

St Bede's Catholic High School Ormskirk



Key Stage 4 Curriculum and Option Choices 2018-2020

Key Stage 4

The Options Procedure

- **Year 9 Options Assembly — Wednesday 17th January 2018** - to provide pupils with information about the Key Stage 4 Curriculum, the various options on offer and how to make their choices. At this assembly pupils will also be issued with the 'Options Booklet' and the '2018 Option Choices Form'.
- **Y9 Options Evening — Wednesday 17th January 2018** - to provide parents and pupils with an outline of the Key Stage 4 Curriculum and other information to help them to support their child in their Key Stage 4 option choices.
- **Y9 Full Reports — Monday 5th February 2018**
- **Y9 Options Interviews — Thursday 8th February 2018** — to give pupils the opportunity to discuss their choices with a senior member of staff.
- **Y9 Parents' Evening — Thursday 1st March 2018** - to enable parents and pupils to discuss academic progress and seek the advice of teachers regarding option choices.
- **Options Forms** are to be returned to school by **Friday 9th March 2018**

Please note:

- *Subjects will only run if there are sufficient numbers of pupils who express an interest to make the group viable.*
- *In the event that a pupil may have to reselect a subject then they will be consulted before any changes are made.*

KS4 Curriculum

Compulsory Core Curriculum					Options			
RE 3	ENG 4	MATHS 4	SCIENCE 6	P E 1	OPT 1 3	OPT 2 3	OPT 3 3	OPT 4 3
RE 3		MATHS 4						

- The diagram above shows the overall Key Stage 4 Curriculum and indicates the compulsory subjects and the number of lessons given to each area.

Part 1 - Core Compulsory Subjects

- GCSE Religious Education
- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science (please see below)
- PE (Core)

Within Science it is possible for pupils to study for either:

Separate Sciences (Three GCSEs)

- GCSE Biology
- GCSE Chemistry
- GCSE Physics

or

Combined Science (Two GCSEs)

Part 2 - Option Subjects

Courses

Art (GCSE)

Computer Science (GCSE)

Design and Technology (GCSE)

Drama (GCSE)

English Express (this option supports the English GCSE but is not a qualification in its own right)

Food Preparation & Nutrition (GCSE)

French (GCSE)

Geography (GCSE)

German (GCSE)

History (GCSE)

Sep. Sciences (with compulsory Science this leads to separate GCSE's in Biology, Chemistry and Physics)

Media Studies (GCSE)

Music (GCSE)

Physical Education (GCSE)

College Course (if chosen, this option counts as 2 choices i.e. you can only choose two other options)

Pathways

For pupils who are able to do so, studying a language (French or German) and/or a humanities subject (History or Geography) may be beneficial for pupils post 16, whatever their chosen route. Whilst there is no consistency, some higher education institutions consider these to be facilitating subjects. Humanities subjects offer students the opportunity to develop critical thinking, complex discourse and the knowledge they gain enhances their cultural capital. Language skills have many intrinsic benefits and are also important in the international labour market. As a school we agree and see language skills as essential for any society in today's increasingly globalised world.

For this reason, we recommend particular pathways to individual pupils. All pathways are shown in this options booklet, however the option preference form your child receives will be tailored to the pathway we recommend.

College Courses

A separate prospectus, detailing the courses on offer, is available for pupils wishing to consider this pathway. Please note that opting for a college course is in place of choosing two option subjects. Pupils are requested to speak to Mrs Turpin before choosing this option to discuss whether it is suitable for them

St Bedes CHS – the KS4 pathways to success

2018/2020

The Blue Pathway 10 SUBJECTS	RS	English Language	English Literature	Maths	Sciences Comb x 2 or Separate. x 3	MFL or Humanities Subject	Free choice including English Express if appropriate	Free option choice from the subjects on offer	Free option choice from the subjects on offer
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NB: If separate Sci chosen it uses up one of the free choice subjects

The Green Pathway 9 SUBJECTS	RS	English Language	English Literature	Maths	Sciences Comb	English Express	Free option choice from the subjects on offer	Free option choice from the subjects on offer	Free option choice from the subjects on offer
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The Purple Pathway 10 SUBJECTS	RS	English Language	English Literature	Maths	Sciences Comb x 2 or Separate. x 3	MFL subject	Humanities subject	Free option choice from the subjects on offer	Free option choice from the subjects on offer
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NB: If separate Sci chosen it uses up one of the free choice subjects

