

Barnwood Park



Options Booklet 2023

Your future, your choices

If you have any questions or queries concerning the
options process for Year 9 students in 2022-23
please contact

Mr Stephen Fuller,
Deputy Head, at
sfuller@barnwood-park.gloucs.sch.uk

Please note that while every effort is made to ensure
all information is correct at the time of publication,
there may be some changes made.

We will inform students and parents of any changes
at the earliest possible moment.

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Introduction to Options 2023

Dear Year 9 Students,

Welcome to your 2023 Options Booklet!

We hope you enjoy reading about all the courses we have on offer for you. We at Barnwood Park are really excited about the range of courses from which you can choose at this important stage in your life. Some of these courses may be familiar to you, and some may be brand new. All the information can seem daunting, so it is important to try to find out as much as you can so that you can make the right choices for you. We are committed to making sure students have the information, advice and guidance to help you make the right decisions.

We think it is important that students begin to think early about their option choices, so you have time to think, talk and research the best decisions for you.

In this booklet you will find:

- Information about new GCSEs and new grades
- Information about what everyone will study
- Information about the courses you can choose from
- Advice from our Head Girl
- Frequently Asked Questions
- Information about each of the courses offered

We have included on each subject page information about useful website links, to help you research the subject further, and information about who you can speak to in order to gain further information. If you are interested or unsure about a subject, please do speak to the member of staff to help you decide whether the subject would be suitable for you. Your Tutor, Pastoral Leader - Mrs Biles or APLs - Mrs Williams or Mr Backhouse, subject teachers, Careers Co-ordinators Mrs Quinn, Mrs Adams and any of the Leadership Group will also be delighted to talk to you about your choices. You can also email me at the address at the bottom of the page.

We have a vital Options Evening on **Wednesday March 1st 4.30-7.00**. This is an in-person event where parents/carers and students can talk to subject teachers about their subjects. Turn to page 7 for more information about Options Evening.

As well as this booklet, students have had information about subjects from class teachers, sessions on Options in PSHE and there are short video presentations on our school website. Students have also had an Options Presentation in form time, and this will also be on the website. Please make sure you take the time to look at these and discuss with your child. Following Options Evening, students will make indicative **choices**, and have **discussions with senior staff** before making their **final choices before Easter**.

Enjoy the process of choosing your subjects for Key Stage 4. Remember, it is your future, and your choice. Think hard about your decisions, and be true to the person you want to be. Whatever your choices, all the staff at Barnwood Park will expect you to work hard, and will support you to succeed every step of the way.

Mr S Fuller

Deputy Head Teacher

Email: sfuller@barnwood-park.gloucs.sch.uk

GCSE Grades

The grades for GCSEs changed from A*-G to a numbered 9-1 scale a few years ago and these may be unfamiliar to you. The chart below from the DfE shows how the 'new' numbers compare to the 'old' letters.

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>4 = C and above and above</p> </div> <div> <ul style="list-style-type: none"> ■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. ■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above. ■ The bottom of grade 1 will be aligned with the bottom of grade G. </div> </div>									
CURRENT GCSE GRADING STRUCTURE									
A*		A	B	C	D	E	F	G	U

Grade 9 is at the very top for students who would have achieved a high A*. Grade 7 is comparable to an old Grade 'A' and Grade 4 is comparable to an old Grade 'C'. A similar proportion of students achieve a Grade 4 or above as achieved a Grade 'C'.

Grade 4 is described as a 'Standard Pass', while Grade 5 is called a 'Good Pass'. 6th Form colleges would expect students to have Grade 5 or above in English and Maths, and in most instances Grade 6 in the subject they wish to study.

Students will be required to continue studying English Language and Maths at their post-16 place of education until they achieve at least a Grade 4 in these subjects.

We do offer Technical or Vocational qualifications which are equivalent to GCSEs in Child Development and Care and Sports Studies. We constantly evaluate the different options available. It is possible that decisions on exam boards may change from what is published in this booklet and what is taught in September 2023.

Will all courses run?

It is very important to say that whilst we aim to run all the courses described in the booklet, we cannot guarantee to do so. The presence of a course in this booklet is not a guarantee that it will run. Our ability to deliver each subject depends upon confirmation that a subject is on the Department for Education's list of Approved Qualifications for students taking exams in 2025. We also annually review the quality of our provision to ensure we only offer subjects with high quality teaching and learning experiences and outcomes.

Additionally, if there are insufficient students for a subject, it may not be viable to run it. Occasionally, it is not possible for us to meet every student's preferences for other reasons. This may be because there are limited places on courses due to rooming and timetable restrictions.

