



**Bedford**  
**Modern**  
**School.**



# **GCSE** **Options**

**2018 - 2020**

## Subject Choices 2018-20

Now is the time for students in Year 9 to make their GCSE choices. We offer an unashamedly academic curriculum which is guided, but certainly not dictated to, by the requirements placed by the Department of Education on all maintained schools.

### Curriculum Reform

We are at the end of a period of unprecedented curriculum reform but there are two particular changes to GCSE that I feel I need to make you aware of. The first was that all GCSE specifications would be re-written, with the main aim to make them more rigorous. One impact of this is that they have reduced the element of coursework in many subjects.

The other major change announced was that a new grading scale of 9-1 would be used for the reformed GCSEs, with 9 being the top grade and with a 4 being roughly equivalent to a current grade C. This change is being made to allow greater differentiation between students at the higher grades and also to help distinguish the new GCSE from legacy versions, as well as some IGCSEs, which will remain graded from A\* to G. Under the old system a good pass was a C. Now the Department for Education has distinguished between a standard (4) and strong (5) pass. See diagram below.



### Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
⑤ <b>STRONG PASS</b>	
④ <b>STANDARD PASS</b>	C
3	D
2	E
1	F
	G
U	U

There are also resit opportunities, in English Language and Mathematics qualifications **only**, each November which students will be able to take advantage of, if necessary, in Year 12.

However, as an independent school we have the choice of allowing pupils to sit International or IGCSEs, which are not currently affected by these changes, although in some cases IGCSEs may elect to grade 9-1 (eg Science).

We would expect most students to take 10 GCSEs. All examinations will be sat at the end of Year 11.

### **Compulsory Core**

All students are expected to follow courses in IGCSE 9-1 Mathematics, GCSE 9-1 English Language and GCSE 9-1 English Literature for the next two years. They will also study three Sciences at IGCSE 9-1. Students will remain in their current tutor groups but they will be put into new mixed ability teaching groups for both English and the three Sciences for Year 10 and Year 11. Mathematics continues to be set by ability across the whole Year.

### **Choices**

However students then have some choices to make. They will choose **four** more subjects from the options on the next page, but this must include at least one Language (from French, German, Spanish or Latin) **and** at least one Humanity (from Geography, History, Religious Studies or Classical Civilisation) within those four.

We acknowledge and support the reality that every child at BMS has different strengths and aspirations. Some students may want to choose a more creative route and may choose two subjects from Art, DT (two options), Computer Science, Music, Drama and PE. Others may do more than one Language and/or Humanity.

### **Notes**

We would suggest that students should think carefully before embarking on several coursework-heavy subjects which are marked in the list below with a #.

For some pupils pursuing a 10 GCSE programme may not be appropriate and I would ask that any parents who feel that they would like to discuss this option should contact me directly.

## Option Subjects

**Languages** (students must select **at least one** of these)

French  
German  
Spanish  
Latin

**Humanities** (students must select **at least one** of these)

Classical Civilisation  
Geography  
History  
Religious Studies

Art & Design #

Computer Science #

Design & Technology – Product Design \*#

Design & Technology – Design Engineering \*#

Drama

Music

Physical Education

\* Students may **only** follow one of these two DT courses.

# Large coursework component – I recommend discussions with the Head of ADIT, Mr Jones [ajones@bedmod.co.uk](mailto:ajones@bedmod.co.uk), if you are considering selecting two or more of these subjects.

## Timeline

Date	Event
November	Provisional options choices letter to pupils
13 November	Assembly by Mr Price explaining the choices
1 December	Completion of provisional GCSE options via PostModern
22/28 Feb	Parents' Consultation Evenings – where Mr Price will speak about GCSE choices and exam reform
5 March	Final deadline for submission of GCSE options form
4 - 8 June	End of Year exams – may lead to route and subject changes

I have explained this process to your children at an assembly on **13 November** and will be available to speak to any parents who have any further questions at both the parents' consultation evenings on **22 February and 28 February** or by email. I will be speaking on both evenings upstairs in the 6<sup>th</sup> form common room about the options and wider curriculum change. I would urge you to encourage your children to speak to subject teachers and tutors over the coming months to help them in making these important decisions.

Students need to submit their provisional options on **1 December**. It is possible that as a school we may ask you to reconsider your choices in light of your end of year exam results.

The final confirmation will happen on **5 March**.

Yours,

Matt Price  
Deputy Head (Academic)  
[mprice@bedmod.co.uk](mailto:mprice@bedmod.co.uk).

**Section A** outlines the compulsory or Core subjects.

All students take English Language, English Literature, Mathematics and Science. They all participate in Games and non-curricular PE sessions as well as two enrichment periods per cycle in which they complete a Higher Project Qualification.

**Section B** outlines the specification content for the options subjects on offer. The expectation is that students will all do *at least one* Language, and *at least one* of the Humanities subjects. Note students *may only opt for one* of the two Design Technology options.

