BISHOP VESEY'S GRAMMAR SCHOOL

GCSE OPTIONS BOOKLET 2027-28

INSPIRATION AND EXCELLENCE

Introduction

This booklet has been designed to inform you about this exciting phase in your child's education. The deadline for making decisions about subjects to be taken at GCSE is now approaching. The curriculum that all Year 10 and Year 11 students undertake is outlined below. They study ten GCSEs. PSHE is taught to all students.

Six Core Subjects

- Mathematics
- Biology
- English Language
- Chemistry
- English Literature
- Physics

One Modern Foreign Language

- French
- Spanish
- Mandarin *(only available to pupils who have been part of the Mandarin Excellence Programme)*

One Humanities Subject

- History
- Geography

Two Option Subjects

- French
- Spanish
- Mandarin
- History
- Geography
- Art
- Computing
- Economics
- Design and Technology
- Food Technology
- Music
- Physical Education
- Religious Studies

Deadline for submitting option choices:

Monday 22nd January 2027

ART AND DESIGN

What GCSE are you studying for?
OCR GCSE Art, Craft and Design. J170

Many courses and industries value students with creative skills and background. We have had several students' progress into Medicine, Dentistry, Engineering, Law, Psychology, as well as more traditional Art careers such as Architecture, Graphic Design, Fashion Design, Fashion Merchandising, Product Design, Shoe Design, Fine Art, Photography, Education, Animation and Film.

This course allows pupils to develop and produce personal responses that reflect a broad exploration of art, craft and design.

For example:

- **Fine Art**: Painting, drawing, printmaking, sculpture, photography, other 2D/3D imagery
- **Graphic Communication**: Illustration, advertising, packaging, multi-media
- **Photography**: Still images or moving images
- **Textile Design**: Fashion, printed and/or dyed, constructed, expressive textiles, installed textiles for commercial or domestic settings
- **Three-Dimensional Design**: Ceramics, theatre design, product design, environmental or architectural design, jewellery

Unit 1 – Controlled Assessment Portfolio

- 60% of the overall GCSE grade
- Only one body of work is required
- Must be completed in approximately 45 hours
- The topic or theme is decided upon by the subject teacher

Unit 2 – OCR Set Task

- 40% of the overall GCSE grade
- Only one body of work is required
- You have ten hours of supervised, controlled time to produce a personal response(s)
- The topic or theme is set by the exam board and is available to students from the beginning of January
- The exam preparation period is approximately 10 weeks and immediately follows the completion of the Controlled Assessment Portfolio

Assessment	Specification and Exam Board	Further Education and Careers
Unit 1: Controlled Assessment Portfolio 60% Unit 2: OCR Set Task 40%	**Exam Board:** OCR **Qualification**: GCSE Art & Design **Duration of Course**: 2 years	Architecture, Graphic Design, Fashion Design, Fashion Merchandising, Product Design, Shoe Design, Fine Art, Photography, Education, Animation and Film

BIOLOGY

Course Content:
Biology gives pupils the opportunity to gain a good understanding of:

1.Cell biology
2.Organisation
3.Infection and response
4.Bioenergetics
5.Homeostasis and response
6.Inheritance, variation and evolution
7.Ecology

Practical work is at the heart of biology, students will be expected to complete the following 10 required practicals:

1. Microscopy - This investigation is about using a microscope to look at onion skin cells and estimate their size.
2. Osmosis in Potato Chips - In this experiment you can investigate the effect of glucose solution on plant tissue, using a potato
3. Food Tests - This Required Practical features tests for: starch, protein and sugar.
4. Effect of pH on Enzymes - In this experiment you can investigate how pH affects the time taken for the enzyme amylase to digest (breakdown) starch.
5. Microbiology - In this experiment you can investigate the effectiveness of different antimicrobial substances in preventing bacterial growth.
6. Photosynthesis - This experiment investigates how light intensity affect photosynthesis.
7. Reaction Time - In this investigation you measure your reaction time by catching a falling ruler.
8. Plant Responses to Light - In this investigation you can investigate how light affects the growth of white mustard seeds.
9. Field Work - If you wanted to know the total number of daisies (or any other species) present in a field, it would be impossible to count every flower. However, you can estimate the total number of daisies present by using a quadrat.
10. Decay of Milk - This investigation models the decay of milk by using the enzyme lipase to break down the milk to fatty acids.

Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the required practical activities. These questions will count for at least 15% of the overall marks.

Students will be required to demonstrate a series of mathematical skills in GCSE Biology assessments. This will make up 10% of the marks.