After Options Evening we will use indicative choices from students to evaluate demands for courses and where the demand is very low we may remove courses from the offer and inform students and parents/carers. We may also remove courses from the offer if demand is too low following final option choices, and will again inform students and parents/carers.

What Everyone Will Study

All students will study English, Maths, Statistics and Science. These are all Graded 9-1.

English	All students will study 2 GCSEs in English Literature and English Language. All students will sit all their GCSE English exams at the end of Year 11
Maths	All students will study Maths GCSE and Statistics GCSE All students will sit their GCSE Statistics exams in Year 10 All students will sit their GCSE Maths exams in Year 11
Science	Most students will study Two GCSEs in Combined Science (called Trilogy Science) Some students will be offered the opportunity to study separate sciences. This will be communicated via your science teachers later this year and will involve a commitment to an extra class after school for an hour every week. This is separate to this Options process.

Information about all these subjects is included in this options booklet so you can find out about all the Key Stage 4 examined curriculum. All students will also have lessons in Physical Education and follow a programme of Personal and Social Development including Careers and Religious Education: whilst these are important lessons there will not be GCSE exams in these subjects.

What Subjects Can I Choose?

Students will choose to study 3 subjects. We encourage, but do not require, students to choose at least one of Geography, History, Spanish, French and Computer Science. These subjects are part of the EBacc and subjects that the Department for Education are keen for students to study as they feel they are the most valued by universities and employers. The website www.informedchoices.ac.uk/ helps students and parents/carers to understand which subjects open up different degrees, especially at the elite Russell Group universities.

Students can choose from subjects in this list:

e Geography	Music	Photography	Business Studies
e History	Food Preparation & Nutrition	Design & Technology	BTec Performing Arts Dance*
e Spanish	Religious Studies	Sports Studies* #	Physical Education #
e French	Drama	Fine Art #	Textiles #
e Computer Science	Child Development and Care *		

e Ebacc subject

*** These are vocational qualifications, which are the equivalent of GCSEs.**

Please note only one of Fine Art and Textiles, and only one of PE and Sports Studies, can be chosen.

All courses are GCSEs unless otherwise stated. Please note the Exam Board/course details may change prior to September 2023 as teachers continuously review the suitability of exam boards and courses.

Please note that unfortunately only one of Fine Art and Textiles can be chosen. Also, only one of PE GCSE and Sports Studies can be chosen.

Students will make **indicative choices** following Options Evening. This is to help us with planning. They will need to put 5 subjects in order of preference, with their 3 preferred subjects and 2 reserve subjects. This also gives subject leaders an opportunity to review choices. Final choices will be made just before Easter.

Students will then have conversations with senior leaders about their choices, before making their final choices, again with their 3 preferred subjects and 2 reserve subjects. We have found this method is very successful in giving as many students as possible the curriculum choices that meet their needs for Years 10 and 11. Remember, it is possible that some courses will not run if not enough students choose them.

Helping Students Make the Best Choices

We expect all students to take a responsible role in their choice of option subjects. There will be a range of activities, to help students make the right choices. This will include:

- Presentations from subject teachers giving information about the subjects on offer
- 'Taster' lessons in some subjects that would be new to students
- Meetings with senior staff to discuss their option choices
- Lessons in PSHE focusing on careers and option choices

All students will receive additional information and advice from their subject teachers and will have the opportunity to discuss the various pathways at school. It is important that students find out as much information about the courses as possible before they choose their preferences. We include some useful websites to help with your research in this booklet.

Advice will also be given to students about reasons for choosing subjects. A bad reason for choosing a subject would be in order to stay with particular friends. A good reason might be that they are thinking about taking this subject at A Level, at college or at university.

The taster lessons in new subjects will also give a more practical insight into what the course involves and help students make informed decisions about whether a subject is right for them.

All students will have the opportunity to discuss careers issues with a member of the Leadership Group, their tutors or our Careers Co-ordinator. There will be meetings for each student with staff to talk about the right option choices for them. All students will continue to receive regular and detailed careers advice throughout Years 10 and 11.

Curriculum Evening, Wednesday March 1st 2023 4.30-7.00

We have a very special Options Curriculum Evening in school on March 1st where all of Year 9 and their parents/carers are able to speak with subject teachers and discuss their option choices.

