/qual/newgcse/science/new/bio_materials.php?id=03&prev=03

Throughout the course there is an integrated approach to 'how science works', a central theme of the course. This places the emphasis on students learning about science in the real world. It also addresses the nature of observation, data interpretation and critical evaluation. How science works plays a key part in developing interest in and enthusiasm for Science and giving them opportunities for developing skills and acquiring the knowledge and understanding necessary for further learning.

Unit 1 Biology

- Co-ordination and Control; responding to change; controlling internal conditions
- Healthy Eating; balanced diets; nutrients and energy; obesity
- Drug Abuse; legal and illegal drugs; abuse and addiction; alcohol; smoking
- Controlling Infectious Diseases; pathogens; defence mechanisms of the body; immunity and vaccination; changing pathogens; developing and using drugs to treat disease
- Adaptations for Survival; adaptations in plants and animals; competition in plants and animals
- Variation; inheritance; reproduction; cloning; genetic engineering
- Evolution; origins of life, theories of evolution; natural selection; extinction
- How People Affect the Planet; effects of population; acid rain; global warming; sustainable development

Unit 2 Biology

- Cells; animal and plant cells; specialised cells; diffusion and osmosis
- How Plants Produce Food; photosynthesis; nutrition; growing plants
- Energy Flows; trophic levels; energy losses; decay; the Carbon Cycle
- Enzymes; enzyme structure and action; aerobic respiration; industrial uses of enzymes; enzymes in digestion
- Homeostasis; controlling internal body conditions, temperature and blood sugar levels
- Inheritance; cell division and growth; stem cells; sexual reproduction; Mendelian genetics and genetic diseases

Unit 3 Biology

- Exchange of Materials; active transport; gaseous exchange in humans, plants and other animals; transpiration
- Transporting Substances Around the Body; circulatory system; exercise; anaerobic respiration; the kidney, dialysis and transplants
- Microbiology; growing microbes; food production; antibiotic production; biogas and bio fuel

CHEMISTRY

(Head of Department: Dr G R Hobbs)

http://www.aqa.org.uk/qual/newgcse/science/new/chem_materials.php?id=03&prev=03

Throughout the course there is an integrated approach to 'how science works', a central theme of the course. This places the emphasis on students learning about science in the real world. It also addresses the nature of observation, data interpretation and critical evaluation. How science works plays a key part in developing interest in and enthusiasm for Science and giving them opportunities for developing skills and acquiring the knowledge and understanding necessary for further learning.

Summary of content

Unit 1 Chemistry

- Rocks and building; limestone and its uses
- Rocks and metals; extracting metals; using metals
- Crude oil; refining crude oil
- Products from oil; hydrocarbons; fuels; polymers
- Plant oils; extracting plant oils; vegetable oils; cooking oils and fats
- The changing world; Earth's atmosphere; plate tectonics

Unit 2 Chemistry

- Structures and bonding; covalent, ionic and metallic bonding
- Structures and properties; properties related to bonding
- How much?; reacting quantities; % yield; atom economy
- Rates of reactions; factors affecting rates; fast and slow reactions
- Energy and reactions; simple calorimetry
- Electrolysis; understanding products from electrolysis; chemicals from salt; purification of copper
- Acids, alkalis and salts; understanding acids and alkalis; salt preparations

Unit 3 Chemistry

- Development of the Periodic Table; history of the Periodic Table; the elements of Groups 1, 7 and transition elements.
- More about acids & bases; pH; neutralisation; titration; calculating concentration
- Water; treatment of drinking water; hard water
- Energy calculations; bond energy calculations; exothermic and endothermic reactions
- Analysis; qualitative analysis; principles of instrumental analysis

PHYSICS

(Head of Department: Mr R J Turner)

http://www.aqa.org.uk/qual/newgcse/science/new/physics_materials.php?id=03&prev=03

Throughout the course there is an integrated approach to 'how science works', a central theme of the course. This places the emphasis on students learning about science in the real world. It also addresses the nature of observation, data interpretation and critical evaluation. How science works plays a key part in developing interest in and enthusiasm for Science and giving them opportunities for developing skills and acquiring the knowledge and understanding necessary for further learning.