November 2017

To all Y9 students and parents:

**Provisional GCSE subject option choices**

This letter marks the start of the process of choosing your GCSE subject options for September 2018. The key dates in this process are:

Friday 1 December	Submission of provisional GCSE options via PostModern
22/28 February	Y9 Parents' Consultation Evenings – where I will speak about choices and be available to talk to parents. This evening offers the chance to discuss your progress and option choices with subject teachers
Monday 5 March	Final deadline for submission of GCSE options form

Your subject teachers and the Year 9 pastoral team (year tutors and Head of Year) are all available to help you in this decision-making process, as well as input from Miss Burns (Head of Careers) and myself.

At this stage all we are asking for is a provisional indication of what subjects you think you might like to take for the next 2 years, to help us with our advance planning for staffing the curriculum in 2018/19. You are not committing yourself to taking these subjects next year, nor are we committing ourselves to the number of sets in any subject that might be available. 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).

All Year 9 students have attended my assembly explaining the choices available at GCSE. There is more information about individual courses in the GCSE Options booklet, available on our website.

Yours sincerely,

Matt Price  
Deputy Head (Academic)

# **Section A**

## **GCSE Core Subjects**

**English Language**

**English Literature**

**Mathematics**

**Science**

- **Biology**
- **Chemistry**
- **Physics**

# ENGLISH LANGUAGE

Head of Faculty: Mr S Bywater

Edexcel GCSE 9-1 English Language 1ENO

<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/english-language-2015.html>

All candidates pursue a course leading to the award of a GCSE 9-1 qualification at the end of Year 11. Students should expect to spend at least 45 minutes per week working on English-related tasks at home. This may involve reading and note-making as well as drafting and polishing written assignments.

The qualification comprises two exams worth 40% and 60% respectively (see below). There is also a Spoken Language assessment which is conducted internally and subject to external moderation. Exams for English Language include:

## **Unit 1: Fiction and Imaginative Writing – 1 hour 45 mins: 40%**

Section A – Reading: questions on an unseen 19<sup>th</sup> century fiction extract

Section B – Writing: a choice of two writing tasks, linked by theme to the reading extract

## **Unit 2: Non-fiction and Transactional Writing – 2 hours: 60%**

Section A – Reading: questions on two thematically linked, unseen non-fiction extracts

Section B – Writing: a choice of two writing tasks, linked by a theme to the reading extracts.

Skills tested include:

- Comprehension, inference, comparison
- Language analysis and appreciation
- Ability to identify bias
- Writing with appropriate tone, structure and style for different voices, genres and audiences

Candidates must

- Use language and register appropriate to audience and context
- Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling

## **Spoken Language Assessment**

Candidates present formally on a topic of their choice before listening and responding to questions designed to elicit developed responses which demonstrate the ability to discuss ideas. The presentation is conducted and assessed internally with external moderation of a recorded sample. The result is reported separately to the numerical grade for English Language. The awards for Spoken Language are Pass, Merit, Distinction or Not Classified.



# ENGLISH LITERATURE

Head of Faculty: Mr S Bywater

Eduqas GCSE 9-1 English Literature

<http://eduqas.co.uk/qualifications/english-literature/gcse>

All candidates pursue a course of English Literature leading to the award of a GCSE 9-1 qualification at the end of Year 11. Students should expect to spend at least 45 minutes per week working on English-related tasks at home. This may involve reading and note-making as well as drafting and polishing written assignments.

The qualification involves two exams (worth 40% and 60% respectively). Students study a play by Shakespeare, an anthology of poetry, a text from the 19<sup>th</sup> century, a text from Post 1914 and some unseen poetry.

## **Component 1: Shakespeare and Prepared Poetry – closed book, 2 hours**

Shakespeare – one extract question and one essay question 20%

Prepared Poetry – one question on one poem and one question requiring selection of another poem for comparison 20%

## **Component 2: Post-1914 Drama/Prose\*; 19<sup>th</sup> century Prose; Unseen 20<sup>th</sup>/21<sup>st</sup> century Poetry- closed book 2 hours 30 mins**

Post 1914 Drama\* – one essay question with an extract to prompt writing 20%

19<sup>th</sup> century Prose – one essay question with a passage used to prompt writing 20%

Unseen Poetry – two questions on unseen poems, one requiring comparison 20%

The questions are mostly essay style and all are designed to test personal response, knowledge, understanding and appreciation of literary technique. In particular candidates must:

- Maintain a critical style
- Use textual reference to support interpretations
- Analyse language, form and structure used by writers to create meanings
- Use literary terminology where appropriate
- Show understanding of the relationship between texts and contexts (for prepared poetry and 19<sup>th</sup> century prose)
- Write accurately – a few marks are available for spelling and punctuation in certain questions.

\* There are both drama and prose options on the syllabus for Post 1914 texts, but all teachers in the department are currently opting for a drama text.

# **MATHEMATICS**

**Head of Faculty: Mr N D Shackleton**

Edexcel IGCSE 9-1

<http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-mathematics-a-2016.html>

We follow Edexcel's International GCSE Mathematics (Specification A, 4MA1) in Years 10 & 11, continuing the course started in Year 9. 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 7 periods per cycle. 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 IGCSE course, although we will always look at individual cases carefully.

All students will follow the Higher Tier course, and we expect almost all to sit the two Higher Tier exams (papers 3H and 4H).

