



# YEAR 9 GCSE OPTIONS BOOKLET 2023-2025



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## Introduction

This guide has been produced to give you, the prospective senior student 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.

In the Spring Term, Year 9 students are offered certain options from which they can choose some subjects for GCSE. Each student is expected to take one Modern Foreign Language, either French or Spanish, although the possibility exists for them to request to study both. Initially students 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:-

Art and Design, Business Studies, Computer Science, Design and Technology (DT), Drama, French or Spanish, Geography, History, Music and Sports Studies.

These 3 options occupy 9 periods. In addition there is Mathematics (4), English (4), French or Spanish (3) as a Modern Foreign Language, R.E. (2), PE (2), PSHE (1) and the three Sciences (9) are taught as individual subjects. International students may opt for EAL instead of a language option. Similarly, within this block, there may be an option to support students with additional learning needs.

It may be the case that, after the initial choices, we reserve the right to not run subjects that have generated little interest, and these will then 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. Do not choose a subject you do not like *'because all my friends are doing it'*.

### The English Baccalaureate

To enter the EBacc, students must take up to eight GCSEs or equivalents across five subject 'pillars'. The EBacc covers achievement in English (Language and Literature), Mathematics, Science (either 'Combined Science' or 3 separate science subjects), a Language and a Humanities subject (History or Geography).

At Bedstone we believe that students should be given as much freedom of choice as possible over their GCSEs. Therefore it is **not** compulsory for students to take either History or Geography. Students and parents to whom the English Baccalaureate appeals, however, should know that if they wish to achieve the award they would need to opt for at least one of History or Geography at GCSE level.



## GCSE Reforms:

No doubt you will be aware of reforms to GCSEs introduced by the Government. Although initially introduced in September 2015, new courses were phased in over the period September 2015 to September 2017. There have been changes to both the course content and changes to the way in which examinations are graded. From 2019, students at Bedstone receive all their GCSE result grades as numbers.

The main features of the new GCSEs are:

- A new grading scale of 9 to 1 is used, with 9 being a new top grade (higher than A\*) awarded only to a very small percentage of candidates. This allows greater differentiation between students and helps distinguish the new GCSEs from previous versions. Grades 1 – 3 are the equivalent of the previous grades G – D, grades 4 – 6 equivalent to C and B and grades 7 – 9 equivalent to A and above.
- Assessment is mainly by exam, with other types of assessment used only where they are needed to test essential skills.
- There is new, more demanding content, which has been developed by the Government and the exam boards.
- Courses are designed for two years of study – they are no longer divided into different modules and students take all their exams in one period at the end of their course.
- Exams can only be split into “foundation tier” and “higher tier” if one exam paper does not give all students the opportunity to show their knowledge and abilities.
- Re-sit opportunities are only available each November in English Language and Mathematics.

More information can be found on the following web pages:

- **A timetable of the main changes:** <https://www.gov.uk/government/publications/timeline-of-changes-to-gcses-as-and-a-levels>
- **Information on the new grading structure:** <https://www.gov.uk/government/publications/grade-descriptors-for-gcses-graded-9-to-1>

# Art & Design

Exam Board: **AQA**

Name of Teacher: **Mrs J Crouch**

Lessons per week: **3**

SPECIFICATION LINK:

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

Do you want to design buildings and change the way we see our human environment? Do you want to be a creative part of the film industry? Do you like the idea of designing the cars of the future? Would you like to design the clothes and shoes which we all wear? Would you like to illustrate the books which we read or the computer games we play?

Are you creative and imaginative? Do you enjoy exploring ideas and looking at things in different ways? If so, you should consider a GCSE in Art and Design here at Bedstone. Art and Design is about looking, learning, thinking and communicating. You will enjoy developing your understanding of the visual world, learning practical skills and responding to ideas and issues in ways that are personal to you.



Art and Design will give you opportunities to use your creativity to express yourself. You will develop your understanding of creative processes, your ability to observe and to think, to solve problems and to communicate in a visual way. It will enable you to work independently and to make your own discoveries by exploring ideas, other artists' work and different materials and techniques. Art and Design gives you the skills and knowledge to create personal and imaginative work. If you have an adventurous, creative and enquiring mind and are excited by shaping and determining the visual world around us, GCSE is the subject for you. Here at Bedstone, the exam board that we follow for GCSE is AQA.