Unit 1 Physics

- Heat transfer: thermal radiation; surfaces and radiation; conduction; convection
- Using energy: forms of energy; conservation of energy; useful energy; energy and efficiency.
- Electrical energy: electrical devices; electrical power; using electrical energy; the National grid.
- Generating electricity: fuel for electricity; energy from wind and water; power from the Sun and the Earth; energy and the environment.
- Electromagnetic waves: the electromagnetic spectrum; communications; analogue and digital signals.
- Radioactivity: observing nuclear radiation; alpha, beta and gamma radiation; half-life; radioactivity at work.
- The origins of the Universe: the expanding universe; the Big Bang; looking into space.

Unit 2 Physics

- Motion: distance-time graphs; velocity and acceleration; using graphs.
- Speeding up and slowing down: forces between objects; resultant force; force and acceleration; on the road; falling objects.
- Work, energy and momentum: energy and work; kinetic energy; momentum; collisions and explosions; changing momentum.
- Static electricity: electrical charges; uses and dangers of static electricity.
- Current electricity: electric circuits; resistance; series and parallel circuits.
- Mains electricity: alternating current; cables and plugs; fuses; electrical power, energy and charge.
- Nuclear physics: nuclear reactions; discovery of the nucleus; nuclear fusion and fission.

Unit 3 Physics

- Turning forces: moments; centre of mass; moments in balance; stability; circular motion; gravitational attraction; planetary orbits; satellites.
- Light and sound: reflection and curved mirrors; refraction and lenses; sound; musical sounds; ultrasound.
- Electromagnetism: the motor effect; electromagnetic induction; transformers and the National Grid
- Stars and space: galaxies; the life history of a star; how the chemical elements formed.

Section C

GCSE Option Subjects

French
German
Spanish

Latin
Classical Civilisation
Geography
History
Religious Studies

Art and Design
Design and Technology
Drama
Information and Communication Technology
Music
Physical Education

MODERN FOREIGN LANGUAGES

French / German / Spanish

(Head of Department: Mr G A Watkins)

AQA French (4655)

http://www.aqa.org.uk/qual/newgcse/languages/new/french_overview.php?id=11&prev=11

AQA German (4665)

http://www.aqa.org.uk/qual/newgcse/languages/new/german_overview.php?id=11&prev=11

AQA Spanish (4695)

http://www.aqa.org.uk/qual/newgcse/languages/new/spanish_overview.php?id=11&prev=11

These GCSE courses should encourage learners to derive enjoyment and benefit from language learning and be inspired by following a broad, coherent, satisfying and worthwhile course of study. Learners should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of a foreign language. Learners are encouraged to:

- develop understanding of the foreign language in a variety of contexts
- develop knowledge of the foreign language and language learning skills
- develop the ability to communicate effectively in the foreign language
- develop awareness and understanding of countries and communities where the foreign language is spoken

Content

Students are required to understand and provide information and opinions about the following topics:

- Healthy and Unhealthy Lifestyles
- Relationships and Choices
- Free Time and the Media
- Holidays

- Home and Local Area
- Environment
- School and Future Plans
- Current and Future Jobs

Assessment

- Unit 1: Listening Foundation (35 mins) or Higher (45 mins) Tier Examination – 20%
- Unit 2: Reading Foundation (30 mins) or Higher (40 mins) Tier Examination – 20%
- Unit 3: Speaking Two Controlled Assessment tasks (untiered), each in the form of a dialogue lasting between 4 and 6 minutes – 30%
- Unit 4: Writing Two Controlled Assessment tasks (untiered), each lasting no more than 60 minutes and with students aiming at grades C – A* producing 400 – 600 words across the two tasks – 30%

Assessment in each of the four language skills will take place at the end of Year 11.

LATIN

(Head of Department: Miss J. Newton)

There is only one specification available for GCSE Latin, offered by the OCR examination board. Details can be accessed at www.ocr.org.uk/Data/publications/key_documents/GCSE_Latin_spec.pdf We are also looking at an alternative qualification for Latin, however, offered by the WJEC examination board, and shall keep students informed of which qualification we decide to opt for.