Assessment	**Specification and Exam Board**	**Further Education and Careers**
Two 1.75 hour written papers worth 50%, each taken at the end of Year 11. The qualification will be graded on a nine point scale: 1-9, where 9 is the best grade.	**Exam Board:** AQA **Qualification:** GCSE Biology specification (8641) **Duration of Course:** 2 years	Required subject to study A Level Biology which can then lead to careers in: Medicine, Dentistry, Research, Teaching, Food Science, Sports Science, Environmental Management and Conservation or Forensic Science.

CHEMISTRY

Course Content:
Chemistry gives students the opportunity to gain a good understanding of:

- The nature of substances and how they react together
- How Chemistry is used in business and industry
- How our use of raw materials in fuels and manufacturing can affect the global and local environment.

The specification is designed to help students understand how to formulate a scientific approach to understanding and explaining the world and solving problems. This means that the 'How Science Works' approach is integrated throughout the specification.

The specification is structured in a way that starts with the fundamental ideas in Chemistry, putting the building blocks in place. This enables students to develop an understanding of topics such as chemical structures and their properties, chemical reactions and how to analyse substances.

Many of the materials considered are substances that students will come across in their daily lives such as drinking water, vegetable oils and metals. This helps engage students by putting their learning into context. Teachers are encouraged to develop students' practical skills with hands-on work which helps make the subject come alive in the classroom.

Useful Websites:

- http://www.aqa.org.uk/
- http://www.bbc.co.uk/schools/gcsebitesize/chemistry/
- http://www.youtube.com/user/myGCSEscience
- http://bvgs.co.uk/curriculum-overview/Chemistry

Assessment	Specification and Exam Board	Further Education and Careers
Two equally weighted exams will be sat at the end of Year 11	**Exam Board:** AQA **Qualification:** GCSE Chemistry Specification Code: Draft 8462 **Duration of Course:** 2 years	Chemistry GCSE leads to Chemistry 'A' Level and ultimately numerous courses at university such as Environmental Chemistry, Biochemistry, Chemical Engineering, Medicine and Dentistry.

CHINESE (spoken Mandarin)

Course Content:
The specification is designed to enable students of all abilities to develop their Chinese (Mandarin) language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

This specification is designed to be taken over two years.
The AQA GCSE exams in Chinese (Spoken Mandarin) include questions that allow students to demonstrate their ability to:

- Draw together their knowledge, skills and understanding from across the full course of study
- Provide extended responses.

The GCSE Chinese course covers three themes:

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

The GCSE tests students' listening, speaking, reading and writing skills, each of which worth 25% of the final grade.

By the end of the course students will have gained a sound grasp of grammar and key vocabulary useful in a variety of practical and social situations. The course will enable students to continue their language to A-Level and give the valuable insight into the culture and history of Chinese speaking countries.

Assessment	**Specification and Exam Board**	**Further Education and Careers**
Paper 1 (Listening): 25% Paper 2 (Speaking): 25% Paper 3 (Reading): 25% Paper 4 (Writing): 25%	**Exam Board:** AQA **Qualification:** GCSE Chinese (Spoken Mandarin) 8673 **Duration of Course:** 2 years	Extremely beneficial for a wide range of careers including journalism, design, engineering, retail and leisure. Very highly regarded by employers.

COMPUTING

Course Content:
In an industry that is still growing exponentially, the ability to manipulate computers and use them to problem solve is vital in tomorrow's world. The course will allow you to explore the physics, logic, history, future and vast social consequences of computers.

Students will study:

- **Programming**: Sequence, Selection, Repetition, Variables, Implementing Algorithms
- **Problem Solving**: Tracing and Designing Algorithms, Decomposition, Standard Algorithms
- **Data**: Binary, Hexadecimal, File Sizes, Compression, Encryption, Databases and SQL.
- **Computer Systems**: Hardware, Software Types and types of system
- **Communication**: Networks, the Internet, HTML and CSS
- **The Bigger Picture**: Emerging trends in computing technology, legal, social and ethical issues

The final assessment is two paper based exams (50% each) but students will spend significant time developing their coding as well as exemplifying theoretical content through practical activities.

Computer scientists have an almost unparalleled opportunity to pursue careers in science, computing and mathematics, with the skills that the increasingly systems-driven world is crying out for. Computer scientists are in great demand – recent research suggests that computing has the greatest potential employment demand over the next few years. Students with qualifications at GCSE and A Level are highly in demand by UK universities.

Assessment	**Specification and Exam Board**	**Further Education and Careers**
Two paper based assessments lasting 120 minutes and 105 minutes (100%)	**Exam Board:** AQA **Qualification:** GCSE Computer Science (8525) **Duration of Course:** 2 years	A Level Computer Science, Degree in Computer Science. Games developer, information systems manager, IT consultant, multimedia programmer, network engineer, systems analyst, systems developer, Web designer, IT sales professional, IT trainer, secondary school teacher, technical author, database administrator.