The White Pathway (Exceptional circumstance only)	RS	English Language	English Literature	Maths	Sciences Comb	Specialised provision			
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The Yellow Pathway 7 SUBJECTS + college	RS	English Language	English Literature	Maths	Sciences Comb	English Express	College		Free option choice from the subjects on offer
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Key Stage 4

Religious Education

Exam Board: Edexcel	Syllabus: GCSE Spec A
Exam: 100%	Coursework: None

Exam Details

Paper 1 (May of Year 11): Study of Religion, Catholic Christianity (50%)

Paper 2 (May of Year 11): Study of a second Religion; Judaism (25%)

Paper 3 (May of Year 11): Philosophy and Ethics (25%).

Further Information

In your Religious Education course you will demonstrate knowledge and understanding of religion and belief including;

- Beliefs, practices and sources of authority
- Influences of individuals, communities and societies
- Similarities and differences within and/or between religions and beliefs
- Analyse and evaluate aspects of religion and belief, including their significance and influence
- Understand sources of Wisdom and Authority and forms of expression and ways of life
- Study the beliefs and teachings and practices of Judaism
- Demonstrate knowledge and understanding on topics such as Existence of God, and Marriage and the Family

You will demonstrate knowledge and understanding of the Roman Catholic tradition upon aspects of Christian lifestyle and behaviour. You will produce evidence and arguments to support and evaluate points of view arising from the study of religious concepts, beliefs and practices.

GCSE RELIGIOUS STUDIES

Many employers (especially the police, armed forces and caring professions) regard GCSE RE as a good qualification. It involves a lot of thinking and writing and shows you are aware of other people's beliefs and the nature of the society in which you live.

It helps you to think through some of the big issues of life about which adults argue all the time.

It helps to remove the ignorance which causes prejudice, hatred and violence - many wars are caused through misunderstandings about religion.

Religious Education continued

Religious Studies protect you from indoctrination. They give you the opportunity to explore Catholic beliefs in a safe and questioning environment so that you can become sure of your own beliefs and explain them clearly to others.

RELIGIOUS EDUCATION IS NOT ABOUT MAKING YOU 'RELIGIOUS'; IT IS ABOUT ENABLING YOU TO THINK FOR YOURSELF ABOUT RELIGIOUS AND MORAL ISSUES.

SYLLABUS OUTLINE

Paper One — Philosophy and Ethics (25%)

Arguments for the Existence of God

Religious Teachings on Relationships and Families in the 21st Century.

Paper Two— Study of Catholic Christianity (50%)

This unit is divided into four sections, examined by external assessment only.

- Beliefs and Teachings
- Practice
- Sources of Wisdom and Authority
- Forms of Expression and Ways of Life

Paper Three— Study of Judaism. (25%)

- Beliefs and Teachings
- Practices

Key Stage 4

English Language & English Literature

Two-year courses culminating in external examinations which are set by the Welsh Joint Education Committee (WJEC). Year 10 currently sit the Literature exam at the end of the first year of the course.

Examination Details

English Language

Component 1 is 40% of the qualification: 20th Century Literature Reading (20%) and Creative Prose Writing (20%).

Written examination: 1 hour 45 minutes.

Component 2 is 60% of the qualification: 19th and 21st Century Non-Fiction Reading (30%) and Transactional/Persuasive Writing (30%).

Written examination: 2 hours.

Component 3 is unweighted and not part of the final grade: Spoken Language.

In class, one presentation/speech, including responses to questions and feedback.

English Literature

Component 1 is 40% of the qualification: Shakespeare (20%) and Poetry (20%).

Written examination: 2 hours.

Component 2 is 60% of the qualification: Post 1914 Prose/Drama (20%), 19th Century Prose (20%) and Unseen Poetry from 20th/21st Century (20%).

Written examination: 2 hours 30 minutes.

Further Information

Each course provides an excellent opportunity for pupils to study a wide range of material. They will develop their skills of insight and analysis in both studied and unseen fiction and non-fiction reading, with texts including:

- *Macbeth* or *Romeo and Juliet*
- *A Christmas Carol*
- *An Inspector Calls*
- An engaging mix of poetry
- A wide selection of non-fiction texts

Pupils are also required to write in a creative way with narrative/recount tasks as well as in a transactional/discursive way for a range of purposes and audiences, adapting style to form and to real-life contexts.