The OCR GCSE involves four modules:

- 1. Latin Language 1** – you will be required to translate and answer questions on a Latin passage based on a story from mythology or everyday life. This module is worth 25% of your overall mark, and consists of a 1 hour examination taken in June of Year 11.
- 2. Latin Language 2** – this consists of another translation and comprehension passage, this time based on a story from Roman history. This module is also worth 25% of the overall mark, and consists of a 1 hour examination in June of Year 11.
- 3. Latin Prose Literature** – we shall study two short pieces of Latin literature based on the theme *Poisons and Passions*. One of these centres around the poisoning of the Emperor Claudius by his wife; the second on a story of family rivalries and scandal in the 1st century BC. In the examination, you will be expected to answer short questions about the text and to translate a short passage. This module is worth 25% of the overall mark, and consists of a 1 hour examination taken in the June of Year 11.
- 4. Sources for Latin** – in this module, you will study Roman home life, work, social life and entertainment. The examination will consist of short answers and a short essay, all in English. This module is worth 25% of the overall mark, and consists of a 1 hour examination taken in the June of Year 10.

There is no controlled assessment available in GCSE Latin.

We continue to follow the *Cambridge Latin Course* to prepare for the language modules, and you will be provided with study guides to accompany the literature and sources for Latin modules.

CLASSICAL CIVILISATION

(Head of Department: Miss J Newton)

We follow the AQA specification to GCSE, which can be accessed at www.aqa.org.uk/qual/newgcse/pdf/AQA-4020-W-SP-10.PDF

The course consists of 4 modules:

1. **Homer's *Odyssey*** – the story of the hero Odysseus' journey home at the end of the Trojan War. This module is assessed in a 1 hour examination which will be taken in the June of Year 10.
2. **Greek Tragedy and Drama Festivals** – we read one play, based on a story from Greek mythology, and study the way in which plays were staged and performed in ancient times. This module is assessed in a 1 hour examination which will be taken in the June of Year 11.
3. **The Ancient Olympic Games and the Panathenaia** – we study the organisation and events of the Olympic Games, as well as those of the Panathenaia, a religious and sporting festival held in ancient Athens. This module is assessed in a 1 hour examination which will be taken in the June of Year 11.
4. **Athenian Pottery** – an introduction to ancient art, in which we study artistic techniques and look at the subject matter chosen by painters, who often painted pictures from mythology or scenes from everyday life. This module is assessed as a **Controlled Assessment** during the Spring Term of Year 10. You will be given research time before writing up a single piece of work on a title published by the examination board. During the writing-up period, which lasts 3-4 hours, you will be supervised by your teacher.

Each of these modules is worth 25% of the total mark for your GCSE.

Examinations take the form of short-answer questions and short essays, while lessons revolve around discussion, reading, note-taking and the study of visual materials. Each module is accompanied by a study guide produced by the department.

GEOGRAPHY

(Head of Department: Mr N C Robinson)

In Year 10 and 11, we follow the new AQA A GCSE course. Precise details of which are available from:

http://www.aqa.org.uk/qual/newgcse/geo_landt/new/geography_a_overview.php?id=09&prev=09

There are three units in GCSE Geography and assessment takes place in June of Year 11.

Unit 1 Physical Geography

37.5% of GCSE

Topics: (a) the restless earth, (b) water on the land, (c) rocks, resources and scenery, (d) ice on the land, (e) weather and climate, (f) the coastal zone and (g) living world.

Style of Assessment

1 hour 30 minute examination

Candidates answer **three** questions, **one** from Section A and **one** from Section B plus free choice of **one** other.

Unit 2 Human Geography

37.5% of GCSE

Topics: (a) population change, (b) the development gap, (c) changing urban environments, (d) globalisation, (e) changing rural environments and (f) tourism.

Style of Assessment

1 hour 30 minute examination

Candidates answer **three** questions, **one** from Section A and **one** from Section B plus free choice of **one** other.

Unit 3 Local Fieldwork Investigation

25% of GCSE

There is one piece of Controlled Assessment. This is marked out of 60. There is a maximum word guidance of 2000. It should involve a 6 hour write-up.

Centres will select a task from a choice provided by AQA.

