



Bedstone College
GCSE OPTION GUIDE

INTRODUCTION

This guide has been produced to give you, the prospective senior scholar at Bedstone College, information about the GCSE options subjects on offer. In each case, it gives a summary of the syllabus and details of written examinations and controlled assessment needed to complete the assessment.

At Easter, Third Form scholars are offered certain options from which they can choose some subjects for GCSE. Initially, scholars are asked for five choices from a general list. The subjects are then arranged into option groups which are designed, as far as possible, to avoid clashes. The grouping of the options, therefore, changes from year to year always but consists of a choice of three from the following:-

Geography, History, Art, Design and Realisation (DT), Business Studies, I.T., Music, Sports Studies or German.

These options occupy 12 periods. In addition there is Mathematics (5), English (5), French (4), R.E. (2), PE (2), PSE (1) and the Sciences (9). In the Fifth Year, the A group has 12 lessons of Science, 1 lesson of RE and none of PE. The B group has 9 lessons of Science, 2 of PE and 2 of R.E.

It may be the case that after the initial choices, subjects that have generated little interest do not appear in the final option groups to be found in the letter you will receive.

You should choose subjects that you enjoy doing, which you are (or feel you will be) good at and with an eye on possible AS and A2 courses in the Sixth Form.



ART & DESIGN

AIMS:

The aims of the syllabus are:

1. To develop visual perception and understanding including the creative, imaginative and practical skills for working in Art, Craft and Design.
2. To develop visual literacy and an appreciation of the richness of our cultural heritage through practical and critical responses to achievement in Art, Craft and Design.
3. To develop the individual's special aptitudes and interests and foster and encourage confidence, enthusiasm and a sense of achievement.

The students are assessed on both their coursework, for which they will produce **THREE** units, and a terminal examination in which candidates have **TEN** hours to complete their response.

THE OBJECTIVES:

The students will be required to demonstrate their ability;

- To record responses, including observations of the natural and man-made environment;
- To gather resources and materials, using them to stimulate and develop ideas;
- To explore and use two and three-dimensional media, working on a variety of scales;
- To review and modify their work as it progresses;
- To develop understanding of the work of Artists, Craftspeople and Designers, applying knowledge to their own work;
- To respond to and evaluate Art, Craft and Design, including their own and other's work;
- To design and make images and artefacts;
- To develop visual literacy through ideas, feelings and meanings;
- To use knowledge of visual and tactile elements;
- To use materials, tools and techniques imaginatively and safely.

At Bedstone, students will be introduced to a variety of media during the course; paint of various sorts, clay and simple printmaking techniques will be explored. Drawing, however, is at the heart of everything they do. It is a rigorous course; challenging yet intended to be fun. Each student will be issued with a Bedstone College sketchbook and will be expected to accumulate interesting visual material of a personal nature, much as a diarist might do with a diary, on a daily or at least a regular basis. This will help put a personal stamp on their work.



BUSINESS STUDIES

The study of Business is very much based on the world in which we live and work. Students will discover why firms make the products or provide the services they do. They will also learn how firms are organised, how they interact with each other, how they spend and control finance, and how they motivate and retain staff.

Business Studies is a dynamic subject and students are encouraged to become autonomous learners, to think imaginatively and to show initiative in their endeavours.

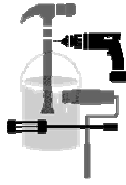
Syllabus Content

The candidates study the following units of work:

- Marketing and Enterprise
- Business and People
- Production, Finance and the External Business Environment

The scheme of assessment takes the form of two written examination papers (50% and 25%) and a piece of controlled writing (25%).

The controlled piece of writing is in the form of a report that carries out three investigations based upon data that is provided by the exam board.



DESIGN & TECHNOLOGY

Course Outline

- written paper (40%) based upon knowledge and understanding of RMT
- coursework (60%) based upon design and make activities.

Controlled Assessment (The Coursework)

The internally assessed unit will be undertaken using controlled assessment. The Design and Make task should allow students to be able to complete their work in 40 hours. The 40 hours can be broken down for each criteria to reflect the amount of time the student should be spending on a particular part of their work.

The exam board will provide five tasks and the student has to choose one of them. The tasks are broad themes, which you can adapt.

The five themes the exam board has chosen for RMT are storage, lighting, furniture, toys and games and the garden.

The exam board has made sure that the designing and making parts of the coursework have equal marks – both are equally important. This also supports students whose strengths may not be in both designing and making.

Examination

1 ½ hours

Demonstrate knowledge of Materials, Processes, Joining techniques, Health and safety, and engineering principles.

The examination paper is now un-tiered.

The paper now accommodates the full grade range, A* to G.

There is a possibility of taking the examination at the end of the 4th form (Year 10).