To see when we teach each Component, please refer to the English Learning Programmes on the school website.

English Express

English Express is an option designed to support your child's progress in English Language and English Literature.

With the recent changes to both English specifications (100% examination/no tiering/more challenging content), we in the department feel that English Express is an extremely valuable option for many parents to consider.

With no coursework in either English Language or English Literature, focus on examination technique is becoming ever more important. In addition, it will be very useful to have additional time given to studying/reinforcing the curriculum content as well as practising and developing the skills required to make as much progress as possible.

Taking this option will help develop your child's literacy skills. This is a vital element in doing well, not just in our two English exams but also across every other subject your child will take. Even subjects like Mathematics, traditionally seen as the other end of the skills spectrum to English, now have components in their exams that demand a solid level of literacy from all students. English Express will support understanding of written text across all subjects.

We will use creative programmes such as I.D.L to help develop your child's spelling and language skills and tailor lessons to support areas of language and literature most in need of development.

In addition, and for the first time, we will also run the EDUQAS/WJEC English Entry Level qualification in Year 10.

This acts as an introduction to the main GCSEs in Language and Literature that they will be studying with their usual English teachers. As well as being an excellent support to those exams, it will also be recognised as an introductory (non GCSE) qualification in its own right <http://www.wjec.co.uk/qualifications/english/r-english-entry-level>.

Should you have any further queries regarding your child's suitability for this option, please don't hesitate to contact the Curriculum Leader at n.belger@sbchs.co.uk

THERE IS NO FORMAL GCSE EXAMINATION/QUALIFICATION ATTACHED TO THIS OPTION

Key Stage 4

Mathematics

Exam Board: AQA

**Syllabus:
Mathematics 8300**

Exam: 100%

Coursework: None

Exam Details

In Maths pupils will follow a two year linear course which will result in candidates sitting three exams in May/June of Year 11:

Paper 1 is a non- calculator paper and Papers 2 and 3 are both calculator papers. Each paper is worth one-third of the total amount of marks.

Further Information

Pupils will continue to follow the AQA Linear GCSE Examination Course which they will have already started studying in Years 7—9. The work will cover the five attainment targets in Mathematics:

- Number
- Algebra
- Geometry and Measures
- Statistics and Probability
- Ratio, Proportion & rates of Change

The course is delivered at two ability levels:

- Higher (Grades 9—4)
- Foundation (Grades 5—1)

The course is delivered at two ability levels Higher (Grades 9—4) and Foundation (Grades 5—1)

The Mathematics GCSE is still a relatively new specification using the new grading system 9 –1. It is difficult to predict which pupils will be entered for which tier of entry but as a rough guide Sets 1 & 2 may be entered for the Higher Tier and Sets 3 & 4 for the Foundation Tier.

Pupils in Set 1 will have the opportunity to sit a Level 3 Qualification in the January of their Year 11 year as an extra qualification. This qualification attracts UCAS points and more details will be available to pupils nearer to the time. The exam is not compulsory.

Pupils in West 4 will also have the opportunity to sit additional qualifications at Level 1 and 2 throughout Year 10 & 11 so as to gain a maths qualification that is more closely matched to their ability.

Key Stage 4

GCSE Combined Science

Exam Board: Edexcel

Syllabus: Edexcel 1SC0

Exam: 100%

Coursework: None

Exam Details

Six exams (1 Hour and 10 minutes each)
Each exam is worth 16.67% of the qualification.

Paper 1: Biology 1
Paper 2: Biology 2
Paper 3: Chemistry 1
Paper 4: Chemistry 2
Paper 5 : Physics 1
Paper 6: Physics 2

Further Information

Assessment overview

A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. The GCSE Combined Science course equates to two GCSEs in Science.

GCSE Combined Science (Biology)
B1 Key biological concepts
B2 Cells and control
B3 Genetics
B4 Natural selection and genetic modification
B5 Health, disease and the development of medicines
B6 Plant structures and their functions
B7 Animal coordination, control and homeostasis
B8 Exchange and transport in animals
B9 Ecosystems and material cycles

GCSE Combined Science (Physics)
P1 Motion
P2 Forces and motion
P3 Conservation of energy
P4 Waves
P5 Light and the electromagnetic spectrum
P6 Radioactivity
P7 Energy forces doing work
P8 Forces and their effects
P9 Electricity and circuits
P10 Magnetism and the motor effect
P11 Electromagnetic induction
P12 Particle model
P13 Forces and matter