## WHAT WILL YOU BE DOING?

You will learn to show that you can:

- Use drawing and photography to record your observations of the world around you
- Gather interesting resources and materials, using them to help develop great ideas
- Explore new techniques in both two and three-dimensional media
- Evaluate your work as it progresses to help you develop and improve your work
- Develop understanding of the work of other artists, craftspeople and designers, applying this knowledge to your own work

- Design and make different images and objects depending on your interests and skills
- Develop visual literacy through your own ideas, feelings and experience

This, in turn, will help you:

- Develop visual understanding of the creative, imaginative and practical skills for working in Art, Craft and Design,
- Expand your ability to interpret meanings in art through developing your 'visual literacy'
- Focus on your special aptitudes and interests and build your confidence, enthusiasm and sense of achievement.



### THE COURSE:

In Year 10, you will be guided through early projects which will help you build your technical skills as well as to begin to understand the structure of an art project. As you become more confident, you will begin to develop your own independent work. Towards the end of year 10 you will start to work on your 'Major Sustained Project' which will form part of your GCSE Assessment and run into the first term of Year 11.

The Assessment is made on **two components**. Firstly, the **Major Sustained Project**, where you will explore, with guidance, a selected 'starting point' and you will work through the development of ideas, experiments and observations to eventually complete a significant piece of art or design work. Secondly, in the January of Year 11, you will be given the '**Externally Set Assignment**' - a selection of topics provided by the exam board, from which you will choose ONE to work on. For this, you will have approximately ten weeks to plan and prepare followed by a ten hours of 'supervised time' to complete your response as a finished piece of work. By the time you reach this point in the course, you will know exactly what you are going to do and how to approach it. The GCSE course culminates in an exhibition where your work will be displayed in college for all to see.

You will have the opportunity to try many skills during the course; drawing and painting, ceramics, printmaking, sculpture and design as well as digital media. To help you get going, you will be given a full art pack and will be expected to use it in your own time as well as in the classroom. There are gallery and drawing trips – we've been to Aberystwyth, Birmingham, Cardiff, Cornwall, Liverpool and London as well as studios in Herefordshire and Shropshire. It is a rigorous course, challenging but also great fun! Finally, Art and Design provides fantastic career options too – with many interesting jobs depending on an art and design qualification



# Business Studies

Exam Board: **EDUQAS**

Name of Teacher: **Mrs. N Williams**

Lessons per week: **3**

SPECIFICATION LINK:

<https://www.eduqas.co.uk/qualifications/business/gcse/eduqas-gcse-business-spec-from-2017.pdf>

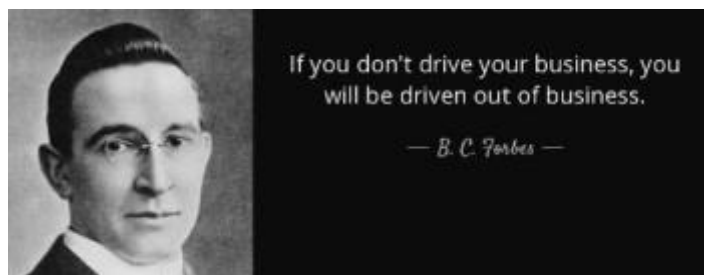
## WHAT WILL I STUDY?

Year 1 Business Dynamics

- Business Activity
- Influences on Business & Marketing
- Business Operations

Year 2 Business Considerations

- Human Resources
- Finance
- Influences on Business



## HOW WILL I BE ASSESSED?

**Component 1:** Business Dynamics - Written Examination: 2 hours

62.5% of the qualification

A mix of short answer and structured questions based on stimulus material covering all of the specification content.

**Component 2:** Business considerations - Written Examination: 1 hour 30 minutes

37.5% of the qualification

Data response questions covering all of the specification content.