GEOGRAPHY

Over recent years the department has been one of eighty schools in England and Wales involved in the highly successful GCSE Pilot Scheme. As a department we are delighted that the innovative teaching and learning skills developed by this small cohort of schools is now going to be adopted nationwide in the form of the GCSE Geography OCR Specification 'A'.

Course content:

1. Extreme environments - the challenges they pose to humans.
2. Global Citizens – how our individual decisions impact on people worldwide
3. My place / Your place – comparing and contrasting personal geographies
4. Fast changing world – choice of studying population change, changing planet or trade, aid and superpowers

Assessment:

1. Extreme environments – 1 hour written examination (25%).
2. Global Citizens – **controlled assessment** (25%) involving two pieces of work, one of which will involve primary data collection. The write-ups have to be completed under supervision in the classroom.
3. My place / Your place – 1 hour written examination (25%)
4. Fast changing world – 1 hour written examination (25%) involving a pre-release booklet that scholars can study before writing under timed conditions.



GERMAN

German is offered as a second foreign language in the College. In Year 9 all the scholars are split into two groups, with the majority of the A Set taking German and the B Set taking Cross Curricular Studies. This enables them to make a better option choice in Years 10 and 11. The majority will still do French as the Core Language and German will be taken as an additional subject at GCSE.

In just over two years, scholars are expected to attain the same level of achievement as in their first foreign language – here French. This means that the course is more suited to scholars with reasonably good linguistic ability, but here at Bedstone there are many children who live, have lived or are going to live in Germany, for whom the course would be useful and a few who have never done French before joining the College, so the study of German would provide them with a foreign language qualification at GCSE level.

HISTORY



*Hasta la Historia
ciampra!*

At Bedstone we follow the OCR History GCSE Course, which examines Modern World History – History from 1890. There are three components.

The first paper is ‘Aspects of International Relations’, and will test you on America 1919-1941 and the world between the First and Second World Wars. It is mainly knowledge-based and is worth 45% of your overall GCSE mark. Topics studied include the Treaty of Versailles, the American Boom, the Wall Street Crash, the League of Nations and organised crime in America.

The second paper is the ‘British Depth Study’ and looks at how British Society changed from 1890 to 1918. This paper is source-based (although knowledge is needed as context) and worth 30% of your overall GCSE mark. We study the Liberal Reforms, Britain in the war and the campaign for women’s votes, among other topics.

The final 25% comes from what is known as the “Historical Enquiry”. This is the part of the course that is the ‘controlled assessment’ – which has replaced coursework in History. We study a topic and the OCR Exam Board then send us questions about the topic. These questions are researched and answered, in essay form, in class time. At the time of going to press, the intention is to study “the individual in History”, with the individual in question being Ernesto ‘Che’ Guevara, the noted revolutionary.

The History Department aims to run overseas trips in December. Many of you would have been to the Battlefields last year and will be pleased to know that we are considering a second trip to a different location. However, the trip would be ‘enrichment’ rather than a required trip – scholars that study History are not required to go.

You do not need to have any prior knowledge of these topics before commencing the GCSE course, but the course will require you to work hard, to conduct your own research and to produce quality work to set deadlines.

Please feel free to talk to any members of the History Department, or any of the History scholars in the current 4th or 5th Form, about the requirements and content of this course – see you next year!



INFORMATION TECHNOLOGY

This syllabus provides opportunities for students to develop an awareness of the nature and importance of Information Technology in a rapidly changing society and enables students to develop their application of knowledge, skills and understanding of Information Technology. The syllabus offers a system of assessment for GCSE based on clear targets and a coherent set of criteria for rewarding positive achievement across grades G - A*. The assessment of candidates includes both practical capabilities using Information Technology and the knowledge and understanding which underpins this capability.

Syllabus Content

The candidates must cover the following seven units of content: Information Handling, Communicating, Modelling, Measuring, Control, System Design, Application and Effects.

Any two of the first five units will be addressed through coursework. All seven units will be tested in the papers.

Question Paper Requirements

Candidates must take two question papers, worth 20% each.

The papers test understanding in the seven areas of Subject Content. The second paper tests more specifically the analysis, design, implementation and evaluation of information systems and involves reviewing the impact of information technology on society. The questions will mainly require short responses, single word or one or two sentences or extended responses.

Coursework requirements worth 60%

Candidates must produce three pieces of coursework as long as the assessment.

The coursework will be assessed against two of the following strands of criteria: Information Handling, Communicating, Modelling, Measuring, and Control. In addition, either separately or in conjunction with work for the above assessment, candidates must produce a solution to a problem which involves analysing, designing, implementing and evaluating an information system.



MUSIC

This course is open to all students who enjoy Music-making. GCSE Music is regarded as a valid qualification by employers and by Institutes of Further and Higher Education. While it is not essential to be an instrumental performer if you possess a good singing voice, it is desirable for non-instrumentalists to have some keyboard skills to facilitate composition. Instrumental performers, particularly keyboard players or guitarists have a considerable advantage both when performing and when composing. Students who are neither singers nor instrumentalists would be ill-advised to opt for Music GCSE!