GCSE Combined Science (Chemistry)
C1 States of matter
C2 Methods of separating and purifying substances
C3 Atomic structure
C4 The periodic table
C5 Ionic bonding
C6 Covalent bonding
C7 Types of substance
C8 Acids
C9 Calculations involving masses
C10 Electrolytic process
C11 Obtaining and using metals
C12 Reversible reactions and equilibria
C13/SC17 Groups in the periodic table
C14/SC18 Rates of reaction
C15/SC19 Heat energy changes in chemical reactions
C16/SC20 Fuels
C17/SC21 Earth and atmospheric science

PE & Games (Core)

Core PE is a compulsory non-examination part of the KS4 Curriculum. Pupils engage in physical activities through which they build upon the skills and knowledge gained at KS3. Additionally, an emphasis is placed on the social, moral and character building aspects of the subject. It is hoped that through PE pupils will embrace a healthy lifestyle and will be encouraged to see the wider benefits of sport, and to develop a life-long desire to engage in physical activity.

Part 2 - Options

OPTION SUBJECTS

GCSEs

Art
Computer Science
Design and Technology
Drama
Food
Geography
History
Separate Sciences
Media Studies
Modern Foreign Languages: French/German
Music
Physical Education

STUDY SUPPORT

English Express

COLLEGE

College Courses

Key Stage 4

Art

Exam Board: AQA

Syllabus: Specification 4201

Exam: 40%

Portfolio: 60%

Portfolio (Coursework) Details

A Portfolio of Work

Pupils will complete 2 coursework projects in total during Years 10 and 11 (Natural Forms and a Mock Exam which can be any number of themes). These projects will form a portfolio of work which will constitute 60% of the final GCSE grade. Pupils best pieces of work will be selected to submit as part of their final portfolio.

Exam Details

The Art exam is externally set and constitutes 40% of the final GCSE grade. Pupils will be given an exam paper with 7 themes in Jan/Feb of Y11. Pupils select 1 of the 7 themes on which to complete their exam. Pupils will be given preparation time over a period of weeks to complete research, drawings and designs before deciding upon their final outcome. They will then have 10 hours exam time to complete their final piece of work for the GCSE. The 10 hours will be spread over several days.

- 10 hours Sustained Focus Study (examination time)

Further Information

This is a broad based Art course in which pupils will work with a wide range of media and techniques including Drawing, Photography, 3D (including Ceramics), Painting, Collage and Mixed Media.

This course would be valuable for pupils wishing to study Art or any Art related course in the future. In order to achieve success in Art pupils must feel confident in experimenting with various media and be prepared to practise drawing skills which need to be of a good standard.

Assessment Criteria for Art Specifications

Portfolio work

Pupils will study three projects during Years 10 and 11. They will record their work using design sheets and/or sketchbooks.

The Portfolio work and Externally Set Task must both address the four Assessment Objectives which are:

Assessment Objective 1

Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.

Assessment Objective 2

Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

Assessment Objective 3

Record ideas, observations and insights relevant to their intentions in visual and/or other forms.

Assessment Objective 4

Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral and other elements.

Computer Science

Exam Board: Edexcel

Syllabus: 1CP1

Theory Exam: 80%

Coursework: 20%

Exam Details

Component 1: Principles of Computer Science
(written examination—1 hour 40 mins) = 40%

Component 2: Application of Computational Thinking
(written examination—2 hours) = 40%

Component 3: Programming Project (controlled assessment— 20 hours) = 20%

Overview

The specification enables students to apply 'computational thinking' in context. The course prepares students for real-world computer challenges and build students' ability to think computationally within the context of a single scenario. 'Computational thinking' is integrated throughout the content to embed this essential approach to the subject

Course Content

1. Problem Solving

Algorithms, decomposition and abstraction

2. Programming

Develop code, coding constructs, data types and structures, input and output, operators, subprograms

3. Data

Binary, data representation, data storage and compression, encryption, databases

4. Computers

Machines and computation modelling, hardware, logic, software, programming languages

5. Communication and the internet

Networks and security, the Internet and world wide web

6. The bigger picture

Emerging trends, issues and impact

Key Stage 4

Design and Technology

Exam Board: Edexcel

Syllabus: 1DT0

Exam: 50%
Component 1

**Non-Examined
assessment** 50%
Component 2

Component 1

Written examination: 1 hour and 45 minutes
15 of the 100 marks available for the exam will be awarded for mathematical skill, with questions set in an applied context

Content Overview

The paper consists of two sections.