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 and the UKMT Mentoring scheme. Top set students will be given the opportunity to study the OCR Additional Mathematics FSMQ (Level 3) in Year 11, and to sit the exam in the summer of Year 11. Because of the additional demand of grade 9, we no longer enter students early for the IGCSE.

# SCIENCE

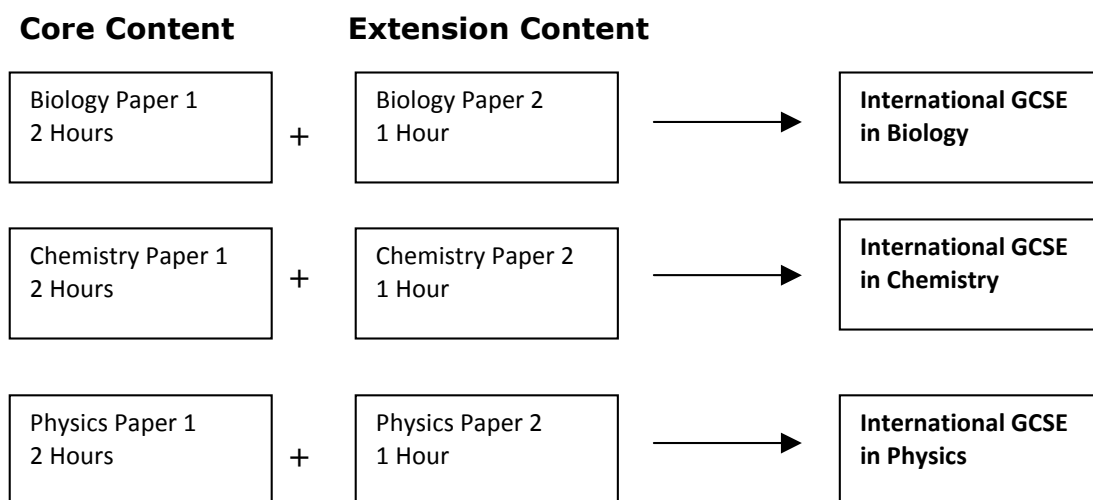
**Head of Faculty: Mr N R Else**

Edexcel IGCSE 9-1

*For information on each subject, please click on the links on the relevant page*

Students will all take three separate sciences leading to the award of three IGCSEs in Biology, Chemistry and Physics. Please note that these courses are three years and as such the material covered in Year 9 should be regarded as the first year of this course.

Assessment is by written examination only. There are no controlled assessments to be carried out. All examinations are untiered and are taken at the end of the course with a summary shown below:



Students will have five periods per subject, per academic cycle during Years 10 and 11. This equates to a total of 15 periods of Science per academic cycle each subject being taught by a specialist teacher.

Please see the following subject pages for further details of the course content.

# BIOLOGY

Head of Subject: Mr R J Brand

<http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-biology-2017.html>

Key features and benefits of the specification are:

- it includes aspects of Biology appropriate for the 21st century
- straightforward linear assessment in a single tier
- assessment of experimental skills through the examination paper with no coursework or controlled assessment
- it provides a sound foundation for progression to GCE Advanced Level qualifications

## Core Paper Content 2 hour paper

- The characteristics and variety of living organisms
- Structures and functions in living organisms including; levels of organisation, cell structure, biological molecules, movement of substances into and out of cells, nutrition, respiration, gas exchange, transport, excretion and coordination and response
- Reproduction, inheritance and gene expression
- Ecology and the environment, feeding relationships, cycles within ecosystems and human influences on the environment
- Use of biological resources including food production, selective breeding, genetic modification and cloning

## Extension Paper Content 1 hour paper

The extension paper covers **all core** content but has specific additions within the content listed above:

- The relationship between enzyme function and pH
- Support in plants
- Energy content of foods, balanced diet and energy requirements
- Respiration in plants and transport of nutrients
- How vaccinations work and the role of blood-clotting in the immune system
- The function of the eye
- Homeostasis
- Seed germination in plants and human embryo development
- Causes of genetic mutation
- The nitrogen cycle
- Biological consequences of water pollution
- Food production using bacteria
- Transgenic and cloned species

# CHEMISTRY

Head of Subject: Dr C Oswald

<http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-chemistry-2017.html>

Key features and benefits of the specification are:

- it includes aspects of Chemistry appropriate for the 21st century
- straightforward linear assessment in a single tier
- assessment of experimental skills through the examination paper with no coursework or controlled assessment
- it provides a sound foundation for progression to GCE Advanced Level qualifications

## Core Paper Content 2 hour paper

- Principles of Chemistry; states of matter, atomic structure, relative formula masses and molar gas volumes, chemical formulae and equations, ionic compounds, covalent substances, metallic crystals and electrolysis
- Chemistry of the elements; the Periodic Table, the elements of groups 1 and 7, oxygen and oxides, hydrogen and water, the reactivity series and tests for ions and gases
- Organic Chemistry; alkanes, alkenes and ethanol
- Physical chemistry; acids, alkalis, salts, energetic, rates of reaction and equilibria
- Chemistry in Industry; extraction and uses of metals, crude oil, synthetic polymers and the industrial manufacture of chemicals
- Examination: One 2 hour written paper