We expect all parents/carers to attend our options evening. It is the opportunity for parents and students to find out more information about these courses and careers. There will be representatives from every subject to talk about the course and its content. Tutors, your Pastoral Lead (Mrs Biles) & Assistant Pastoral Leads (Mrs Williams and Mr Backhouse). Leadership Group will also be available to talk about subjects and choices and answer any queries or concerns you may have. If parents/carers or students cannot make this evening it is vital students speak to Mr Fuller or Mrs Biles (Pastoral Lead in Year 9) in advance.

Additionally, teachers have prepared short information films to explain a little more about their subject and cover some of the most frequently asked questions. These are available via our website. There is a lot of information in this booklet, and students should talk to their class teachers and tutors too. Final decisions do not need to be made until later in March, and we want the time before then to be one for research and reflection. Look at the 'Questions to Ask Yourself' section below, the advice available online (some links on the next page) and the advice from the Head Student too.

Questions to ask yourself when thinking about your GCSE options

- What do I want to be doing in 10 years' time?
- What do I need to study now to achieve my goals?
- What subjects do I enjoy and want to learn more about?
- What are my strengths and skills now? What do they need to be?
- What subjects will help me keep my future options open?
- What subjects will I find it hard to return to in the future if I stop learning them now?
- Do I prefer coursework or end of course exams?
- What information do I need and where can I find it?

We recommend also looking at the questions and answers on the following website too:

<https://www.youthemployment.org.uk/choosing-gcse-options-19-questions-ask/>

All staff are here to help and point you in the right direction.

Option Choices Websites

There are a wide range of resources to help students think about their choices, and the questions above.

Here are just a few we recommend.

<https://www.studential.com/GCSEs/choosing-your-GCSE-subjects> pointers to what to consider when choosing your options

<https://icould.com/stories/choosing-your-gcse-options/> discusses how the subjects you study now can make a real difference to your future

<https://www.careerpilot.org.uk/information/your-choices-at-14> what to bear in mind when choosing GCSEs

<https://www.bbc.co.uk/bitesize/articles/zrjh92p> a video and guide to things to think about when choosing options

<https://www.youthemployment.org.uk/choosing-gcse-options-19-questions-ask/> 19 questions to ask yourself before choosing your options

<https://www.informedchoices.ac.uk/> This Russell Group universities website has been developed to help pupils, parents and teachers find out more about how subjects taken can affect students' options at university and later on.

<http://university.which.co.uk/advice/gcse-choices-university/how-important-are-gcse-choices-when-it-comes-to-university> This has tips to help you pick the right options for universities

Some websites are also specifically designed for parents to help their child make their option choices:

<https://careerpilot.org.uk/parent-zone/choices-at-14>

Advice from our Head Student



Finally, it is time for you to choose your GCSE options. I know it can be a scary time, however, it can be exciting too as you will be given the opportunity to study further into the subjects you are most passionate about. In my experience, many teachers supported and guided me as to what options I should choose, but at the end of the day it was up to me, and I can wholeheartedly say that I don't regret any of the options that I have taken. To help you with your option choices, I have written some advice for you.

I strongly advise you to not put too much pressure on yourself to try and figure out *everything* right now. Do not worry too much about finding out exactly what you want to do in the future because the GCSEs you pick do not restrict you to just one future, they simply start you on a path to find your desired future. When I was in your position, in the beginning, I was way too fixed on what GCSEs I needed, however, I quickly understood that it did not entirely matter. It is important to choose subjects that you enjoy as it will make the lessons and revising much more enjoyable than for a subject you do not like. On the other hand, if you do know vaguely what you want to do in the future, be sure to choose a subject that can aid your learning and interest in that career.

Even if you already take the subject, I recommend speaking with the subject teacher to gain an understanding of the GCSE course throughout Year 10 and Year 11. This is a good thing to do as it gets you ready for the reality of the work you will be doing in that subject. You can then decide whether that subject still interests you.

I know a lot of people say this, but **do not** choose a subject just because your friends are doing it. It may be tempting as it is a hard choice to make. However, if you do just follow friends it will make your GCSE course not as interesting or fun as it should be. Choosing different options than your friends can be beneficial as it helps you to get to know other classmates that you have not had the experience of talking to yet.

If you should want any advice or questions answered from a student point of view, feel free to speak to me or other Year 11s.

Jess O—2023

"Year 10 isn't easy and you will have to work hard: don't pick what your friends have done because you will not enjoy your subjects."

*"Choose options that you'll be interested to learn, don't choose what your friends are doing. This is **your decision**, so make sure you make the right choices."*

"Think what you might like to do when you are older and which options are relevant and helpful for that."