Section A is assessed on the core content including knowledge and application of polymers, metals, textiles, papers and boards, electrical and mechanical components. Pupils are also expected to critically analyse products and the work of designers and companies such as Tesla, Alessi and Zaha Hadid.

Section B is assessed on the specialist material category we have chosen. In this case it will be Timbers. Pupils are expected to understand the working characteristics, advantages and disadvantages and uses of a range of hardwoods, softwoods and manmade boards. They should be able to apply this knowledge to design products and solve problems.

Component 2 - 50% of the qualification

Pupils will undertake a design and make project based on a contextual challenge released by the exam board in the June of year 10. Pupils will be expected to work independently and iteratively to investigate, design, make and evaluate a prototype of a product primarily made from timber but possibly including other materials and components as appropriate.

The task will be internally assessed and externally moderated

In studying Design and Technology pupils learn about designing solutions to improve people's lives, they are able to make better decisions and understand more about the impact of products on the environment around them.

Key Stage 4

Drama

**Exam Board: WJEC
Eduqas**

Syllabus: C690QS

Exam:
(Including a practical exam on a scripted text) 60%

Coursework: 40%
(including 1 practical performance & 1 written Performance Report)

Exam Details

- 1½ hour exam based on a set text
- Theatre Review
- A Performance from a Text assessed by a visiting examiner

Coursework Details

- Devised Practical Performance (20%)
- Performance Evaluation (20%)
- Portfolio of supporting evidence with commentary

Further Information

The GCSE Drama course offers pupils opportunities to develop self confidence and speaking skills while studying published plays of literary merit, which complement the texts studied for GCSE English Literature.

Pupils will also develop knowledge and understanding of a range of dramatic genres and practitioners such as: Stanislavski, Musical Theatre, Theatre in Education and Physical Theatre.

Drama is a valuable qualification for pupils wishing to enter a career in: TV/film, directing, sound engineering, lighting, set design, makeup design, or a career which would involve public speaking.

2016 pass rate - 92%

Key Stage 4

Food Preparation & Nutrition

Exam Board: WJEC

Specification:

Exam: 50%

Coursework: 50%

The Specification will give learners the opportunity to:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes

Summary of Assessment

Component 1: 50% of qualification

Principles of Food Preparation and Nutrition written examination: 1 hour 45 minutes

Component 2: 50% of qualification

Food Preparation and Nutrition in Action

Non-examination assessment: internally assessed, externally moderated.

Assessment 1: 8 hours **The Food Investigation Assessment**

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. :

Assessment 2: 12 hours **The Food Preparation Assessment**

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

Key Stage 4

Geography

Exam Board: AQA

Specification:

Exam: 100%

Coursework: None

Exam Details

At GCSE we study the AQA specification. The course includes elements of human, physical and environmental Geography. In addition, we also cover a range of geographical skills, including map and graph work.

Pupils complete 3 linear examinations – 2 of these examinations are 1.5 hours in length, the third examination is 1hr 15 mins in length.

The main content of this syllabus covers the following 4 elements:

- Living with the physical environment
- Challenges in the human environment
- Geographical applications
- Geographical skills

Paper 1: Living with the physical environment (1 hour 30 minutes, 35%)

- The challenge of natural hazards-Physical landscapes in the U.K
- The living world-Geographical skills

Paper 2: Challenges in the human environment (1 hour 30 minutes, 35%)

- Urban issues and challenges-The changing economic world
- The challenge of resource management-Geographical skills

Paper 3: Geographical applications (1 hour, 30%)

- Issue evaluation — Fieldwork – Geographical Skills

Key Stage 4

History: The Modern World

Exam Board: Edexcel

Specification:

Exam: 100%

**Controlled
Assessment:**

None

Exam Details

This is a linear course with all exams taking place at the end of Year 11.

Paper 1 - Thematic Study and Historic Environments

Written Exam - 1 hour 15 minutes

30% of the qualification

Content overview

Medicine in Britain, c 1250 to present and the British sector of the Western Front, 1914–1918:

injuries, treatment and the trenches.