## Extension Paper Content 1 hour paper

The extension paper covers **all core** content but has specific additions within the content listed above:

- Calculations involving the Avogadro number
- % yield
- Detailed relationship between physical properties and ionic structure
- Properties of diamond and graphite
- Experimental and quantitative electrolysis
- Explaining the pattern of reactivity in groups of elements
- Evaluation of different methods of producing ethanol based on the intended use
- Calculations of energy changes which accompany reactions
- Comparison of condensation and addition polymers
- Examination: One 2 hour written paper, one 1 hour written paper

# PHYSICS

**Head of Subject: Mr D C Honor**

We follow the Edexcel IGCSE exam board:

<http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-physics-2017.html>

Key features and benefits of the specification are:

- it includes aspects of Physics appropriate for the 21st century
- straightforward linear assessment in a single tier
- assessment of experimental skills through the examination paper with no coursework or controlled assessment
- it provides a sound foundation for progression to GCE Advanced Level qualifications

## Summary of Core Content 2 hour paper

- Forces and motion  
Movement and position, Forces, movement, shape and momentum
- Electricity  
Mains electricity, Energy and voltage in circuits, Electric charge
- Waves  
Properties of waves, The electromagnetic spectrum, Light and sound
- Energy resources and energy transfers  
Energy transfers, Work and power
- Solids, liquids and gases  
Density and pressure, Ideal gas molecules
- Magnetism and electromagnetism  
Magnetism, Electromagnetism, Electromagnetic induction
- Radioactivity and particles  
Radioactivity, Fission and fusion
- Astrophysics  
Motion in the universe, Stellar evolution

## Extension Content 1 hour paper

The extension paper covers **all core** content but has specific additions within the content listed above:

- Momentum, Newton's third law and moments
- Electric charge and applications of electrostatics
- Sound and the use of oscilloscopes
- Energy resources and electricity generation
- Changes of state and specific heat capacity
- The construction of electromagnets
- The effect of magnetic fields on electrically charged particles
- Transformers
- The Hertzsprung-Russell diagram and cosmology

# **Section B**

## **GCSE Option Subjects**

**At least one from:**

**French  
German  
Spanish  
Latin**

**At least one from:**

**Classical Civilisation  
Geography  
History  
Religious Studies**

**Free choice from:**

**Art & Design  
Computer Science  
Design & Technology: Design Engineering  
Design & Technology: Product Design  
Drama  
Music  
Physical Education**

# FRENCH

**Head of Subject: Miss R Crawley**

## **AQA French (8658)**

<http://aqa.org.uk/languages>

The GCSE French course encourages learners to enjoy language learning by studying up-to-date topics of interest to young people today. It also provides them with a firm grounding in grammar for further study and the practical use of French in Speaking and Listening contexts allows them to communicate effectively in the target language. Learning a language at GCSE is still highly regarded by universities, the world of work and it broadens the students' cultural understanding of the countries where the language is spoken.

### **Content**

Students are required to study the following themes:

#### Theme 1: identity and culture:

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals

#### Theme 2: local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

#### Theme 3: current and future study and employment

- My studies
- Life at school
- Education post-16
- Career choices and ambitions

### **Assessment:**

- Paper 1: Listening: Examination 25%:  
Foundation (35 mins) Higher (45mins)
- Paper 2: Speaking: Examination 25%  
Foundation (7-9 mins) Higher (10-12 mins)
- Paper 3: Reading : Examination 25%  
Foundation (45 mins) Higher (1 hour)
- Paper 4 : Writing: Examination 25%  
Foundation (1 hour) Higher (1 hour 15 mins)

Assessment takes place in all 4 skills at the end of Year 11. Students will be entered for **either** all Foundation tier exams (Grades 1-5) **or** all Higher tier exams (Grades 3-9). The Grade 5 is equivalent to a current C Grade at GCSE. This decision will be taken, in consultation with parents, following Year 11 trial exams in January.



# GERMAN

**Head of Subject: Mr R Killen**

## **AQA German (8668)**

<http://aqa.org.uk/languages>

The GCSE German course encourages learners to enjoy language learning by studying up-to-date topics of interest to young people today. It also provides them with a firm grounding in grammar for further study and the practical use of German in Speaking and Listening contexts allows them to communicate effectively in the target language. Learning a language at GCSE is still highly regarded by universities, the world of work and it broadens the students' cultural understanding of the countries where the language is spoken.

### **Content**

Students are required to study the following themes:

#### Theme 1: identity and culture:

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals

#### Theme 2: local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

#### Theme 3: current and future study and employment

- My studies
- Life at school
- Education post-16
- Career choices and ambitions

### **Assessment:**

- Paper 1: Listening: Examination 25%:  
Foundation (35 mins) Higher (45mins)
- Paper 2: Speaking: Examination 25%  
Foundation (7-9 mins) Higher (10-12 mins)
- Paper 3: Reading : Examination 25%  
Foundation (45 mins) Higher (1 hour)
- Paper 4 : Writing: Examination 25%  
Foundation (1 hour) Higher (1 hour 15 mins)

Assessment takes place in all 4 skills at the end of Year 11. Students will be entered for **either** all Foundation tier exams (Grades 1-5) **or** all Higher tier exams (Grades 3-9). The Grade 5 is equivalent to a current C Grade at GCSE. This decision will be taken, in consultation with parents, following Year 11 trial exams in January.