DESIGN & TECHNOLOGY

Course Content:
Design and Technology is a multifaceted subject which calls upon a range of core skills, enabling students the opportunity to develop problem-solving skills, logical and systematic thinking, creativity, practical awareness and manual handling skills along with confidence in their abilities. The subject is therefore an ideal accompaniment to many other core subjects offered in school. Alongside these transferable skills, the students develop a deeper understanding of design factors and manufacturing techniques. The subject has far surpassed its traditional woodworking/craft routes and now focuses heavily on the production of high quality intelligent designs which meet the demanding needs of a specified user. The subject looks to mirror industrial techniques which are currently used within industry today and offers students the chance to secure a strong foundation in an area they may wish to pursue within their future career.

Employability Skills:
- Problem solving skills: The ability to understand a problem by breaking it down into smaller parts, and identifying the key issues, implications and identifying solutions. To apply your knowledge to solving a task.
- Ability to learn and adapt: To be enthusiastic about your work, and to identify ways to learn from your mistakes for the benefit of both you and your employer.
- Creativity, innovation and self-motivation: Being curious and interested in exploring new ideas or concepts, which can be made into a reality. Showing a strong personal drive and using your imagination to your advantage.
- Careers: Product Design, Furniture Design, Architecture, Engineering, Graphic Design, Fashion & Textiles, Interior Design, Stage/Theatre Design

Component 1: Written Examination
- Worth 50% of the overall GCSE grade
- One examination paper lasting 1 hour and 45 minutes at the end of Year 11
- The paper consists of two parts:
  - Core content – students will be asked core design related questions that will demonstrate a breadth of knowledge.
  - Material category – the students will select a material area they wish to specialise in i.e. timbers, systems paper and boards etc. These more specific questions will demonstrate their depth of knowledge.

Component 2: Controlled Assessment
- Worth 50% of the overall GCSE grade
- A design folder and corresponding manufactured piece will be submitted and assessed
- The students choose a contextual statement which is released by the examining body for the beginning of Year 11.

Assessment	Specification and Exam Board	Further Education and Careers
Component 1: Written examination 50% **Component 2:** Controlled assessment 50%	**Exam Board:** Pearson Edexcel **Qualification:** GCSE Design Technology **Duration of Course:** 2 years	Product Designer, Architect, Design Engineer, Engineering (Civil, Electronic, Mechanical etc)

FOOD TECHNOLOGY

The catering industry is one of the most successful industries in the UK. Demand is approximately four times higher than the number of graduates leaving university, therefore, career prospects are excellent.

What is included in this course?
This GCSE Food Preparation and Nutrition course is an exciting and creative course, which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. During the course, you are given the opportunity to practice a wide range of practical skills along with having a greater understanding of nutrition, the science behind food as a material and the wider environmental aspects associated with food. This course is delivered in a very "hands on" practical way. Students will learn how to make connections between theory and practice to apply their knowledge of food and nutrition. Pupils are expected to bring their own ingredients for practical lessons.

Course Content:
Food preparation skills integrated into five core topics:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

Employability Skills

- Organisational skills: Being organised and methodical. Able to plan work to meet deadlines and targets.
- Monitoring progress of work to ensure you are on track to meeting a deadline.
- Working under pressure and to deadlines: Handling stress that comes with deadlines and ensuring that you meet them.
- Ability to learn and adapt: To be enthusiastic about your work and to identify ways to learn from your mistakes for the benefit of both you and your employer.

Assessment	Specification and Exam Board	Further Education and Careers
In Year 11 students will complete two Non Examination Assessments (NEA): **Task 1:** Food Science Investigation (approx.10 hours) 15% of GCSE **Task 2:** Food preparation Assessment (approx.20 hours including a 3 hour practical Assessment) 35% of GCSE **Written examination:** 1 hour 45 minute exam, 50% of GCSE	**Exam Board:** AQA **Qualification:** GCSE Food Technology **Duration of Course:** 2 years	Dietician, Nutritionist, Food Buyer, Product Development, Sensory Analysis and Product Testing, Food Journalist, Food Scientist

ECONOMICS

Course Content:
GCSE Economics will allow students to understand how markets and economics work. They will develop an economic awareness to benefit them personally and professionally for years to come. The course uses a range of contemporary case studies to introduce students to theoretical ideals and relate them to the real world around them. The course provides lots of opportunities for students to discuss today's economic issues in their lessons. This develops knowledge, as well as skills such as communication, critical thinking and analytical skills. There are many opportunities to talk about today's economic issues in lessons. We develop these skills through tasks based on anything from ways to cut the budget deficit, to weighing up the pros and cons of inflation, or being part of free-trade agreements.