Paper Two - Period Study and Depth Study

Written Exam - 1 hour 45 minutes

40% of the qualification

Content overview

Early Elizabethan England, 1558–88

Superpower relations and the Cold War, 1941–91

Paper Three - Modern Depth Study

Written Exam - 1 hour 20 minutes

30% of the qualification

Content overview

Weimar and Nazi Germany, 1918–39

Aims and objectives of course

- Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them

Key Stage 4

GCSEs in Separate Sciences

Exam Board: Edexcel	Syllabus: Biology 1BIO Chemistry 1CHO Physics 1PHO
Exam: 100%	Coursework: None

Exam Details

Two written examinations in Biology (1 hour and 45 minutes each)
 Two written examinations in Chemistry (1 hour and 45 minutes each)
 Two written examinations in Physics (1 hour and 45 minutes each)

Further Information

Assessment overview

A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open response questions.

By completing this course pupils will be awarded three individual GCSEs: GCSE Biology, GCSE Chemistry and GCSE Physics. This option is aimed at those pupils, who reached a high level of attainment in Science in Year 9.

<i>GCSE Individual Sciences (Biology)</i>
<i>SB Crops and pests (topics 4 and 5)</i>
<i>SB Food security (topics 1, 6, 8, 9)</i>
<i>SB Genes and protein synthesis (topics 3, 4, 5)</i>
<i>SB Responding to external stimuli (Paper 1, topic 2)</i>
<i>SB Responding to internal stimuli (Paper 2, topic 7)</i>

<i>GCSE Individual Sciences (Physics)</i>
<i>SP2 Forces and motion</i>
<i>SP4 Waves</i>
<i>SP5 Light and the electromagnetic spectrum</i>
<i>SP6 Radioactivity</i>
<i>SP7 Astronomy (whole topic)</i>
<i>SP9 Forces and their effects</i>
<i>SP11 Static electricity (whole topic)</i>
<i>SP13 Electromagnetic induction</i>
<i>SP14 Particle model</i>
<i>SP15 Forces and matter</i>

<i>GCSE Individual Sciences (Chemistry)</i>
SC13 Transition metals, alloys and corrosion
SC14 Quantitative analysis
SC15 Dynamic equilibria and calculations involving gases
SC16 Chemical cells and fuel cells
SC22 Qualitative analysis
SC23 Hydrocarbons
SC24 Polymers
SC25 Alcohols and carboxylic acids
SC26 Bulk and surface properties of matter including nanoparticles

Key Stage 4

Media Studies

Exam Board: AQA

Syllabus: 4812

Exam: 70%

**Controlled
Assessment:**

30%

Exam Details

PAPER 1

Written exam: 1 hour 30 minutes - **35% of GCSE**

Multiple choice questions assessing your wide-ranging knowledge of topics covered on the course.

Short answer questions and one extended response assessing in depth knowledge of studied topics and how the media impacts both personally and globally.

PAPER 2

Written exam: 1 hour 30 minutes - **35% of GCSE**

Pupils will explore existing media products in such genres as: TV, gaming, film, internet, advertising, magazines, social media or music video.

Multiple choice and short answer questions / extended response questions assessing in depth knowledge of all elements of the course studied.

Controlled Assessment—30% of GCSE

Creating your own media product. Applying knowledge and understanding and skills developed over the course and showing practical skills relating to the media genre of their choice. Pupils can choose to work in areas such as: TV, gaming, film, internet, advertising, magazines, social media or music video.

After St Bede's

Media Studies is a hugely popular subject at further and higher education. Many of our previous pupils have gone on to successfully study Media at both college and university. It is a valuable qualification for pupils who are considering careers in: journalism, TV and film, newspapers and magazines, advertising and marketing, research, event planning, publishing, public relations or any scenario that involves working with IT or the public such as the civil service or administration.

Modern Foreign Languages: French/German

Exam Board: AQA
Exam: 100%

Syllabus:
French 8658 / German 8668

Exam Details

- This qualification is linear which means that all examinations will take place in the summer of Year 11.
- **LISTENING, READING, SPEAKING AND WRITING** skills are tested and each skill is worth 25% of the grade.
- There is a Foundation Tier (grades 1—5) and a Higher Tier (grades 4—9). Pupils must take **all four** question papers at the **same tier**.
- Examinations are for the most part conducted in the target language of French or German.
- Pupils study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest.

Theme 3: Current and future study and employment

Further Information

Pupils have studied French/German at KS3 so they are well prepared to study a GCSE language course, and know a lot of vocabulary and grammar. They will build on topics already studied, as well as learning new ones.