Frequently Asked Questions

What subjects do I have to study?

All students will study and be examined in English (Language and Literature), Maths, Statistics and Science. They will also have lessons in Physical Education and follow a programme of Personal and Social Development which will include Religious Education. Students will then choose 3 option subjects.

What is the EBacc?

The EBacc is a combination of subjects that the Government wants students to study. It means choosing at least one of History or Geography, and a Modern Foreign Language (E.g. Spanish or French) which together with English, Maths and Science create the English Baccalaureate or Ebacc. Following changes to A-levels in recent years, universities may well look at GCSEs more when making a decision about your application – especially when it comes to competitive subjects or universities. Many of the top Russell Group of Universities—such as Oxford, Cambridge, Bristol, Exeter, Birmingham and Warwick will look more favourably at students with the EBacc. We do not require our students to choose subjects to fulfil the EBacc, though all students are able and encouraged to do so.

Who can choose which subjects?

All students are able to choose from the same list of subjects though you of course need to be working hard in the subjects now in Year 9 to show that you are a suitable student in that subject for Years 10 and 11. Teachers will also give feedback on student suitability for courses so it is expected that you talk to subject teachers to get advice about which subjects might be suitable for your skills, ambitions and future plans.

Are there any combinations that are not allowed?

Yes, it is not possible to study more than one of Fine Art or Textiles. You can also only choose one of PE and Sports Studies. This is because they have the same qualification code. When choosing your choices, do think about the balance of your subjects, and whether they are all exams, or coursework. Think about how you learn best. Think also about what you want to do in the future: what do you want to study? What careers are you interested in? What subjects do these require from you? What subjects might 6th Form Colleges or Universities want to see? Have a look at the Useful Website Links in this booklet.

Will I get all my choices?

Whilst we will try to fulfil all of your choices, it is possible that we will not be able to fit you onto all of your preferred courses. Some courses may not run if not enough students choose them. This is why we will also ask you to put reserve choices.

When will I find out what subjects I have got?

We will aim to inform you of your choices by May half term. If this changes we will let you know.

What happens if I change my mind about my options choices?

If you change your mind about your choices, then you need to see Mr Fuller. You will need to fill out an option change form and see the teachers of the subjects you wish to change. Whilst we will try to fit your new choices, you may find that some courses are full or are not running. Think carefully before changing course as you are unlikely to be able to change back.

When will I get my Options Choice Form?

You will get your Options Choice Form later in March. You will need to choose the 3 subjects you wish to study and 2 reserves, and put these in preference order. How to fill this in will be explained closer to the time.

If you have any questions, please ask a member of staff. We are all here to help.

Notes

If any further information is required on any of the option subjects or the options process in general, please do not hesitate to contact the staff members in the table below.

Subject	Name	Email
General	Mr Fuller	sfuller@barnwood-park.gloucs.sch.uk
English	Mrs Fitzgerald-Johnson	ajohnson@barnwood-park.gloucs.sch.uk
Maths/Statistics	Mrs Taiwo	ctaiwo@barnwood-park.gloucs.sch.uk
Science	Mrs Ballinger	fballinger@barnwood-park.gloucs.sch.uk
Languages	Mrs Mauremootoo	tmauremootoo@barnwood-park.gloucs.sch.uk
Humanities (History, Geography, RE)	Ms Patel	zpatel@barnwood-park.gloucs.sch.uk
Computer Science	Mr Holland	sholland@barnwood-park.gloucs.sch.uk
Child Development	Mrs Hanlon	nhanlon@barnwood-park.gloucs.sch.uk
Dance	Miss Saunders/Mr Pugh	esaunders@barnwood-park.gloucs.sch.uk spugh@barnwood-park.gloucs.sch.uk
Drama	Ms Jones	mjones@barnwood-park.gloucs.sch.uk
Fine Art	Miss Oliver	eoliver@barnwood-park.gloucs.sch.uk
Textiles	Ms Cole	jcole@barnwood-park.gloucs.sch.uk
Design and Technology	Mrs Workman	jworkman@barnwood-park.gloucs.sch.uk
Business Studies	Mr Fuller	sfuller@barnwood-park.gloucs.sch.uk
Food Preparation & Nutrition	Mrs Workman	jworkman@barnwood-park.gloucs.sch.uk
Music	Mr Pugh	spugh@barnwood-park.gloucs.sch.uk
Photography	Mr Hayne	dhayne@barnwood-park.gloucs.sch.uk
PE/Sports Studies	Mrs Aboud	raboud@barnwood-park.gloucs.sch.uk



Exam board & course name Edexcel MA1 Linear

Course content outline and how you will be assessed

You will follow a linear course; that has one terminal examination which consists of three papers (two calculator papers and one non-calculator) the results of these are combined to give you a grade. There is no coursework component.