The aims of the course are give students the opportunities to acquire the skills, knowledge and understanding needed to:

- make music individually and in groups.
- create music.
- develop a life-long interest in music.
- progress to further study.

Candidates are assessed in Performing, Composing and Appraising. These activities will be based on three specific Areas of Study, detailed as follows:-

1. **Exploiting the Resource**
Understanding your own instrument/voice, how it works and how composers write for it.
2. **Techniques of Melodic Composition**
How tunes are written, the use of different scales, sequence, repetition and structure.
3. **Dance Music**
Tudor dance music, the Viennese Waltz, Disco Music of the 70's and 80's.
4. **Traditions and Innovation**
Salsa, Minimalism, Bhangra

Assessment of the course is split as follows:

25% - Terminal Listening Examination

One exam paper with questions encompassing multiple choice, short answers, structured questions lasting 1½ hours.

15% - Terminal Task

A set of three stimuli will be set externally, and students' responses assessed internally and moderated externally. Students are given 25 minutes to prepare and perform a composition on any one of the given stimuli.

60% - Coursework

Set and assessed internally and moderated by the exam board. Students perform three pieces and compose two pieces. At least one performance must be a solo and one performance an ensemble. Two of the five pieces of coursework must arise from one of the three Areas of Study and a further piece from another one of the three Areas of Study. Examples of such pieces of coursework might include:

- 1) performance of a Blues inspired piece
- 2) composition of a piece in a minimalist style
- 3) composing and performing a waltz or tango



PHYSICAL EDUCATION

INTRODUCTION

This syllabus has been devised in accordance with the requirements of the Key Stage 4 programme of study in the National Curriculum Orders for Physical Education and the Qualifications and Curriculum Authority (QCA) Regulations for GCSE syllabuses and Subject Criteria for Physical Education. The syllabus is constructed with the requirements and terminology of the National Curriculum Order for Physical Education.

The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment of physical activity. The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance.

The syllabus has the following key features: **Physical Education**

Component 1	Component 2
Terminal Examination	Coursework
<p>Section A - 10% Short answer questions on Factors Affecting Performance; Health, Safety and Training and Reasons & Opportunities for Participation in Physical Activity</p> <p>Section B - 30% Three structured questions, one from each of the three units: a) Factors Affecting Performance; b) Health, Safety and Training; c) Reasons and Opportunities for Participation in Physical Activity</p>	<p>Four practical activities from at least three of the six categories in the syllabus reflecting the six National Curriculum Areas of Activity 60%</p>

This subject will be shown on the GCSE Certificate as Physical Education

SYLLABUS AIMS - Candidates should be encouraged to improve:

- Their ability to plan, perform, analyse and improve and evaluate physical activities
- Their knowledge, skills and understanding of a range of relevant physical activities

ASSESSMENT OBJECTIVES

- **Assessment Objective 1**
Candidates should be able to demonstrate physical performance including an ability to inter-relate planning, performing and evaluating whilst undertaking activity.
- **Assessment Objective 2**
Candidates should be able to demonstrate an ability to analyse and improve their own and others' performance.
- **Assessment Objective 3**
Candidates should be able to demonstrate knowledge and understanding of:

- The factors affecting performance
- The health and safety aspects of physical activity including the advantages and risks associated with a range of training strategies and techniques
- The reasons for participating in physical activity.

The relationship between the assessment objectives and the components of the scheme of assessment is shown in the following grid:

Assessment Objectives	Components	Components
	Question Paper	Coursework
Assessment Objective 1	-	50
Assessment Objective 2	-	10
Assessment Objective 3	40	-
Total	40	60

SCHEME OF ASSESSMENT

Tiering

The scheme of assessment consists of one question paper and coursework. The full range of grades (G-A*) is available. There are no options.

Question paper (available grades G to A*)

The question paper assesses candidates' knowledge and understanding in relation to the content on pages 9-14. Candidates are also required to demonstrate skills of description, interpretation and evaluation. The question paper is divided into two sections and lasts for 2 hours.

Section A - 10%

Short answer questions on

Unit 1 Factors Affecting Performance

Unit 2 Health, Safety and Training

Unit 3 Reasons and Opportunities for participation in Physical Activity

Section B - 30%

Three structured questions and differentiated questions, one on each unit.

Unit 1 Factors Affecting performance

Unit 2 Health, Safety and Training

Unit 3 Reasons and Opportunities for participation in Physical Activity

Coursework

Coursework assesses candidates' physical performance, including an ability to interrelate planning, performing and evaluating whilst undertaking activity and the ability to analyse and improve their own and others' performance in four practical activities each worth 15% of the syllabus total. Each candidate is required to plan a six week personal exercise programme to improve performance in one of the four practical activities selected.