A GCSE language course is an excellent choice for pupils who enjoy communicating and learning about different countries and cultures, and there are many other reasons for choosing to study a language:

- It creates greater opportunities to work abroad as well as for companies in the U.K. with international links.
- Languages offer opportunities to work in industry, business, travel and tourism, media, medicine, law, education, the armed services and many more areas.
- Many employers and higher education providers are looking for this extra international dimension when choosing their candidate.
- A GCSE language qualification is advantageous for those pupils wishing to apply to the top universities.
- A GCSE in French or German also enables pupils to study more unusual languages such as Russian, Mandarin or Arabic, having already fine tuned their linguistic skills at GCSE level.

Key Stage 4

Music

Exam Board: OCR	Syllabus: J536
Exam: 40%	Coursework: 60%

The specification requires candidates to develop their ability in performing/realising and composing, and to develop their listening and appraising skills.

The syllabus is based on 5 areas of study. Across these areas of study, pupils will study music from the past and present, from the western tradition and other world cultures.

The areas of study also provide opportunities for candidates to further their understanding of musical styles of their own choosing.

Coursework Details

The areas of study are:

Area of Study 1 **My Music** - Spotlight on your instrument

Area of Study 2 **The Concerto through time**

Area of Study 3 **Rhythms of the World**

Area of Study 4 **Film Music**

Area of Study 5 **Conventions of Pop**

These areas of study are assessed in 3 units:

Unit 1: Integrated Task 30%

- One solo performance
- One composition for your instrument
- Non-examined assessment completed during the course

Unit 2: Practical Component 30%

- Ensemble Performance
- Board set composition task
- Non-examined assessment completed during the course

Unit 3: Listening & Appraising 40%

- A written paper, with CD. Aural recognition and context unheard/unfamiliar music from within the Areas of Study 2, 3, 4 & 5.

Further Information

In order to succeed at GCSE Music you must be able to play a musical instrument or sing to a good standard. Ideally, pupils who take up Music GCSE have lessons on their chosen instrument/voice and are at a minimum of Grade 2 standard. This required standard will ensure a solid foundation in order to cope with the demands of the GCSE course.

Studying GCSE Music gives pupils the opportunity to:

- actively engage in the study of different styles
- develop their own musical tastes
- evaluate their own and others' music
- develop as independent learners with enquiring minds

Key Stage 4

Physical Education

Exam Board: OCR

Written Coursework: 10%

Theory Exam: 60%

Practical Coursework: 30%

Exam Details

Component 1: Written Theory Examination (1 hour) = **30%**

Component 2: Written Theory Examination (1 Hour) = **30%**

Component 3:

- Section 1: Practical assessment of three sports (one individual sport, one team sport and one free choice. All three sports must come from the approved DFE (Department for Education) GCSE PE list = **30%**
- Section 2: Written analysis of performance coursework = **10%**

Further Information

Outline of course demands:

Pupils must:

- have a keen interest in sport and recreation; always look forward to PE lessons and have an excellent participation record throughout key stage 3.
- compete on a regular basis in sport outside of school.
- attend regular sports coaching sessions outside of school.
- have a wealth of experience in a variety of sports both as a competitor and spectator.
- want to follow a course that develops knowledge and understanding through practical involvement.
- want to know more about the benefits of sport and exercise.
- want to improve your own performance in a range of sports roles.
- be considering a sports related career or an A-Level/higher education course.

It must be stressed that a high level of knowledge and understanding in terms of technique and tactics is required in each of the chosen practical areas, in order to be successful. This theme continues into written exams, pupils must be able to link content back to practical examples in a wide variety of sporting activities.

Physical Education is concerned with the pursuit of personal fulfilment by using physical attributes to their fullest extent. It involves development through the acquisition of personal skills and an increasing awareness of strengths and weaknesses. It addresses interpersonal skills; the ability to interact with others and it promotes an understanding of rules and the need to abide by them.

Physical Education continued.....

Physical Education is not only an integral part of the school curriculum, it is a part of the process of education for life. It endeavours to equip the individual to play a full part in society.

Course aims:

1. To develop your knowledge and practical skills in a range of physical activities.
2. To examine the effects of exercise and how training can improve performance.
3. To identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity.

Pupils will be taught the relevant sections from the vast materials available in modern Physical Education, in order to provide pupils with the knowledge and understanding which they will require, to not only successfully pass the course, but also to meet the broad course aims above.