There are two levels of entry: Foundation (Grades 1 to 5) and Higher (Grades 3 to 9).

Organisation

You will continue to be taught in groups arranged by prior attainment so that everyone is working at an appropriate level.

What you will study

You will continue your study of Mathematics working on the areas of:

- Using and Applying Mathematics
- Number and Algebra
- Geometry and Measures
- Statistics and Probability
- Ratio and Proportion

Skills Developed

The course aims to encourage you to:

- apply mathematical knowledge and understanding to solve problems;
- think and communicate mathematically – precisely, logically and creatively;
- apply mathematical concepts to situations arising in your own life;
- acquire a firm foundation for further study;
- work cooperatively, independently and practically;
- appreciate the place and use of Mathematics in society;
- develop a positive attitude to Mathematics;
- consolidate basic skills and meet appropriately challenging work.

Progression

Further Education / Careers In previous years students have gone on to study Mathematics at A and AS level at 6th Form. Some of whom have then continued to study Mathematics at University or to use their subject knowledge to complement a wide range of other areas of study or employment, for example, Science, Computing, Geography, Law, Technology, Education and Physiotherapy.

What students say: *“Maths is definitely hard work but it’s so worth it in the end”. “Although it’s challenging, it has helped me in other areas”.*

Useful website link: Edexcel examination board <https://qualifications.pearson.com/en/home.html>

Further information - See your Mathematics teacher or Mrs Taiwo, Head of Mathematics

Course content outline and assessment

You will follow a linear course that has one terminal examination which consists of two papers (both are calculator papers). The results of these are combined to give you a grade. There is no coursework component. There are two levels of entry: Foundation (Grades 1 to 5) and Higher (Grades 4 to 9 (Grade 3 allowed)).

What you will study

The assessments will cover the following content headings:

- The collection of data
- Processing, Representing and Analysing Data
- Probability

Skills Developed

The course aims to:

- Actively engage students in an accessible and relevant discipline.
- Help students acquire knowledge and understanding of statistical techniques and concepts.
- Encourage statistical problem solving.
- Develop student understanding of the importance of limitations of statistics.
- Support students in their progression through statistics and other related disciplines.

Progression

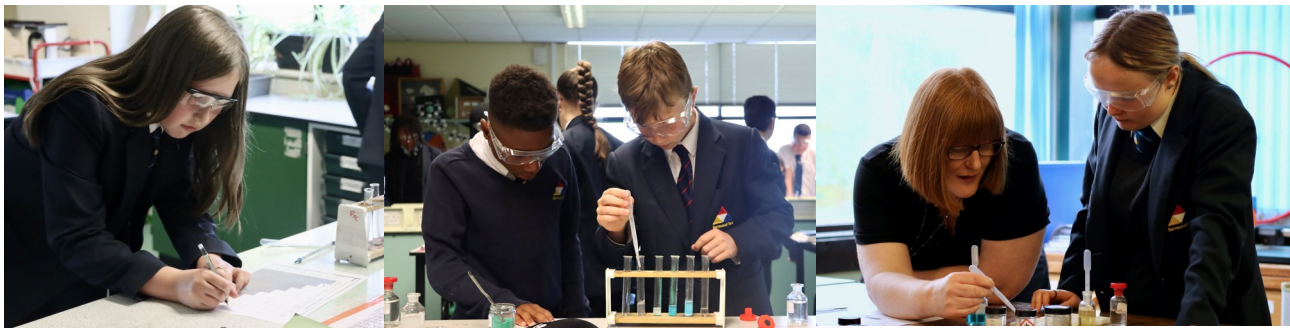
This specification enables students to acquire transferable skills and knowledge which enhance their career opportunities. It is particularly suitable for students who wish to progress to a range of A-level subjects outside Mathematics, including A-level Sciences, Geography, Business Studies and Psychology.

You will probably enjoy this course if....you like to solve real life problems and want to develop your analytical skills. We will challenge your preconceptions and expect you to justify your answers.