Candidates will work under the direct supervision of a teacher at all times, with the exception of research involving primary and/or secondary data collection.

Centres will mark the candidates' work which will then be moderated by AQA.

HISTORY

(Head of Department: Mrs S E Wright)

Examination Board and Specification: AQA History B

http://www.aqa.org.uk/qual/newgcse/his_rel/new/history_b_overview.php

Summary of the Course:

Unit 1: International Relations: Conflict and Peace in the 20th Century:

- Written Paper – 1 hour 45 minutes (Students must answer 3 questions)
- Percentage of total grade: 37.5% (60 marks)
- Examined at the end of Year 10
- Content:
 - Hitler's Foreign Policy and the Origins of the Second World War
 - The Origins of the Cold War 1945-1955
 - Crises of the Cold War 1955-1970

Unit 2: Twentieth Century Depth Studies:

- Written Paper – 1 hour 45 minutes (Students must answer 3 questions)
- Percentage of total grade: 37.5% (60 marks)
- Examined at the end of Year 11
- Content:
 - Weimar Germany, 1919-1929
 - Hitler's Germany, 1929-1939
 - Race Relations in the USA, 1955-1968

Unit 3 Historical Enquiry British History:

- Controlled Assessment – Approximately 4 hours in total. This does not have to be completed in one session.
- Students must answer 2 questions totalling about 2000 words.
- Percentage of total grade: 25% (40 marks)
- Questions are marked internally and externally moderated by AQA.
- Marks are submitted at the end of Year 11 but the tasks will be completed during the course of Year 11
- Content: Students will study **one** of the following four topics:
 - The British People in War
 - Britain at War
 - Britain and the Aftermath of War
 - The Changing Role and Status of Women in Britain since 1900.

RELIGIOUS STUDIES

(Head of Department: Mrs C Macro/Mr J Searle)

The Edexcel G.C.S.E in Religious Studies is comprised of two units taken from a possible sixteen units. Pupils at BMS will study unit 2 and unit 11, a précis of which follows.

Unit 2: Religion and Life from the perspective of Christianity

Section 1: Believing in God – The arguments for and against the existence of God.

Section 2: Matters of life and death – The question of whether there can be life after death and whether abortion and euthanasia can be morally justified.

Section 3: Marriage and the family – The purpose of marriage and why the family is considered an important element of society.

Section 4: Religion and community cohesion – The attitudes to sexism and racism and the issues raised living in a multi-faith society.

Unit 11: Islam

Section 1: Beliefs and Values – The fundamental tenets of Islamic faith.

Section 2: Community and Tradition – The importance of the Qur'an, Shariah and the Mosque.

Section 3: Worship and Celebration – A detailed look at the Five Pillars of Islam.

Section 4: Living the Muslim life – The meaning and significance of rites of passage rituals and the difficulty of being a Muslim in a non Muslim society.

For a more detailed description of the specification please follow the link below;

www.edexcel.com/quals/gcse/gcse09/rs

Each unit is assessed through a one-and-a-half hour examination, divided into four sections. Students choose one of two questions in each section and so answer four in total. Each question is divided into four parts with each part increasing in difficulty.

The course is assessed entirely by external examinations with each unit worth 50%.

Pupils studying for G.C.S.E Religious Studies will sit both papers in the Summer of Year 11.

ART AND DESIGN

(Head of Department: Miss S Milton)

<http://www.edexcel.com/quals/gcse/gcse09/Art/Pages/default.aspx>

The Edexcel GCSE qualification in Art and Design course structure is as follows;

Unit 1: Personal Portfolio in Art and Design 60%

The Unit 1 Portfolio is 45 hours of work in which students produce 2 units of coursework. For each unit the theme is decided by the class teacher. Students will be encouraged to develop work by undertaking the following activities:

- Develop their ideas and creative skills by actively engaging with a broad range of media, materials and techniques, including, when appropriate, traditional and new media and technologies.
- Analyse and understand the work of artists, designers and crafts people.
- Take risks and learning from their mistakes when exploring and experimenting with ideas, materials and tools.
- Develop competence and independence to refine and experiment with ideas and leading to successful final outcomes.