Topics covered include:
- Microeconomics; price determination, competition and monopoly, government intervention and market failure.
- Macroeconomics: international trade and the global economy, unemployment, inflation, economic growth

Useful Websites:
- https://www.aqa.org.uk/subjects/economics/gcse/economics-8136
- https://www.tutor2u.net/economics
- https://www.economicshelp.org

Assessment	Specification and Exam Board	Further Education and Careers
Two written examinations are sat in the Summer of Year 11. **Paper 1 (Microeconomics):** How Markets Work – 1 hour and 45 minutes paper (50%) **Paper 2 (Macroeconomics):** How the Economy Works – 1 hour and 45 minute paper (50%)	**Exam Board:** AQA **Qualification:** GCSE Economics (8136) **Duration of Course:** 2 years	Economics: GCSE leads to A Level Economics. Studying Economics can lead to careers and jobs in business related professions including: financial risk analyst, stockbroker, banker, statistician, investment analyst, diplomatic service officer. Related career paths include: Management, Accountancy, Finance, Marketing, Law, Logistics, Diplomacy, Politics, HR, Actuarial, Graduate Schemes and many other business disciplines.

ENGLISH LANGUAGE

Paper 1: Examination: Explorations in Creative Reading and Writing (50% of GCSE)
Section A:
Reading: candidates answer four compulsory questions based on an unseen literature fiction text (total of 40 marks)

Section B:
Writing: candidates complete one extended writing task which will be either descriptive or narrative in nature (worth 40 marks)

Paper 2: Writer's Viewpoints and perspectives (50% of GCSE)
Section A:
Reading: candidates will answer four compulsory questions based on one unseen non-fiction text and one unseen literary non-fiction text (total of 40 marks)

Section B:
Writing: candidates complete one extended writing task which will be to present a viewpoint (worth 40 marks)

Non-Exam Assessed:
Students will be assessed throughout the course by their teacher in their ability to use Standard English in speaking, presenting and their ability to listen to and respond to others. This does not contribute to the final GCSE grade, but will have a separate endorsement.

Assessment	Specification and Exam Board	Further Education and Careers
All Examination	**Exam Board:** AQA **Qualification:** English Language (8700) **Duration of Course:** 2 years	Essential communication and analysis skills needed for a wide range of careers.

ENGLISH LITERATURE

Paper 1: Shakespeare and the 19th Century novel (40% of GCSE)

Section A:
Candidates will answer a question on their studies play 'Macbeth'. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B:
Candidates answer a question on 'Jekyll and Hyde'. They will be required to write in detail about an extract from the text and write about the text as a whole.

Paper 2: Modern Texts and Poetry (60% of GCSE)

Section A:
Modern Texts: Candidates answer one question, from a choice of two about the play 'An Inspector Calls'.

Section B:
Poetry: Candidates will answer one comparative question on one names poem printed on the paper and one other poem from their chosen anthology cluster.

Section C:
Unseen poetry: Candidates will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Assessment	Specification and Exam Board	Further Education and Careers
All Examination	**Exam Board:** AQA **Qualification:** English Literature (8702) **Duration of Course:** 2 years	Essential communication and analysis skills needed for a wide range of careers.

FRENCH

Course Content:
The course is designed to build on the topics students have covered at KS3, extending their grammar and vocabulary, and developing their listening, speaking, reading and writing skills, whilst also giving them a greater insight into French culture.

All exams are taken at the end of Year 11.

Thematic contexts:
The course explores a range of engaging and relatable thematic contexts, which are relevant to students' current and future needs.

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

These are further broken down into the following subjects:

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

By the end of the course, students will have gained a sound grasp of grammar and key vocabulary useful in a variety of practical and social situations. The course will enable students to continue their language to A-Level and give the valuable insight into the culture and history of French speaking countries.