# SPANISH

**Head of Subject: Mrs R Reed**

## **AQA Spanish (8698)**

<http://aqa.org.uk/languages>

The GCSE Spanish course encourages learners to enjoy language learning by studying up-to-date topics of interest to young people today. It also provides them with a firm grounding in grammar for further study and the practical use of Spanish in Speaking and Listening contexts allows them to communicate effectively in the target language. Learning a language at GCSE is still highly regarded by universities, the world of work and it broadens the students' cultural understanding of the countries where the language is spoken.

### **Content**

Students are required to study the following themes:

#### Theme 1: identity and culture:

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals

#### Theme 2: local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

#### Theme 3: current and future study and employment

- My studies
- Life at school
- Education post-16
- Career choices and ambitions

### **Assessment:**

- Paper 1: Listening: Examination 25%:  
Foundation (35 mins) Higher (45mins)
- Paper 2: Speaking: Examination 25%  
Foundation (7-9 mins) Higher (10-12 mins)
- Paper 3: Reading : Examination 25%  
Foundation (45 mins) Higher (1 hour)
- Paper 4 : Writing: Examination 25%  
Foundation (1 hour) Higher (1 hour 15 mins)

Assessment takes place in all 4 skills at the end of Year 11. Students will be entered for **either** all Foundation tier exams (Grades 1-5) **or** all Higher tier exams (Grades 3-9). The Grade 5 is equivalent to a current C Grade at GCSE. This decision will be taken, in consultation with parents, following Year 11 trial exams in January.

# LATIN

Head of Subject: Miss J Newton

## Eduqas Latin

[www.eduqas.co.uk/qualifications/latin/](http://www.eduqas.co.uk/qualifications/latin/)

In Years 10 and 11, students follow the Eduqas examination board specification, endorsed by the Cambridge Latin Course. The course consists of three units:

- 1. Latin Language** – you will be required to answer comprehension questions on and translate a section of a Latin passage. This component is worth 50% of the overall mark, and consists of a 1½ hour examination. You will need to know approximately 450 Latin words for this unit, as well as the language work covered in Books 1-4 of the *Cambridge Latin Course*.
- 2. Latin Literature and Sources** – in this unit, you will study a selection of extracts in Latin and images from the Roman world based on the theme of Chariot Racing. In the examination, you will be expected to answer short questions about the material we have studied. This unit is worth 30% of the overall mark, and consists of a 1¼ hour examination.
- 3. Latin Literature: Narratives** – in this unit, you will study a short piece of Latin literature telling a story from Roman history. In the examination, you will be expected to answer short questions about the text. This unit is worth 20% of the overall mark, and consists of a 1 hour examination.

There is no coursework in this specification.

# CLASSICAL CIVILISATION

Head of Subject: Miss J Newton

## OCR Classical Civilisation

<http://www.ocr.org.uk/qualifications/gcse-classical-civilisation-j199-from-2017/>

The course consists of two components:

### Component 1: Thematic Study – Myth and religion

In this component, we shall study a range of topics, including

- the gods of Greece and Rome
- the hero Hercules
- myths connected with the founding of Rome and Athens
- religious festivals and temples
- beliefs about the afterlife.

### Component 2: Literature and Culture – The Homeric World

In this component, we look in depth at the historical period in which the famous epic, Homer's *Odyssey*, was set. This will involve reading part of the *Odyssey* in English translation, including the episode recounting Odysseus' adventure with the monstrous one-eyed Cyclops. We also look at

- the archaeological sites connected with Odysseus and other Greek heroes of myth
- jewellery, art and other decorative objects found at those sites
- what life would have been like for the people who originally inhabited those sites.

Each component is worth 50% of the overall mark and is assessed in a 1 ½ hour examination at the end of the course. Examination questions range from those that are purely factual (Who was the king of the Greek gods?) to the more analytical (What do you think were the advantages and disadvantages of worshipping more than one god?). There is no coursework element in this specification.

# **GEOGRAPHY**

**Head of Subject: Mr B W Day**

**GCSE specification OCR B (Geography for enquiring minds)**

<http://www.ocr.org.uk/>

The new 9-1 GCSE contains 3 units. One called Our natural world, another on People and Society and the third on Geographical skills and Decision making, e.g. maps, GIS, data collection and interpretation. Therefore, there is no coursework or controlled assessment but there will be fieldwork required for the skills paper. Assessment of all 3 units will take place in June of Year 11.

## **Unit 1 Our Natural World - 35%**

Topics: (a) Global Hazards, (b) Changing Climate, (c) Distinctive Landscapes, (d) Sustaining Ecosystems. This paper includes fieldwork and Geographical skills.

**Style of Assessment** 1 hour 15 minute examination

Both short answers 1-4 marks and longer answers 6-10 marks.

## **Unit 2 People and Society – 35%**

Topics: (a) Urban Futures, (b) Dynamic Development, (c) The UK, (d) Resource Resilience. This paper includes fieldwork and Geographical skills.