Students will work using 2D and 3D materials and must present two disciplines for their final assessment. Visits are arranged by the department to allow students to view work and give students an opportunity to gain a furthered understanding.

Unit 2: Externally Set Assignment in Art and Design 40%

This unit will extend on the students previous experiences. The theme for the externally set assignment is decided by the exam board. Students will have 20 hours of preparatory time followed by the 10 hour exam in which they will produce a final piece. The exam paper is given out to students in February and the exam takes place mid May.

DESIGN & TECHNOLOGY

(Head of Department: Mr G O Jones)

Three entirely distinct courses are offered by the department:

Graphics (OCR)

http://www.ocr.org.uk/qualifications/gcsefor2009/dt_graphic_comm/index.html

Specialist areas include: graphic presentation, computer aided design, computer aided manufacture and materials selection.

Resistant Materials (OCR)

http://www.ocr.org.uk/qualifications/gcsefor2009/dt_resistant_materials/index.html

Specialist areas include: materials classification, materials technology, component identification, computer aided design and computer aided manufacture.

System & Control (AQA)

http://www.aqa.org.uk/qual/newgcse/dandt/new/systems_overview.php?id=07&prev=07

Specialist areas include: electronic systems, mechanical systems, computer control, automation and industrial & commercial practices.

All are **2 year courses**, with **6 periods per cycle**. Previous experience of Design & Technology is desirable but not essential.

Assessment

Graphic Products/Resistant Materials

The assessment is divided into two areas – controlled assessments and examinations. The controlled assessment element accounts for 60% of the final GCSE grade: it consists of two units:

- **Introduction to designing and making** (20 hrs, 30% of GCSE)
- **Making quality products.** (20 hrs, 30% of GCSE)

The projects span three terms, with students beginning their preliminary work in the Summer Term of Year 10.

There are two examination units at the end of the course;

- **Sustainable Design** (1 hr paper, 20% of GCSE)
- **Technical Aspects of Designing and Making** (1 hr 15 min paper, 20% of GCSE)

These test the candidates' understanding of their specialist areas as well as designing, making, materials, sustainability, processes and techniques.

Systems & Control

The assessment is divided into two units – a controlled assessment and an examination. The **controlled assessment** unit accounts for **60% of the final GCSE** grade: it consists of one major project which should represent **45 hours work**. The project spans three terms, with students beginning their preliminary work in the Summer Term of Year 10, and is a 'design and make' project.

There is a **2 hour examination (40% of GCSE)** at the end of the course, which tests the candidates' understanding of their specialist area as well as designing, making, materials, sustainability, processes and techniques.

All Controlled Assessment work will be complete by the Easter Holiday 2011 (Yr11)

All examination units will be sat in June 2011 (Yr11)

DRAMA

(Head of Department: Mr J Riddington-Smith)

The AQA syllabus is followed. There is 24-hour access to useful information and answers to the most commonly-asked questions at:
www.aqa.org.uk/qual/newgcse/art_dan_dra_mus/new/drama_overview.php?id=04&prev=04

Written Paper – 1 hour 30 minutes

The written paper worth 40% (80 marks) of the course is taken in June of Year 11 and comprises three sections:

A – Practical work completed during the course

B – Study and performance of a scripted play

C – Study of a live theatre production seen

This paper is externally set and marked.

Practical Work - Three Assessments are undertaken during Years 10 and 11, the final assessments being externally moderated normally in February of Year 11, with the best two results being submitted.

120 marks – 60%

Candidates are required to present practical work for two controlled assessment options, each with a weighting of 30% (60 marks each).

Controlled assessment options:

1 Devised Thematic Work (Year 10)

2 Acting (Year 11, normally the unit for external moderation)

3 Improvisation (Year 10/11)

These three are normally undertaken but the following are possibly available as options:

4 Theatre in Education

5 Physical Theatre

6 Set Design

7 Costume

8 Make-up

9 Properties

10 Masks

11 Puppets

12 Lighting

13 Sound

14 Stage Management

The course includes a visit to at least one theatrical performance.