Assessment at a glance

Paper 1: Speaking (Non-examined assessment) — 50 marks — 25%

Prep time: 15 mins
Foundation: 7-9 mins **Higher:** 10-12 mins

- Task 1: Read aloud and 2 short unprepared questions
- Task 2: Role play in a transactional setting
- Task 3: Picture description, 2 short unprepared questions and follow-on conversation
  - Describe only one colour picture from a choice of two
  - Student selects the thematic context in advance

1 minute in private assessment space for reading aloud preparation

Paper 2: Listening and Understanding — 50 marks — 25%

Foundation: 45 mins **Higher:** 60 mins

- 5 mins reading time included
- Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.
- Section B: Dictation

Extracts played THREE times

Paper 3: Reading and Understanding — 50 marks — 25%

Foundation: 45 mins **Higher:** 60 mins

- Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.
- Section B: Translation into English

Paper 4: Writing — 50 marks — 25%

Foundation: 1 hour 15 mins **Higher:** 1 hour 20 mins

- Picture task (Foundation tier only)
- Two writing responses (both tiers, with a choice of two options for each question)
- Translation into French (both tiers)

Assessment	Specification and Exam Board	Further Education and Careers
Paper 1 (Listening): 25% Paper 2 (Speaking): 25% Paper 3 (Reading): 25% Paper 4 (Writing): 25%	**Exam Board:** Edexcel **Qualification:** GCSE French: 1FRO **Duration of Course:** 2 years	Extremely beneficial for a wide range of careers including journalism, design, engineering, retail and leisure. Very highly regarded by employers.

GEOGRAPHY

Course Content:
The GCSE Geography specification enables a variety of teaching and learning approaches. This exciting and relevant course studies Geography in a balanced framework of physical and human themes and investigates the link between them.

Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

The GCSE content will include content relating to living with the physical environment, including natural hazards, the physical landscape of the UK and the living world. Students will also study challenges in the Human environment including urban issues and challenges, the changing economic world and the challenge of resource management. The students will also be required to undertake two fieldwork experiences in differing environments which culminate in a Geographical applications exam based on key geographical skills.

Topics covered:
Living with the Physical Environment
- The challenge of natural hazards (Tectonic, Weather and Climate Change)
- The living world (Tropical Rainforests and Hot Deserts)
- Physical landscapes in the UK (Rivers and Coasts)

Challenges in the Human Environment
- Urban issues and challenges (Rio de Janeiro and Birmingham)
- The changing economic world (Reducing the Development Gap, Nigeria and the UK)
- The challenge of resource management (Energy)

Geographical Applications
- Issue evaluation (pre-release booklet on a topic from the course)
- Fieldwork (Human: Birmingham and Physical: Carding Mill Valley)
- Geographical skills

Assessment	**Specification and Exam Board**	**Further Education and Careers**
Paper 1: Living with the physical environment - Written exam - 1 hour 30 35% Paper 2: Challenges in the human environment - Written exam - 1 hour 30 35% (88 marks) Paper 3: Geographical applications - Written exam - 1 hour 30% (76 marks)	**Exam Board:** AQA **Qualification:** GCSE Geography **Duration of Course:** 2 years	Cartographer, commercial/residential surveyor, environmental consultant, geographical information systems officer, planning and development surveyor, secondary school teacher, town planner, international aid/development worker, logistics and distribution manager, market researcher.

HISTORY

Course Content:
History encourages students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into the past. The study of History prepares candidates to make informed decisions about further learning opportunities and career choices. GCSE History requires learners to demonstrate knowledge and understanding of historical periods, themes and topics studies, and their chronology through: making connections and comparisons between different aspects of the periods, themes and topics studies; describing, analysing and evaluating the causes and consequences of historical events and situations; describing, analysing and evaluating changes and developments in the periods, themes and topics studies; assessing the significance of individuals, events, developments and/or ideas in the history studied.

At BVGS the course is split into three distinct parts.

Paper 1 (50% over overall grade)
This is a knowledge and source based paper in which your child will tackle questions on:

- Germany - Germany (1925-55), the Rise of Hitler, Life in Nazi Germany (1933-45), the Second World War and German Reconstruction post 1945.
- International Relations 1918-1975 - WW1 Peace Settlements, The causes of World War 2, The Origins of the Cold War, the Cuban Missile Crisis, the Vietnam War.

Paper 2 (25% of overall grade)

- War and British Society c790-c2010 - This is a thematic study of the impact of war on British study from c790 – c2010. You will learn about case studies such as the Vikings, the Norman Conquest, Elizabeth I's Wars, Anglo-Scottish Wars, the World Wars and the Iraq War.

Paper 3 (25% of overall grade)
This is a knowledge and source based paper in which your child will tackle questions on:

- Personal Rule to Restoration, 1629-1660 - Looking at the Civil Wars, death of Charles I, Oliver Cromwell and Charles II. This will also incorporate a study of Kenilworth Castle.