## **WHY SHOULD I TAKE BUSINESS AND HOW IS IT LINKED TO OTHER SUBJECTS?**

### **WHICH OTHER SUBJECTS COMPLEMENT BUSINESS AND WHAT COURSES COULD IT PROGRESS TO?**

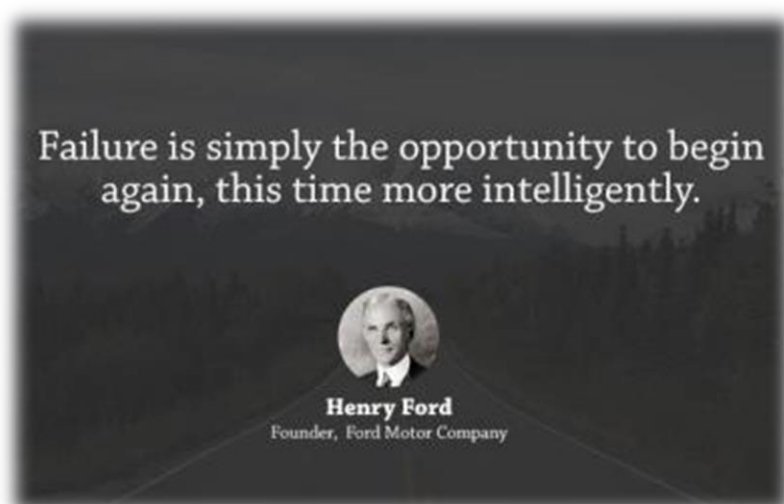
The study of business is based on the World in which we live and work. Business Studies is a dynamic subject. The world of Business is constantly changing.

Students are encouraged to:

- Actively engage in the study of business and economics to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.
- Use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
- Develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- Appreciate the range of perspectives of different stakeholders in relation to business and economics activities.
- Consider the extent to which business and economic activity can be ethical and sustainable.

This course concerns the world of small businesses which are the most important type of business in the UK. You will consider what might make you want to go into business for yourself and how you might decide what your business will make. You will also think about the things a small business needs to consider, such as ways of coming up with new ideas, how you keep your customers happy, how you keep track of your business's money and how you keep your staff keen.

Business Studies complements DT and Geography, and a GCSE could lead to A-level Business Studies.







# Computer Science

Exam Board: **OCR**

Name of Teacher: **Ms C Newnham**

Lessons per week: **3**

SPECIFICATION LINK:

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

## WHAT WILL I STUDY?

### **Component 01: Computer systems**

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

### **Component 02: Computational thinking, algorithms and programming**

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

### **Practical programming**

Students will be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

## HOW WILL I BE ASSESSED?

Students will be assessed through two written examinations, both 90 minutes in duration. The first paper, comprising 50% of marks, will examine the 'Computer Systems' component, the second 'Computational thinking, algorithms and programming'.

Practical skills are also assessed in the second paper, with students' design and programming experience informing their ability to solve theoretical coding problems.



## WHY SHOULD I TAKE COMPUTER SCIENCE?

Computer Science Opens Doors to your Future – Why?

This course develops excellent transferrable skills, primarily

- Critical thinking
- Analysis
- Problem solving

Furthermore

- Studying Computer Science empowers you to solve complex, challenging problems, enabling you to make a positive difference in the world.
- Computing jobs often come with high salaries.
- Computing skills are essential in a wide range of professions, from astronomy to financial analysis – not just in IT related jobs!
- There are many opportunities for travel and/or remote working for people with high-level computing skills.
- Studying Computer Science can significantly improve performance in other academic subjects.
- The future possibilities for people with Computer Science skills are unlimited, and these skills are only going to become more important in the future.
- Computers are everywhere so understanding them puts you in charge of your world.

If you take a GCSE in Computing and then go on to study the subject at A level or university you will have an advantage over fellow students who are picking the subject up for the first time.

The increasing importance of information technologies means there is an ever growing demand for professionals in this field, and computing is becoming more and more a necessary component of success in other spheres, from media, law, design and business to every aspect of science and technology.

# Design & Technology

Exam Board: **OCR**

Name of Teacher: **Mrs J Crouch**

Lessons per week: **3**

SPECIFICATION LINK:

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



## WHAT WILL I STUDY?


### Key Features

The content of OCR's new GCSE (9-1) Design and Technology qualification has been set out in sections to offer clarity and allow for progression.

These are:

- identifying requirements
- learning from existing products and practice
- implications of wider issues
- design thinking and communication
- material considerations
- technical understanding
- manufacturing processes and techniques
- viability of design solutions

This specification will help you to understand and appreciate the design and manufacture of existing products, making you a more discriminating purchaser. It will help you to be creative in your approach to work, develop sketching ability and use of digital technologies in designing and creating products. You will learn about iterative design practices and strategies used by the creative, engineering and manufacturing industries. You will learn about important issues that affect design in



the wider world such as sustainability, global issues and user-centred design. You will learn about a range of materials and components that can be used to create products including smart materials that respond to changes in light, temperature or pressure.

### **The Course:**

#### **What's included?**

During the two year course you will study a wide range of materials including papers and boards, timber, metals, polymers and textile fibres and fabrics, you will also develop an understanding of systems, programmable components and mechanisms to support any potential design solutions you may develop later on.