**Style of Assessment** 1 hour 15 minute examination

Both short answers 1-4 marks and longer answers (6-10 marks).

## **Unit 3 Geographical skills – 30%**

This unit is based around Geographical skills and a decision making exercise.

**Style of Assessment** 1 hour 15 minute examination

Both short answers 1-4 marks and longer answers up to 12 marks.

# **HISTORY**

**Head of Subject: Mrs S E Wright**

**Cambridge IGCSE (9-1) (0977)**

<http://www.cambridgeinternational.org/images/414490-2020-2022-syllabus.pdf>

## **Summary of the Course:**

### **Component 1:**

- Written Paper – 2 hours (Externally marked)
- Students answer two questions from Section A (Core Content) and one question from Section B (Depth Study)
- All questions are in the form of structured essays, split into three parts: (a), (b), and (c).
- Percentage of total grade: 40% (60 marks)
- Content:
  - International Relations since 1919 (Core Content)
  - Germany 1918-45 (Depth Study)

### **Component 2:**

- Written Paper – 2 hours (Externally marked)
- Students answer six questions on one prescribed topic taken from the Core Content. There is a range of source material relating to each topic.
- Percentage of total grade: 33% (50 marks)
- Content:
  - The topic prescribed by the exam board is taken from the Core Content and changes annually. For 2020: Who was to blame for the Cold War?

### **Component 3:**

- Coursework
- Students produce one piece of extended writing of up to 2000 words based on a task devised by the school.
- Percentage of total grade: 27% (40 marks)
- Questions are marked internally and externally moderated by CIE.
- Marks are submitted at the end of Year 11 but the tasks will be completed during the course of Year 11.

# RELIGIOUS STUDIES

Head of Subject: Mr J L Hooper

## Eduqas Religious Studies Specification

<http://www.eduqas.co.uk/qualifications/religious-studies/gcse/>

The Eduqas GCSE in Religious Studies is comprised of three examined components. They incorporate a general study of philosophy and ethics as well as an in depth look at Christianity and Islam. Pupils at BMS will study Component 1: Religious, philosophical and ethical studies in the modern world; Component 2: A study of beliefs teachings and practices of Christianity; and Component 3: A study of beliefs teachings and practices of Islam, a précis of which follows.

### **Component 1: Religious, philosophical and ethical studies in the modern world**

Theme 1: *Issues of Relationships* – Equality, relationships and sexual ethics.

Theme 2: *Issues of Life and Death* – Science, creation, life after death and life and death issues.

Theme 3: *Issues of Good and Evil* – Crime and punishment, suffering and forgiveness.

Theme 4: *Issues of Human Rights* – Social justice, prejudice, discrimination, wealth and poverty.

### **Component 2: A study of Christianity**

Theme 1: *Beliefs and teachings of Christianity* – The nature of God and the foundations of faith.

Theme 2: *Practices of Christianity* – Worship, celebration and community

### **Component 3: A study of Islam**

Theme 1: *Beliefs and teachings of Islam* – The nature of God and the foundations of faith.

Theme 2: *Practices of Islam* – Worship, celebration and community

The course is assessed entirely by external examinations. Component 1 is assessed through a 2 hour examination worth 50% of the qualification and components 2 and 3 are each assessed through a 1 hour examination, each of which is worth 25% of the qualification. Each theme above will be reflected in one question comprising four parts, with each part increasing in difficulty.

# ART & DESIGN

Head of Subject: Mr J McGregor

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

The Edexcel GCSE qualification in Art and Design Course structure is as follows:

**Unit 1** Personal Portfolio in Art and Design 60% of the qualification (72 marks: 18 marks for each of the four assessment objectives)

Unit 1 comprises approx. 45 hours of taught lessons plus additional homework 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 skills to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.
- Develop and refine ideas and proposals.
- Understand the purposes, intentions and functions of art, craft and design in a variety of contexts.
- Gain an understanding of art, craft and design in historical and contemporary contexts, societies and cultures.

Students must produce work in these units from at least two media e.g. painting, printmaking, ceramics and three dimensional works. Visits are arranged by the Department to allow students to view work and gather primary research material through drawing and recording from life.

## Unit 2

Externally Set Assignment 40% of the qualification (72 marks: 18 marks for each of the four assessment objectives). The exam paper with a broad theme will be published on 2 January each year and *may* be given to students as soon as it is released. Unit 2 will culminate in 10 hours of sustained focus when students will work unaided to produce personal response(s) with reference to their preparatory studies, in response to the broad based thematic starting point.

Assessment will be in May/June of Year 11.



# **COMPUTER SCIENCE**

**Head of Subject: Mr A Leach**

## **AQA Computer Science GCSE**

<http://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8520>

We are offering AQA Computer Science at GCSE Level. This is one of the new linear GCSEs.

This is a course which will appeal to students who have an interest in programming, for example those who enjoyed the Python coding in Year 9. It will develop practical skills in creating solutions to problems and promote confidence and independent thinking. A range of different languages will be used, the main one being Python, but with an introduction to Javascript, C and C# also.

The course is examined by two written papers (40% each) and a coursework project worth 20%.

The first paper focuses on practical skills, using the programming experience gained to create algorithms, trace program execution and solve problems. It also includes data representation of text, images and sound using binary and hexadecimal.