Assessment	**Specification and Exam Board**	**Further Education and Careers**
Paper 1 (50%) 1 hour 45 min exam Paper 2 (25%) 1 hour exam Paper 3 (25%) 1 hour exam	**Exam Board:** OCR **Qualification:** GCSE History A (explaining the Modern World) (9-1) – J410 **Duration of Course:** 2 years	Excellent study skills and useful in Higher Education Politics, Journalism, Law, Armed Forces, Graduate schemes, Business

MATHEMATICS

Course Content:
This Edexcel GCSE in Mathematics qualification covers the following content:

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

It gives students the opportunity to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Assessment	**Specification and Exam Board**	**Further Education and Careers**
Three written papers, one non-calculator, two calculator allowed: each contributes 33.33% of the final grade Higher Tier grades 9 – 4 1 hour 30 minutes per paper	**Exam Board:** Edexcel **Qualification:** GCSE Maths 1MA1 **Duration of Course:** 2 years	Mathematics GCSE leads to both Mathematics and Further Mathematics at A Level and ultimately numerous courses at university.

MUSIC

Course Content:
The OCR GCSE (9-1) in Music requires learners to practically apply knowledge and understanding, including musical vocabulary and notation as appropriate to the context, through the skills of:

- Performing
- Composing
- Appraising

Integrated portfolio (30% of overall grade)
A performance and composition based on each individual student's chosen instrument.

Practical component (30% of overall grade)
A composition and a group performance. The composition will relate to one Area of Study from 2, 3, 4 or 5 below.

Listening and appraising (40% of overall grade)
A written paper with CD, assessing knowledge and understanding of Areas of Study 2, 3, 4 and 5.
Area of Study 1 - My Music
Area of Study 2 - The Concerto Through
Area of Study 3 - Time Rhythms of the World
Area of Study 4 - Film Music and Computer Game Music
Area of Study 5 - Conventions of Pop

Useful Websites:

- http://www.ocr.org.uk
- http://www.bbc.co.uk/schools/gcsebitesize/music/
- https://bishopveseygrammarschool.sharepoint.com/sites/BVGS-Home

Assessment	Specification and Exam Board	Further Education and Careers
Integrated portfolio (30%) – Composition to a brief set by the learner, recorded solo performance. **Practical component (30%)** – Composition to an OCR set brief, recorded ensemble performance. **Listening and appraising (40%)** – Written paper with CD. Based on AoS 2, 3, 4 and 5	**Exam Board:** OCR **Qualification:** GCSE (9-1) Music J536 **Duration of Course:** 2 years	Excellent analytical, creative and listening skills useful in Higher Education. Performing musician, music journalist, music therapist, armed forces musician, music teacher, musical theatre performer, record producer.

PHYSICAL EDUCATION

Course Content:
Many of our GCSE Physical Education students have flourished in both the sporting industry and alternative career vocations having undertaken degrees at the most prestigious universities. The study of this course prepares students to choose careers that encompass a range of sport related and specific opportunities, as well as develop an abundance of key transferable skills in preparation for the rigours of A Level study. In particular, our students develop their knowledge and understanding of Physical Education and physical activity in relation to:

- Impact of sports performance on the anatomy including cardiology, respiratory and skeletaladaptations
- Implication of obesity and complexities in tackling policy and current political affairs surroundingperformance enhancement and legalities
- Understanding of muscular structures with analysis of medical conditions linked to active andsedentary lifestyles including osteoporosis, atherosclerosis and osteoarthritis
- Implementation and leadership of coaching sessions
- Analysing elite level performance and determine primary joint movement
- Key characteristics of nutrition and dietary requirements to maximise and enhance performance(i.e. glycogen replenishment and carbohydrate loading)
- Sports psychology: mental preparation, goal setting, feedback and guidance
- Socio-cultural influences on sport, for example: participation rates, commercialisation and the media, sporting behaviour and deviance

The course develops a wide range of key skills including communication through assessed presentations, leadership through coaching small groups, collaborative and reflective practice in group work. In accordance students are encouraged to develop their ability to distil and tackle complex discussion topics providing logical and rational processes to construct strong arguments.

Assessment	**Specification and Exam Board**	**Further Education and Careers**
60% written examination consisting of two components (two exams) **Component 1 –** Fitness and Body systems (1PE/01) **Component 2 –** Health and Performance (1PE/02) **30% Practical** (3 different sports/activities) (1PE0/03) **10% Coursework** (Written and verbal) (PE0/04)	**Exam Board:** Pearson Edexcel **Qualification:** Level 1/Level 2 GCSE (9-1) Physical Education 1PE0 **Duration of Course: 2 years**	Sports medicine, product design, sports management, physiotherapy, sports and performance psychology, personal fitness trainer, sports coaching and many opportunities in the fitness industry.