You will also learn about wider design principles and the effect of design on users and the world we live in. You will then develop a deeper knowledge and understanding of specific materials and related techniques and processes, in order to construct working prototypes and achieve functioning design solutions; through the study of existing design solutions.

You will complete an iterative design challenge where you will 'explore' real needs and contexts, 'create' solutions and 'evaluate' how well the needs have been met and the problem solved. "Explore, create, evaluate" is a process that occurs repeatedly as design iterations are developed to continually improve the outcome, building clearer needs and better solutions, meaning ideas and prototypes can be developed into successful products in the future.

The OCR content requires you to apply mathematical and scientific knowledge, understanding and skills.

#### **HOW WILL YOU BE ASSESSED?**

The Iterative Design Challenge (Coursework) is a single task that is worth 50% of the qualification. OCR will release contextual challenges. There will be three open and real-world contexts for learners to interpret and explore, creating iterations when designing and making through the processes of 'explore, create and evaluate'.

The other 50% of the qualification covers the principles of design and technology in an examination. This is a single examination component with questions covering both 'core' and 'in-depth' content. This examination is 2 hours and questions offer full access to all learners regardless of their practical experiences in the subject. When in-depth knowledge is tested, optionality is offered to ensure each of main material categories and Design Engineering can all be accessed.

## **WHY SHOULD I TAKE DESIGN TECHNOLOGY, AND HOW IS IT LINKED TO OTHER SUBJECTS?**

### **WHICH OTHER SUBJECTS COMPLEMENT DESIGN TECHNOLOGY AND WHAT COURSES COULD IT PROGRESS TO?**

The study of design and technology can lead to future careers in product design, engineering, architecture, fashion and graphic design; it will develop your design and thinking skills that open up a world of possibility, providing the tools to create the future. You will build and develop your broad knowledge and understanding from KS3, whilst also having the freedom to focus in more depth on areas of design and technology that most interest you.

A variety of materials are studied and your skills will be developed through working with the appropriate materials and technologies for the task. This mirrors the world of real design and leads to further specialism at AS and A level through the study of Design Engineering.



# Drama

Exam Board: **AQA**

Name of Teacher: **Mrs S Crabtree**

Lessons per week: **3**

SPECIFICATION LINK:

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification-at-a-glance>



## WHAT WILL I STUDY?

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

The subject content for GCSE Drama is divided into three components:

1. [Understanding drama](#)
2. [Devising drama](#)
3. [Texts in practice](#)

## HOW WILL I BE ASSESSED?

### Component 1: Understanding drama

#### What's assessed:

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

#### How it's assessed:

#### Written exam: 1 hour and 45 minutes

- Open book
- 80 marks
- 40% of GCSE
- Questions





## **Component 2: Devising drama (practical)**

### **What's assessed:**

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

### **How it's assessed:**

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- 40% of GCSE

## **Component 3: Texts in practice (practical)**

### **What's assessed:**

- Performance of two extracts from one play (students may contribute as performer or designer)
- Free choice of play but it must contrast with the set play chosen for Component 1

### **How it's assessed:**

- Performance of Extract 1 (20 marks) and Extract 2 (20 marks)
- 40 marks in total
- 20% of GCSE

## **WHY SHOULD I TAKE DRAMA AND HOW IS IT LINKED TO OTHER SUBJECTS?**

As well as performance skills, drama enables a student to grow in confidence and develop their communication skills. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

# Geography

Exam Board: **OCR**

Name of Teacher: **Mr. D Marsh**

Lessons per week: **3**

SPECIFICATION LINK:

<http://www.ocr.org.uk/qualifications/gcse-geography-a-geographical-themes-j383-from-2016/>

## WHAT WILL I STUDY?

The 'OCR A' GCSE Geography specification is a lively and exciting Geography course that captures student's imagination through studying contemporary themes and issues that affect the real world.

Course content - The course has three components:

### Living in the UK today

- River landscapes
- Development and population of the UK
- Living in a UK city
- A climate and flood event
- Energy in the UK

### The World Around Us

- Tropical rainforests and Coral reefs
- Development – living in a city in the developing world and in an emerging economy
- Climate change and the impact of extreme weather

### Geographical Skills

- Geographical skills
- Fieldwork and fieldwork skills



## **HOW WILL I BE ASSESSED?**

“Living in the UK” is assessed via a 1 hour 15 minute exam. It’s worth 30% of the qualification.