INFORMATION AND COMMUNICATION TECHNOLOGY

(Head of Department: Mrs S Harris)

The AQA GCSE syllabus B aims to encourage students to gather, store, process and present information through activities in a range of contexts. To achieve these goals the students will be required to submit **two** pieces of coursework. This will focus on the completion of a stated task using suggested application software like: MS Word, MS Access database, MS Excel spreadsheet, FrontPage, DTP or other programmes. The syllabus for ICT has not yet changed and will not do so until 2010.

The coursework begins within two weeks of the start of Year 10. The second project will be started prior to the end of the Summer Term and completed ideally in the first term of Year 11. The dates are flexible so that re-drafting and a greater understanding of the GCSE requirements can be met. It is usual for pupils to find this aspect of the course very challenging, and it must be approached as a development process, which will result at the end of Year 10 with one successful project. It is likely that a pupil will have ICT coursework running throughout the first two terms of the year. Parents should be aware that intermittent deadline dates will be given out throughout and it is unlikely that any pupil will be without IT coursework prep each week.

Parents should review the deadline dates with their child and ensure they are clear of the submission dates and the importance of this crucial first piece of work. A 'pupil support sheet' will be given out at the start of each project and the AQA website offers 'model' projects as guides for the coursework at: www.aqa.org.uk/qual/gcse/ict_b_course.php.

It is essential that each pupil reads the correct Specification before signing up for this course. In that way they will be clear of their objectives.

Each piece of coursework counts for 15% of the final assessment, so a total of 60% of the marks are awarded for coursework. The additional work is covered by a two hour theory paper. The preparation for the exam is undertaken in the Easter and Summer Term and includes robotics, media presentations, film preparation and development and ICT theory. It is suggested that most coursework should be completed in class lessons and finished for homework, if there is suitable access to a PC at home. It is advised that a pupil has access to a PC at home if they wish to take this course. There are extra lessons available during lunchtimes twice a week with teaching supervision for those who cannot complete the work at home, or need extra support.

MUSIC

(Director of Music: J Mower)

<http://www.edexcel.com/quals/gcse/gcse09/music/Pages/default.aspx>

At BMS we follow the Edexcel specification. The GCSE in Music develops the three main musician's skills of listening and appraising, performing and composing.

The course is based around four areas of study which underpin the three skills listed above. These areas of study are:

- Western Classical Music 1600-1899
- Music in the 20th Century
- Popular Music in Context
- World Music

Unit 1 – Performing Music

All GCSE musicians are instrumentalists or singers. Students produce a portfolio of performances over the two years, two of which are recorded and assessed for the exam. The pieces are chosen by the student and by the end of the course they are expected to have completed one solo performance and one ensemble performance. At BMS we encourage students to participate in co-curricular music to develop technical and ensemble skills (and because it's fun!) – these performances can be submitted as part of the portfolio.

The minimum standard is equivalent to Grade 3: most of our students are of Grade 5 standard or above at the end of the GCSE course.

Unit 2 – Composing Music

As in the performing component, students keep a portfolio of compositions, the best two of which are selected to be assessed. All the compositions will be composed in a style from two contrasting Areas of Study – this gives students from all musical backgrounds a chance to shine in their chosen area. In addition we have excellent Music Technology facilities, allowing students to produce, for example, electronic dance music pieces or multi tracked pop songs.

Unit 3 - Listening and Appraising

This is the 'academic' component of the GCSE and is assessed by a traditional examination lasting 90 minutes. The classes for this component develop an awareness of a wide variety of musical styles through the study of set works, encourage analysis and develop students' aural discrimination skills.

A wide range of music is studied and the course appeals to committed musicians of many musical backgrounds.

PHYSICAL EDUCATION

(Head of Department: Mr P Bignell)

Examination Board: Edexcel

GCSE Physical Education is taught for 6 lessons per fortnight, 4 of these lessons are theoretical (classroom based) and the remaining 2 are practical in nature.

A student's final grade is decided upon their performance in both the theoretical and practical sections of the course. 40% of the final grade is achieved through marks awarded in the 1½ hour terminal examination sat at the end of Year 11. 10% is achieved through producing a written piece of coursework at the end of Year 10 & the final 50% is achieved through the practical performances in 4 different practical activities.