PHYSICS

Course Content:
In KS4 our students follow the AQA Physics GCSE Specification (award 8463). This course prepares them for life in a scientific and technological society, whilst providing a sound base for continued study at a higher level. It allows the students to discover exciting physics from the vastness of space down to the atomic scale. The concepts are presented through many practical opportunities and students are encouraged to reflect on how topical issues are reported in the media, and how scientists interact with society. There are eight required experiments which are carried out in school during lessons, but we also offer many other opportunities to do practical work.

The qualification is terminal and will stretch the most able. It requires the students to sit two papers, each of which is one hour forty-five minutes. In preparing for this challenge, formal assessments are on-going and include tests about: forces, energy, waves, electricity, magnetism and electromagnetism, the particle model of matter, atomic structure and space physics. The results are given as percentages and graded, and the students' strengths and weaknesses are evaluated to inform future teaching. Additional support is provided outside of normal lessons.

Suggested reading:
- A Bee in a Cathedral and 99 Other Scientific Analogies by Joel Levey; Firefly Books, ISBN-10:1-55407-959-4
- How to Teach Quantum Physics To Your Dog by Chad Orzel: ONEWORLD OXFORD, ISBN 978-1-85168-779-4

Useful websites:
- Electromagnetic Spectrum - http://imagine.gsfc.nasa.gov/docs/science/know_l1/emspectrum.html
- Physics and medical physics with simulations to play - http://www.insidestory.iop.org/
- Good for general revision - http://www.antonine-education.co.uk/
- Past papers and mark schemes are available from AQA home site - aqa.org.uk/gcse-physics

Assessment	Specification and Exam Board	Further Education and Careers
Presently two written papers including questions in the form of multiple choice, structured closed short answer and open-response	**Exam Board:** AQA **Qualification:** GCSE Physics 8463 **Duration of Course:** 2 years	Research, Astronomy, Engineering (e.g. marine, nuclear, electronics and cyber security, motorsports, National Grid, low carbon energy, aerospace and naval architecture), Design, Meteorology, Medicine, Law, Energy Resources, Finance, Medicine and Journalism to name a few.

RELIGIOUS STUDIES

Course Content:
The aim of this specification in Religious Studies is that it should encourage learners to be inspired, moved and changed by following a broad, satisfying and worthwhile course of study that challenges students and equips them to lead constructive lives in the modern world.

It should enable learners to:

- Adopt an enquiring, critical and reflective approach to the study of religion
- Explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally
- Enhance their spiritual and moral development, and contribute to their health and wellbeing
- Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wide world, and to contribute to social and community cohesion
- Develop their interest in and enthusiasm for the study of religion, and relate it to the wider world
- Reflect on and develop their own values, opinions and attitudes in light of their learning

It provides students with the opportunity to:

- Develop their knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning
- Express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.

Component 1: Religious, Philosophical and Ethical Studies in the Modern World (50%)
Theme 1: Issues of Relationships
Theme 2: Issues of Life and Death
Theme 3: Issues of Good and Evil
Theme 4: Issues of Human Rights

Component 2: Study of Christianity (25%)
The beliefs, teachings and practices of Christianity

Component 3: Study of a World Faith – Islam (25%)
The beliefs, teachings and practices of Islam.

Assessment	Specification and Exam Board	Further Education and Careers
Component 1 (50%) Component 2 (25%) Component 3 (25%) All three assessed by an exam each in Year 11	**Exam Board:** Eduqas **Qualification:** GCSE Religious Studies Route A **Duration of Course:** 2 years	Excellent study skills useful in higher education politics, journalism, law, armed forces, graduate schemes, business social work, teaching, medicine, HR

SPANISH

Course Content:
The course is designed to build on the topics students have covered at KS3, extending their grammar and vocabulary, and developing their listening, speaking, reading and writing skills, whilst also giving them a greater insight into French culture.

All exams are taken at the end of Year 11.

Thematic contexts:
The course explores a range of engaging and relatable thematic contexts, which are relevant to students' current and future needs.

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

These are further broken down into the following subjects:

By the end of the course, students will have gained a sound grasp of grammar and key vocabulary useful in a variety of practical and social situations. The course will enable students to continue their language to A-Level and give the valuable insight into the culture and history of Spanish speaking countries.