“The world around us” is assessed via a 1 hour 15 minute exam. It’s worth 30% of the qualification.

“Geographical skills” is assessed via a 1 hour 30 minute exam. It’s worth 40% of the qualification.

### **Fieldwork:**

Fieldwork is an important part of Geography. It is exciting and allows students to apply the theory taught in class to the real world. Fieldwork visits will include a visit to Snowdonia, Birmingham City Centre and the Severn valley.

## **WHY SHOULD I TAKE GEOGRAPHY AND HOW IS IT LINKED TO OTHER SUBJECTS?**

Geography is a very broad subject providing a wide variety of study topics/areas. This makes for a varied and extremely interesting course. If you have an interest in travel, different cultures, nature, the environment, people or politics then Geography has something for you. The topics studied at GCSE and the skills acquired link Geography as a subject closely with History, English and Biology.

## **WHICH OTHER SUBJECTS COMPLEMENT GEOGRAPHY AND WHAT COURSES COULD IT PROGRESS TO?**

Geography provides students with a range of skills such as the ability to research effectively, to write organised and well written essays, to collect, present and to analyse data. These skills complement the subjects of History, English, Biology and Physical Education well and provide a good foundation for study at A-level and beyond.

# History

Exam Board: **Pearson EDEXCEL (iGCSE)**

Name of Teacher: **Mr J. Percival**

Lessons per week: **3**

SPECIFICATION LINK:

[https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/History/2017/specification-and-sample-assessments/INT\\_GCSE\\_History-specification.pdf](https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/History/2017/specification-and-sample-assessments/INT_GCSE_History-specification.pdf)

## WHAT WILL I STUDY?

1. **Historical Investigation**: Revolutionary Russia, c.1900-1924
2. **Depth Study**: Weimar & Nazi Germany, 1918-1945
3. **Depth Study**: Superpower Relations, 1943-1972
4. **Breadth Study**: China: conflict, crisis and change, 1900–89

## HOW WILL I BE ASSESSED?

There are two examinations:

- Depth Studies, 1 hour 30 minutes exam: 50% of the qualification
- Historical Investigation & Breadth Study, 1 hour 30 minutes exam: 50% of the qualification

## WHY SHOULD I TAKE HISTORY AND HOW IS IT LINKED TO OTHER SUBJECTS?

### WHICH OTHER SUBJECTS COMPLEMENT HISTORY AND WHAT COURSES COULD IT PROGRESS TO?

History is the study of human life. Therefore, as we are humans, it is the study of all human life, so the subject provides the context to our world; simply put, if you don't understand History, you won't understand the world around you!

History provides the context for all other subjects, but aside from the excitement of learning how the world has come to be as it is, History will provide you with a range of skills. Chief amongst these is critical analysis. In almost every field of work you enter, you will need to process, understand, analyse and respond to information from a range of sources; exactly what you will do in iGCSE History. It is a written subject, so you will learn how to plan, develop and write extended pieces of work, thinking on your feet and responding to a range of different prompts. Knowledge is important, but History will teach you what to do with it, hence why History is so useful in preparing you for life beyond education. History is also about discussion and seeking the truth, so if all of this appeals to you, take History!

# French

Exam Board: **EDEXCEL**

Name of Teacher: **Mrs C. Pennels**

Lessons per week: **3**

SPECIFICATION LINK:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html>

## WHAT WILL I STUDY?

The course covers five themes: these are deemed to be relevant to the age and interests of GCSE students and enable them to also develop a greater awareness of culture of French-speaking communities and countries around the world.

### Theme 1: Identity and culture

- Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- Cultural life: celebrations and festivals; reading; music; sport; film and television

### Theme 2: Local area, holiday and travel

- Holidays: preferences; experiences; and destinations
- Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- Town, region and country: weather; places to see; things to do

### Theme 3: School

- What school is like: school types; school day; subjects; rules and pressures; celebrating success
- School activities: school trips; events; exchanges

### Theme 4: Future aspirations, study and work

- Using languages beyond the classroom: forming relationships; travel; employment
- Ambitions: further study; volunteering; training
- Work: jobs; careers; professions



### **Theme 5: International and global dimension**

- Bringing the world together: sports events; music events; campaigns and good causes
- Environmental issues: being 'green'; access to natural resources