The second paper is based on the theoretical aspects of Computer Science, such as networking and communication protocols, encryption and cyber security, ethics and the legal implications of technological development as well as how computers work at a fundamental level, both in terms of hardware and software.

The coursework project will involve developing a solution to a problem set by the exam board, and producing a report detailing how the solution was planned, implemented and tested. It gives pupils chance to experience aspects of software development which mirror many of the practices of the real world.

The course is taught by practical activity as much as possible, writing programs to demonstrate the theoretical concepts. If pupils have been interested and inspired by the programming activities in years 7 to 9, they will find this course a creative and interesting experience.

# DESIGN TECHNOLOGY

Head of Subject: Mr A H Jones

Design Technology GCSE (9-1) OCR Specification J310

<http://www.ocr.org.uk/qualifications/gcse-design-and-technology-j310-from-2017/>

All exam board specifications for Design Technology have changed nationally as of September 2017. Students will follow the OCR Design Technology J310 specification for the new Design Technology GCSE. This specification offers students the opportunity to apply their learning to real-life situations to given design problems and scenarios. The qualification aims to relate authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. Students will be required to use critical thinking leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

The course enables students to develop their current learning at Key Stage 3 (KS3) in Design Technology, furthering their critical thinking and practical skills. The skills set from this course will serve students well in the future whether they choose to undertake A levels or progress to Further Education, Higher Education or directly in to the workplace.

This new qualification will give students an opportunity to engage with creativity and innovation and understand how they can be enhanced by the application of knowledge from other subject areas across the curriculum such as mathematics, science, art and design, computing and humanities. This is in addition to the practical and technical knowledge and understanding they will learn from Design and Technology.

Students will be able to choose from one of the two subject areas listed below as a GCSE option:

Design Technology: **Product Design**

Design Technology: **Design Engineering**

Assessment Overview		Content Overview
<b>Externally Assessed Examination: Principles of Design and Technology* (01)</b> 2 hours written paper	<b>50%</b> of total GCSE (9-1)	The exam will focus upon: ' <b>Core</b> ' knowledge of Design and Technology principles ' <b>In-depth</b> ' knowledge that focuses more directly on <b>at least one</b> main material category, Product Design or Design engineering.
<b>Controlled Assessment Piece: Iterative Design Challenge (02)</b> (Internally marked and externally moderated)	<b>50%</b> of total GCSE (9-1)	As an outcome of their challenge, students will produce a chronological e-portfolio and one final prototype(s). Contextual challenges will be released on 1 June each year.

Both subject areas will have the same coverage in terms of core theory related to Design and Technology. However, students will be expected to have a more 'in depth' understanding of the topics and materials associated with their chosen subject area. Students will carry out a main 'design and make' challenge for which they will produce a prototype and e-portfolio showing the stages of design they went through to reach the final outcome(s).

Below is a brief description of the subject specific content that each GCSE option in Design and Technology will offer.

### **Design Technology: Product Design**

The Product Design course will focus upon designing and making products that are fit for a given user problem or scenario. The course will enable students to work with a range of materials that include woods, plastics and metal to create professional and marketable end products. Students will learn about specific materials and manufacturing processes in order to produce high quality products of their own. Students will be able to take a considered approach to company branding and marketing techniques for specific consumer markets. Students will create professional and successful outcomes that could be seen in consumer retail markets.

### **Design Technology: Design Engineering**

The Design Engineering course is well suited to those students who have a keen interest in designing and making their own electronic circuits to solve a particular problem or need. Students will need to produce a functioning prototype that has a working circuit /system inside to solve a given scenario or problem. The course will appeal to students who are interested in how things work and have an aptitude for electronics and mechanisms.

Both courses strike a good balance between hands-on practical skills and the use of modern technologies when designing new products and systems. There will be opportunities for students to use Computer Aided Design (CAD) packages in the form of Solid works, 2D designer, Photoshop and circuit wizard depending on the subject option students choose. The department is well resourced with Computer Aided Manufacture machinery available for students to then manufacture their final products and 3D prototypes. This includes the use of CNC lathe, milling machines, laser cutters and 3D printing.

At the end of the course all students will gain a GCSE in Design Technology but, although they will have followed different subject specific pathways, these will not be named specifically on the final qualification. The GCSE Design Technology qualification will operate on a level 9–1 awarding.

# DRAMA

Head of Subject: Miss L J Spence

## CIE Drama

<http://www.cie.org.uk/images/203273-2017-2019-syllabus.pdf>

IGCSE Drama is a challenging and engaging academic qualification which is recognized by the world's universities and employers. It combines the practical exploration with theoretical study of drama and theatre. This qualification would be an ideal choice for students who wish to extend their knowledge of drama through devising their own original work or performing repertoire. It is also an excellent choice for those who wish to develop their analysis or evaluative skills. IGCSE drama would complement students' learning in a broad range of other curriculum subjects. It also develops key life skills such as confidence, presentation skills, teamwork and leadership qualities.

All candidates take Paper 1 (Written Examination) and Paper 2 (Coursework).