Assessment at a glance

Paper 1: Speaking (Non-examined assessment) — 50 marks — 25%

Prep time: 15 mins
Foundation: 7-9 mins **Higher:** 10-12 mins

- Task 1: Read aloud and 2 short unprepared questions
- Task 2: Role play in a transactional setting
- Task 3: Picture description, 2 short unprepared questions and follow-on conversation

- Describe only one colour picture from a choice of two
- Student selects the thematic context in advance

1 minute in private assessment space for reading aloud preparation

Paper 2: Listening and Understanding — 50 marks — 25%

Foundation: 45 mins **Higher:** 60 mins

- 5 mins reading time included
- Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.
- Section B: Dictation

Extracts played THREE times

Paper 3: Reading and Understanding — 50 marks — 25%

Foundation: 45 mins **Higher:** 60 mins

- Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.
- Section B: Translation into English

Paper 4: Writing — 50 marks — 25%

Foundation: 1 hour 15 mins **Higher:** 1 hour 20 mins

- Picture task (Foundation tier only)
- Two writing responses (both tiers, with a choice of two options for each question)
- Translation into Spanish (both tiers)

Assessment	Specification and Exam Board	Further Education and Careers
Unit 1 (listening): 25% Unit 2 (speaking): 25% Unit 3 (reading): 25% Unit 4 (writing): 25%	**Exam Board:** Edexcel **Qualification:** GCSE Spanish: 1SP0 **Duration of Course:** 2 years	Relevant to all careers requiring communication skills and everything from engineering to economics to the diplomatic service. Very highly regarded by employers and universities.

Careers Education, Information, Advice and Guidance

Choosing GCSE options is an important decision, and students need to be armed with full information to be able to make the correct choices. Students are encouraged to invest time in undertaking research into possible career pathways and which options will enable them to reach their goals.

Activities are set during form time and where possible within the curriculum to develop the skills and competencies students will require for their future studies and career. These will include areas such as identifying students' strengths, researching different roles, leadership skills, interview skills and CV writing.

The Annual Careers Fair provides information about further education and an opportunity to speak with employers from a wide variety of industries. Speakers and representatives from higher education institutions, professions and businesses frequently attend school to deliver seminars and workshops so as to broaden the students' understanding of options beyond school (university / college, apprenticeships, professions).

The students may seek one-to-one careers advice from a careers adviser by appointment to address any queries they may have. The students will further have access to Unifrog, an online careers platform which provides extensive information and guidance about careers and further education.

All students are encouraged to use UNIFROG. UNIFROG is a virtual programme where students can easily explore their interests, then find and successfully apply for their next best step in their educational institution. During students PSHE lessons and form time sessions, homework will be set on UNIFROG. From interests quizzes to understanding the workplace environment will be explored. If students are unsure what options to select, they can use the 'careers tab' to search jobs which relate to subjects they are interested in. For more information on to use UNIFROG effectively, students can speak to Mr Brocklebank whilst Miss Orlandini is on maternity leave..

Further resources that may be referred to are as follows:

- Brightknowledge - www.brightknowledge.org/knowledge-bank/education-pathways - Information on qualifications and options
- Iclould - www.icould.com - Careers advice, choices & ideas
- Careersbox - www.careersbox.co.uk - Watch videos of people in different jobs
- Plotr - www.plotr.co.uk - Explore careers in different worlds of work
- National Careers Service - https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx - Provides access to independent, professional advice on careers, skills and training

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PSHE and Citizenship

Course Content:

Year 10 and 11 students will cover the national curriculum for citizenship and personal, social, health and economic education. Various important topics are taught across years 10 and 11 in order to develop the character of our students so that they become well-rounded, knowledgeable, empathetic and understanding citizens, who become inspired to actively support their local communities. All schemes of work for each year group are on our school website (Curriculum/PSHE/RSHE). Take the time to read over our relationships and sex education policy.

Relationships and Sex Education	Health Education	Living in the wider world
• Healthy and Unhealthy Relationships • Consent • Controlling behaviours • Contraception (condom demonstration) • Sexually transmitted infections and diseases • Sharing sexual images and the consequences • Revenge Porn • Negative impact of pornography on future romantic relationships e.g. females being inferior to males • Abuse and assault • Sexual Harassment • Work place harassment • Domestic Violence • Gender Identity • Pregnancy, miscarriage and abortion • Child Sexual Exploitation and Grooming • County Lines	• Sexual Health • HIV and AIDs • Drug Education • Dangers of prescription medication • Biological effects of drugs • Importance of sleep • Video games and the impact to health and well-being • Promoting emotional well-being • Mental health – raising awareness of mental health issues males face • Reframing negative thinking • CPR • Self-examinations • Registering and accessing health services • FGM – Female genital mutilation • Menopause	• The rule of law and criminal behaviour • British Values and how we follow them in modern Britain • Discrimination and the effect to individuals and society • Managing money and budgeting • Mortgages, bills and taxes • Debt and how to safely use money • Fraud • Income – how to manage your salary • Banking and being informed • Applying for a driving license • How to use feedback constructively • How to maximise employability • Responsibilities and challenges in relation to working part-time and studying