### **HOW WILL I BE ASSESSED?**

The GCSE MFL qualification has a Foundation Tier (suitable for those aiming for grades 1–5) and a Higher Tier (aimed at grades 4–9). The four language skills of Listening, Reading, Writing and Speaking are assessed separately, and students must take all four question papers at the same tier. The overall grade is made up of the following proportions which are added together to give the overall grade:

#### **Non-examination Assessment – 25%**

##### **Paper 2: Speaking in French (out of 70 marks and worth 25% of total grade)**

This is conducted within school, although marked externally. Students must speak for a total of 7–9 minutes (Foundation Tier) or 10–12 minutes (Higher Tier) in three different formats:

- participating in a role-play,
- speaking about a picture stimulus card, and
- holding a sustained conversation about two of the five studied themes - part 1 about a topic selected in advance and part 2, about a topic allocated by the Examination Board

Students have 12 minutes preparation immediately before the exam takes place.

#### **Examination Assessment – 75%**

##### **Paper 1: Listening and understanding in French (out of 50 marks and worth 25% of total)**

The examinations tests students' understanding and responding to different types of **spoken** language. Listening material may include instructions, messages, announcements, monologues, dialogues and discussions of varying length. The extracts relate to the five themes studied. The Listening exam lasts 35 minutes (Foundation) or 45 minutes (Higher Tier). Both exams consist of Section A, where questions are given in English and are to be answered in English and Section B – questions are given in French and must be answered in French.

##### **Paper 3: Reading and understanding in French (out of 50 marks and worth 25% of total)**

The examinations tests students' understanding and responding to different types of **written** language. Reading material may include instructions, messages, announcements, monologues, dialogues and discussions of varying length. The extracts relate to the five themes studied. The Reading exam lasts 45 minutes (Foundation Tier) or 1 hour (Higher Tier). Both exams consist of Section A, where questions are given in English and are to be answered in English, and Section B – questions are given in French, and must be answered in French. The Reading exam also has a





Section C, where students are required to translate from French into English (between 35 – 50 words depending on the tier)

Paper 4: Writing in French (out of 60 marks and worth 25% of total grade)

The written exam format differs depending on the tier taken:

**FOUNDATION:** the exam lasts 1 hour and 10 minutes. Question 1 requires students to describe a photo in 20-30 words. Question 2 requires the student to write approximately 40-50 words in total, and answer all four bullet points. For Question 3, students must write 80-90 words, answering all the bullet points and using opinions and justifications and topic-specific vocabulary. Students must also use a past, a present and a future tense. They have the choice between two topics. Question 4 is translation of some sentences from English into French.

**HIGHER:** the exam lasts 1 hour 20 minutes. Question 1 requires students to write 80-90 words, answering all the bullet points and using opinions and justifications and topic-specific vocabulary. Students must also use a past, a present and a future tense. They have the choice between two topics. For Question 2, students must write 130-150 words, answering all the bullet points and using opinions and justifications and topic-specific vocabulary. Students must also use a past, a present and a future tense. They have the choice between two topics. Question 3 is a translation of a short passage from English into French.

**WHY SHOULD I TAKE FRENCH, AND HOW IS IT LINKED TO OTHER SUBJECTS?**

**WHICH OTHER SUBJECTS COMPLEMENT FRENCH AND WHAT COURSES COULD IT PROGRESS TO?**

French is a major language of international communication. It is the sixth most widely spoken language in the world. French is also the second most widely taught language after English, and is taught on every continent. For this reason, it is considered to be a truly global language.

It is closely linked to Spanish, and the languages complement each other; much of their vocabulary is similar, and the examination format is exactly the same. Furthermore, grammatical understanding is fundamental to language study, therefore studying an MFL should assist students with their English Language studies as well. Furthermore, History covers some aspects of France and aspects of its colonial rule.

Studying French enables students to progress on to the language at A-level, and an A-level foreign language is a valuable qualification to have on an university application - it is widely considered to be a rigorously academic subject and foreign language ability is also valued by higher education institutions for the communication skills that it help students to develop.

# Spanish

Exam Board: **EDEXCEL**

Name of Teacher: **Mrs T. Blanco**

Lessons per week: **3**

SPECIFICATION LINK:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.html>

## WHAT WILL I STUDY?

The course covers five themes: these are deemed to be relevant to the age and interests of GCSE students and enable them to also develop a greater awareness of culture of Spanish-speaking communities and countries around the world.