### **Paper 1: Written examination** (2½ hours): Weighting 40%

Candidates answer questions relating to a pre-release play extract and a choice of stimulus.

- **Section A (30 marks)** 6 to 8 short-answer questions on the extract from the play and 2 to 4 questions on their chosen stimulus.
- **Section B (25 marks)** Answer **one** from three longer-answer questions on the pre-release extract from the play.
- **Section C (25 marks)** Answer **one** from three longer-answer questions on their chosen stimulus.

*The pre-release material consists of:*

- *three stimuli which are either a poem, picture or newspaper article. Candidates must create drama based on their choice of one of the stimuli, and are advised to work in groups of between two and six candidates. In the examination candidates will be required to reflect on, and evaluate, the practical work.*
- *an extended extract from a play taken from repertoire from a variety of cultures and times. Candidates study the extract with a view to understanding both the text and practical aspects of production.*

### **Paper 2: Coursework:** Weighting 60%

Internally assessed and externally moderated.

Candidates submit three pieces of practical work:

- **One individual piece (max 3 - 5 mins):** consisting of a performance of an extract from a piece of repertoire, completed in Term 3 of Year 10.
- **Two group pieces (max 15 minutes each):** **one** original devised piece and **one** performance of an extract from a piece of repertoire. Devised piece completed in Term 2 of Year 10, scripted piece completed in Term 1 of Year 11.

# MUSIC

**Head of Subject: Mrs M Perry**

## **Edexcel Music**

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>

The GCSE in Music develops the three musical skills of performing, composing and appraising music.

The course is based around four Areas of Study

Area of Study 1: Instrumental Music 1700-1820

Area of Study 2: Vocal Music

Area of Study 3: Music for Stage and Screen

Area of Study 4: Fusions

### **Component 1: Performing (30%) Practical Assessment**

Students are required to perform a solo and an ensemble for a combined total of four minutes. Each performance must be a minimum of one minute long. Performances must be recorded during Year 11. The minimum standard is equivalent to Grade 3.

### **Component 2: Composing (30%) Non-examined Assessment (completed in class time)**

Students learn how to develop their musical ideas through employing a range of compositional techniques and strategies that are learnt through analysis and musical experience. They need to ensure that their compositions demonstrate technical control and coherence and can compose in their own style allowing them to shine in their desired area. We have excellent facilities within the Faculty facilitating the ability to create their own musical scores or multi tracked compositions.

Students compose two pieces with a combined duration of three minutes. One of these is composed to a brief set by Edexcel, whilst the other is a 'free' composition in which students demonstrate a range of musical techniques within a structure of their choosing.

### **Component 3: Listening and appraising (40%)**

Students prepare for a written examination lasting one hour and forty-five minutes. They will respond to a range of short and long answer questions on four set works and wider listening learnt within the four Areas of Study.

Students apply their knowledge of musical elements, musical contexts and musical language and how these relate to both familiar and unfamiliar music heard in the exam.

The paper is in two sections:

Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)

Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks)

# PHYSICAL EDUCATION

Head of Subject: Miss H L Gilbert

OCR Physical Education (9-1) – J587 (from 2016)

<http://www.ocr.org.uk/Images/234822-specification-accredited-gcse-physical-education-j587.pdf>

## **Introduction**

GCSE Physical Education aims to prepare learners for the further study of PE and sport, sport science courses or for future work within the growing sports industry. The course develops an understanding of the factors that underpin physical activity and uses this knowledge to improve sports performance. With the new changes to the course, GCSE Physical Education now provides a clear pathway through to A Level PE and has enhanced its links with other subjects such as biology, psychology and sociology. The syllabus is made up of both theoretical (60%) and practical (40%) components. The theoretical element is made up of two 1 hour written examinations. The practical element consists of the student performing three practical activities and a performance analysis task.

## **Syllabus Content**

### **Exam 1 - Physical Factors affecting Performance (30%)**

#### **Applied Anatomy and Physiology and Physical Activity**

Within this exam, topics focus on the structure and function of the skeletal, muscular, respiratory and cardiovascular systems. Students develop their understanding of movement analysis and the effect exercise has on each body system. In other topics, the students apply the principles of training and components of fitness in order to optimise performance and prevent injury.

### **Exam 2 – Socio-Cultural Issues and Sports Psychology (30%)**

#### **Socio-Cultural Influences, Sports Psychology and Health, Fitness and Well-Being**

The topics for this exam are based around participation in physical activity and sport, looking at how the effects of commercialisation, the media and society impact on sport today. Students develop their understanding of the impact drugs have within sport and increase their knowledge of how psychological factors can influence performance. Topics also focus on how diet and nutrition affect the body and the effects of exercise on a person's health and well-being.

### **Non Exam Assessment (40%)**

#### **Practical Activity**

Students will be assessed in **three** practical activities, which must include a combination of team and individual sports with at least one being from either list. Students are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

#### **Analysing and Evaluating Performing (AEP)**

Students analyse and evaluate aspects of their own performance in their chosen activity. They are required to evaluate the strengths and weaknesses and produce an action plan which aims to improve the quality and effectiveness of the performance.

Although there is a practical element to the course, the majority of lessons are theory based. Any practical focuses on applying the learnt concepts to a sports setting.

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