The academic side of the course is demanding and covers a wide variety of topics taught in two modules ~ 'Healthy & active lifestyles' and 'Your healthy active body'.

| Module | Healthy & Active Lifestyles | Your Healthy Active Body |
|---------------------------|---|--|
| Theoretical Topics | <ul style="list-style-type: none"> • Benefits of a healthy & active lifestyle. • Influences on a healthy & active lifestyle. i.e. ~ socio-economic factors, governing body & educational opportunities. • Exercise & fitness components. • Principles & types of training. • Health, wellbeing & diet. | <ul style="list-style-type: none"> • Long term & short term effects of exercise upon the: • Cardio-Vascular System. • Respiratory System. • Muscular System. • Skeletal System. • Effects physical health, wellbeing & diet. |

Students are taught a wide variety of controlled practical activities for half term blocks i.e. 6-8 hours. It is through these sessions combined with their performances in games afternoons and competitive fixtures that students are assessed practically.

| Assessments | GCSE Practical Lessons | Games Afternoons |
|-----------------------------|---|--|
| Practical Activities | <ul style="list-style-type: none"> • Fitness Training – Continuous, Interval, Weight & Circuit. • Badminton • Swimming • Personal Survival • Athletics • Rounders | <ul style="list-style-type: none"> • Rugby • Football • Hockey • Netball • Cricket • Athletics • Rowing |

Students wishing to be assessed in activities outside of those above can be completed via extra-curricular involvement either in side or outside of school.

Students are required to create a written Personal Exercise Programme (PEP) which is individual to their own fitness development needs. This document is developed and finished in the Spring & Summer terms of Year 10 and accounts for 10% of the final GCSE grade.

Edexcel Website: <http://www.edexcel.com/quals/gcse/gcse09/pe/Pages/default.aspx>

Section D

**Letter outlining the options
process**

To all Y9 students and parents:

GCSE subject option choices

It is now time to finalise the choice of subjects you would like to study in Year 10 in September 2009. The Parents' Consultation Evenings within the next fortnight will provide an opportunity for you to talk to subject teachers about the subjects you are considering taking, and Mr Price (Deputy Head Academic) will also speak at those evenings. Year 9 tutors and Mr Tapper are all available to help you in this decision-making process, as well as specialist input from the Student Guidance department (Mrs Russell).

We try to offer a flexible choice of subjects, and aim to satisfy as many choices as we can (but cannot guarantee that we will accommodate all such choices); students who fail to meet the deadline, or who subsequently wish to alter their choices, may find their combination of subjects no longer available.

Listed overleaf are the subjects you indicated that you would like to study last November. Please sign the form to confirm that the subjects listed are correct, and return the form to Mr Price via your form tutor by **Friday 13th March** at the very latest, and earlier if possible. If you have changed your mind about any of the subjects please amend the form accordingly.

The subjects available in Year 10 are as follows:

| | |
|--|--|
| <p>Modern Foreign Languages - all students should take one (or more) from:</p> <ul style="list-style-type: none"> • French • German • Spanish <p>(except by prior agreement with Mr Price)</p> <p>Humanities - all students should take one (or more) from:</p> <ul style="list-style-type: none"> • Classical Civilisation • Geography • History • Religious Studies | <p>The other subjects available are:</p> <ul style="list-style-type: none"> • Art • Design & Technology : Graphic Products • Design & Technology : Resistant Materials • Design & Technology : Systems and Control • Information Technology (ICT) • Latin • Drama • Music • Physical Education <p>(Please do not select more than one D&T option)</p> |
|--|--|

The revised version of the GCSE Courses booklet is now available on the BMS website (under the Downloads section); printed copies may be obtained from the Academic Administration office if required.

Mr M R Price
Deputy Head (Academic)

February 2009

To all Y9 students and parents:

GCSE subject option choices

Please amend this form as required, sign it and return to Mr Price via your tutor by **Friday 13th March** at the very latest (and earlier if possible).

If you subsequently wish to alter your choices we will consider this, but we cannot guarantee that the new combination of subjects will be available to you.

Name

Form

Science Option Double/Triple Award

Option 1

Option 2

Option 3

Option 4

(Option 5)

(NB Option 5 is only for those studying Double Award Science)

Signature of student _____

Signature of parent _____