### Theme 1: Identity and culture

- Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- Cultural life: celebrations and festivals; reading; music; sport; film and television

### Theme 2: Local area, holiday and travel

- Holidays: preferences; experiences; and destinations
- Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- Town, region and country: weather; places to see; things to do

### Theme 3: School

- What school is like: school types; school day; subjects; rules & pressures; celebrating success
- School activities: school trips; events; exchanges

### Theme 4: Future aspirations, study and work

- Using languages beyond the classroom: forming relationships; travel; employment
- Ambitions: further study; volunteering; training
- Work: jobs; careers; professions

### Theme 5: International and global dimension

- Bringing the world together: sports events; music events; campaigns and good causes

- Environmental issues: being 'green'; access to natural resources

### **HOW WILL I BE ASSESSED?**

The GCSE MFL qualification has a Foundation Tier (suitable for those aiming for grades 1–5) and a Higher Tier (aimed at grades 4–9). The four language skills of Listening, Reading, Writing and Speaking are assessed separately, and students must take all four question papers at the same tier. The overall grade is made up of the following proportions which are added together to give the overall grade:

#### **Non-examination Assessment – 25%**

##### **Paper 2: Speaking in Spanish (out of 70 marks and worth 25% of total grade)**

This is conducted within school, although marked externally. Students must speak for a total of 7–9 minutes (Foundation Tier) or 10–12 minutes (Higher Tier) in three different formats:

- participating in a role-play,
- speaking about a picture stimulus card, and
- holding a sustained conversation about two of the five studied themes - holding a sustained conversation about two of the five studied themes - part 1 about a topic selected in advance and part 2, about a topic allocated by the Examination Board

Students have 12 minutes preparation immediately before the exam takes place.

#### **Examination Assessment – 75%**

##### **Paper 1: Listening and understanding in Spanish (out of 50 marks and worth 25% of total)**

The examinations tests students' understanding and responding to different types of **spoken** language. Listening material may include instructions, messages, announcements, monologues, dialogues and discussions of varying length. The extracts relate to the five themes studied. The Listening exam lasts 35 minutes (Foundation Tier) or 45 minutes (Higher Tier). Both exams consist of Section A, where questions are given in English and are to be answered in English, and Section B – questions are given in Spanish, and must be answered in Spanish.

##### **Paper 3: Reading and understanding in Spanish (out of 50 marks and worth 25% of total)**

The examinations tests students' understanding and responding to different types of **written** language. Reading material may include instructions, messages, announcements, monologues, dialogues and discussions of varying length. The extracts relate to the five themes studied. The Reading exam lasts 45 minutes (Foundation Tier) or 1 hour (Higher Tier). Both exams consists of Section A, where questions are given in English and are to be answered in English, and Section B – questions are given in Spanish, and must be answered in Spanish. The Reading exam also has a Section C, where students are required to translate from Spanish into English (between 35 – 50 words depending on the tier)

##### **Paper 4: Writing in Spanish (out of 60 marks and worth 25% of total grade)**



The written exam format differs depending on the tier taken:

**FOUNDATION:** the exam lasts 1 hour and 10 minutes. Question 1 requires students to describe a photo in 20-30 words. Question 2 requires the student to write approximately 40-50 words in total, and answer all four bullet points. For Question 3, students must write 80-90 words, answering all the bullet points and using opinions and justifications and topic-specific vocabulary. Students must also use a past, a present and a future tense. They have the choice between two topics. Question 4 is translation of some sentences from English into Spanish.

**HIGHER:** the exam lasts 1 hour 20 minutes. Question 1 requires students to write 80-90 words, answering all the bullet points and using opinions and justifications and topic-specific vocabulary. Students must also use a past, a present and a future tense. They have the choice between two topics. For Question 2, students must write 130-150 words, answering all the bullet points and using opinions and justifications and topic-specific vocabulary. Students must also use a past, a present and a future tense. They have the choice between two topics. Question 3 is a translation of a short passage from English into Spanish.

#### **WHY SHOULD I TAKE SPANISH AND HOW IS IT LINKED TO OTHER SUBJECTS?**

#### **WHICH OTHER SUBJECTS COMPLEMENT SPANISH AND WHAT COURSES COULD IT PROGRESS TO?**

Spanish is the 2<sup>nd</sup> most widely spoken language in the world, and is an important business and communicative language globally, due to it being spoken extensively throughout South America and the USA. Spain is also a popular holiday destination for European families, and students have often used their holidays as an opportunity to practice their Spanish! In terms of choosing an MFL, Spanish grammar and spelling are relatively straightforward, and the pronunciation (for a native English speaker) is easier.