Syllabus Content:

The theory section of the syllabus is divided into two main sections:

Component 01: Physical factors affecting performance

- 1.1 Applied anatomy and physiology
- 1.2 Physical training

Component 02: Socio-cultural issues and sports psychology

- 2.1 Socio-cultural influences
- 2.2 Sports psychology
- 2.3 Health, fitness and well-being

Component 03: Performance in Physical Education (Non Exam Assessment)

- 3.1 Performance of three activities taken from the two approved DFE lists
- 3.2 Analysing and Evaluating Performance (AEP), task-based coursework

Physical Education continued.....

Approved DFE Activities - Team

Please note—pupils can only be assessed in activities approved by the DFE

Team activities	
Activity	Forbidden combinations and rules
Association football	Cannot be five-a-side or futsal
Badminton	Cannot be assessed with singles/individual activity badminton
Basketball	Cannot be 'street basketball'
Camogie	Cannot be assessed with hurling
Cricket	
Dance	Acceptable dances include: ballet, ballroom, contemporary/modern, hip-hop, jazz, salsa, street, tap
Gaelic football	
Handball	
Hockey	Must be field hockey, not ice hockey or roller hockey
Hurling	Cannot be assessed with camogie
Lacrosse	
Netball	
Rowing	Cannot be assessed with sculling, canoeing or kayaking. This can only be used for one activity
Rugby league	Cannot be assessed with rugby union or rugby sevens – cannot be tag rugby
Rugby union	Can be assessed as sevens or fifteen-a-side. Cannot be assessed with rugby league, cannot be tag rugby
Squash	Cannot be assessed with singles/individual activity squash
Table tennis	Cannot be assessed with singles/individual activity table tennis
Tennis	Cannot be assessed with singles/individual activity tennis
Volleyball	
Specialist activity*	
Blind cricket	
Goal ball	
Powerchair football	
Table cricket	
Wheelchair basketball	
Wheelchair rugby	

Physical Education continued.....

Approved DFE Activities - Individual

Please note—pupils can only be assessed in activities approved by the DFE

Individual activities	
Activity	Forbidden combinations and rules
Amateur boxing	
Athletics	Can be assessed in one event from the disciplines of either Track or Field Race walking and cross country are not a permitted Athletics events
Badminton	Cannot be assessed with doubles
Canoeing	Cannot be assessed with kayaking, rowing or sculling
Cycling	Track or road cycling only
Dance	Can only be used for one activity
Diving	Platform diving
Golf	
Gymnastics	Floor routines and apparatus only
Equestrian	Can be assessed in either show jumping, cross country or dressage
Kayaking	Cannot be assessed with canoeing, rowing or sculling
Rock climbing	Can be indoor or outdoor
Rowing	Cannot be assessed with sculling, canoeing or kayaking. This can only be used for one activity
Sculling	Cannot be assessed with sculling, canoeing or kayaking
Skiing	Outdoor/indoor on snow; cannot be assessed with snowboarding. Must not be dry slopes
Snowboarding	Outdoor/indoor on snow; cannot be assessed with skiing. Must not be on dry slopes
Squash	Cannot be assessed with doubles
Swimming	Not synchronised swimming
Table tennis	Cannot be assessed with doubles
Tennis	Cannot be assessed with doubles
Trampolining	
Specialist activity*	
Boccia	
Polybat	

It's Your Choice! Note to pupils

Gather the facts

- Find out about each subject from the booklet and by asking members of the teaching staff.
- Think about the nature of the course and consider the proportion of coursework involved.
- What are your strengths and weaknesses?
- Have you any ideas for upper school KS4 courses?

Consider the issues

- Will you enjoy the course?
- Is it likely to lead to examination success?
- Discuss your ideas with your family and teachers.
- It is very difficult to change subjects in Year 10.

Choose because:

- you have a good understanding of what the subject involves and feel confident that you can work with interest and enthusiasm.
- the subject complements or contrasts with your other subjects.
- your teachers believe you have the ability to succeed in the subject.
- the balance of coursework and examinations suits your disposition and you are determined to succeed.

DO NOT choose because:

- your friends have made that choice.
- the subject sounds easy.
- you like the teacher.
- you cannot think of anything else!

Now make your choice!

- Remember that you are planning your future, so think carefully and work hard! Your first point of contact if you have any questions regarding your options choices is your Year Leader, Mr Cox.

Notes

Notes