It is closely linked to French, and the languages complement each other; much of their vocabulary is similar, and the examination format is exactly the same. Furthermore, grammatical understanding is fundamental to language study, therefore studying an MFL should assist students with their English Language studies as well. Spanish culture and celebrations feature in Religious Studies, and History does cover some aspects of Spain and South America's pasts.

Studying Spanish enables students to progress to the language at A-level, and an A-level foreign language is a valuable qualification to have on an university application - it is widely considered to be rigorously academic subject and foreign language ability is valued by higher education institutions for the communication skills that it help students to develop.



# Music

Exam Board: **EDUQAS**

Name of Teacher: **Miss. C Evans**

Lessons per week: **3**

SPECIFICATION LINK:

<https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf>

## WHAT WILL I STUDY?

Students will study the three main areas of music which are Performing, Composing and Listening. Students will also learn how to use the latest Music software to compose in different musical styles. They will develop their performance skills on their chosen instrument or voice in both a solo and ensemble capacity.

Students will look at set pieces and undertake related listening from 4 areas of study which are as follows:

1. Musical forms and devices
2. Music for ensemble
3. Film music
4. Popular music

## HOW WILL I BE ASSESSED?

- Performing (30%)

Students must perform one SOLO and one ENSEMBLE piece with a combined time of at least 4 minutes. One piece must be linked to an Area of Study. Pieces performed should be of grade 4 standard (ABRSM/Rock School/ Trinity etc.) but students of lower and higher standards are still able to access this course component.

- Composing (30%)

Students must compose 2 pieces with a combined length of at least 3 minutes. One of the compositions is a response to a brief set by Eduqas. Students do not need to have any prior experience of composing or using notation software.

- 
- Listening Exam (40%)

Students will sit a listening exam featuring 8 questions, 2 on each area of study including a set work in AoS1 and AoS4.

### **WHY SHOULD I TAKE MUSIC AND HOW IS IT LINKED TO OTHER SUBJECTS?**

### **WHICH OTHER SUBJECTS COMPLEMENT MUSIC AND WHAT COURSES COULD IT PROGRESS TO?**

You can gain a GCSE in Music if you already play or wish to take up an instrument (including voice) and are keen to develop your musicianship skills further. 60% of your mark is coursework which means only 40% is assessed for the listening examination. Music is a subject which gives students transferable skills which can be utilised across many other subjects and career paths. This is a creative course allowing students to explore and develop their performing and composing abilities across many genres but is also academically demanding, developing a solid understanding of Musical Theory and its application in the analysis of set works.

As a subject, GCSE music develops excellent literacy and numeracy skills through the study of the set works and writing about them and other related pieces critically. Students look at pieces from a social and a historical perspective, gaining a holistic understanding of Music which can be utilised in other subjects such as history, geography, art, science and English.

The musical terminology used at GCSE also includes Italian and French words. Music can therefore be a complimentary subject to those with an interest in Modern Foreign Languages.

GCSE Music feeds directly into A Level music which is highly regarded as an additional A Level by Universities for those students considering Medicine. GCSE Music can also be an essential course of study for those considering a career or further study within the performing and creative arts.



# Physical Education

Exam Board: **AQA**

Name of Teacher: **Miss S. Ross**

Lessons per week: 3

SPECIFICATION LINK:

<http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

## WHAT WILL I STUDY?

### Paper 1: Content overview

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

### Paper 2: Content overview

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

### Non-exam assessment: Content overview

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity)



## HOW WILL I BE ASSESSED?

**Paper 1:** Written exam 1 hour 15 minutes, 78 marks 30% of GCSE. Answer all questions.

- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

**Paper 2:** Written exam 1 hour 15 minutes, 78 marks 30% of GCSE. Answer all questions.

- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

**Non-exam assessment:** Assessed by teachers, moderated by AQA, 100 marks 40% of GCSE

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

## WHY SHOULD I TAKE PHYSICAL EDUCATION AND HOW IS IT LINKED TO OTHER SUBJECTS?

### WHICH OTHER SUBJECTS COMPLEMENT PHYSICAL EDUCATION AND WHAT COURSES COULD IT PROGRESS TO?

GCSE PE has excellent links to Biology through the physiological aspects of the course, Geography through the work on sports participation, funding and demographics and History where we look into Sporting events of the past.

The course is a great building block for BTEC's in Sport/Sport Science, A level PE and National Diplomas in Sport.