Useful website links <https://qualifications.pearson.com/en/home.html>

Further information - See your Mathematics teacher or Mrs Taiwo, Head of Mathematics





Exam board & course name AQA Trilogy
(previously known as 'Double Science'), worth 2 GCSEs

Course content outline and how learning will be assessed

- BIOLOGY 2 x 75 minute written papers (16.67% each paper)
- CHEMISTRY 2 x 75 minute written papers (16.67% each paper)
- PHYSICS 2 x 75 minute written papers (16.67% each paper)

Exam questions will be a mixture of multiple-choice, structured, open and closed response. There are foundation and higher papers.

There will be no controlled assessment. Investigation skills will be assessed through questions on the exam papers. Students will carry out a number of specific practicals during the learning of the content. These are set by the exam board.

Skills Developed

Scientific literacy, knowledge and understanding of science-based issues using contemporary, relevant contexts of interest to students.

Practical enquiry skills will be developed along with analysis (including data analysis) and evaluation skills.

Progression

Good progression to A-Level Science including Biology, Chemistry and Physics as well as some social sciences like Psychology, leading on to a wide range of related degree courses. From here there is a huge range of career options.

What students say: *"The experiments are fun and interesting. The work is challenging but it's made fun and definitely worth all of the revision done."*

Useful website link: <http://www.aqa.org.uk/subjects/science>

Further information - See Mrs Ballinger, Head of Science



Exam board & course name **AQA English Language**
AQA English Literature

Course content outline and how learning will be assessed

2 GCSEs, one in English Language and one in English Literature.

Your two year English course will focus on developing your skills in reading, writing, speaking and listening. You will study 4 texts: a Shakespeare play, a 19th century novel, a modern novel or play and a collection of poetry linked by the theme of either Love and Relationships or Power and Conflict.

At the end of the course, you will sit 4 examinations which will allow you to demonstrate your knowledge, understanding and skills in response to unseen passages of literary texts, non-literary texts and poetry and in writing about the texts you have studied. You will not have copies of the studied texts in the examinations for English Literature.

There is no coursework component. The grades given will be from 1 to 9.

Skills Developed

Reading:

- Literal and inferential comprehension.
- To be able to read and evaluate texts critically.
- Evaluation of a writer's choice of vocabulary, and structural features.
- To be able to compare texts.
- To be able to summarise and synthesise information.

Writing:

- To be able to produce clear and coherent texts.
- To be able to use accurate Standard English: accurate spelling, punctuation and grammar.

Speaking and Listening:

- Students will explore speech in a variety of contexts, adapting language according to task, audience and purpose.

Progression

A GCSE in English is a requirement for most jobs and Post-16 courses. Many of our students from previous years have gone on to study English Literature or English Language at A Level. Students will also find English GCSE useful if they wish to pursue other subjects at Advanced Level as all of the skills are transferable.

What students say: *"I read a lot at home but in my English classes I get the opportunity to read more interesting books as well as other text types." "In my reading I like to look at things from different perspectives and this course allows me to do that. Creative writing is fun too!"*

Further information - See Mrs Fitzgerald-Johnson or your English teacher

Exam board & course name AQA - GCSE Geography 8035

Course content outline and how learning will be assessed

Paper 1: Living with the physical environment (35% of GCSE)

Section A - The challenge of natural hazards (30 marks)

Section B - Physical landscapes of the UK (30 marks)

Section C - The living world (25 marks)

1 hour 30 minutes. 88 marks available including Spelling, Punctuation and Grammar.

Paper 2: Challenges in the human environment (35% of GCSE)

Section A - Urban Challenges (30 marks)

Section B - The changing economic world (30 marks)

Section C - The challenge of resource management (25 marks)

1 hour 30 minutes. 88 marks available including Spelling, Punctuation and Grammar.

Paper 3: Geographical Applications (30% of GCSE)

Section A – Issue Evaluation (34 marks)

Section B – Fieldwork (36 marks)

1 hour. 76 marks available including Spelling, Punctuation and Grammar.

Pre-release resources issued to students before exam.

Skills Developed

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.

What students say: *“Geography gives us a broader understanding of the situations going on around us in the world. The lessons are very interactive and are always out of the ordinary to keep us fully engrossed. Everyone gets a chance to speak their own thoughts without having to worry about being judged. Geography just rocks in general!”* (Year 10 student).

Progression

Geography could lead you to exciting career prospects - Remember Geography achieves good examination results nationally and is one of the most versatile subjects. The Russell Group of top Universities consider Geography to be a key subject in terms of the EBacc. Geography A Level is taught in many of the local schools which Barnwood feeds after GCSE. All have excellent Geography departments to study this subject at A Level.



You will probably enjoy this course if.....you have a keen interest in the world around you and how this can affect people, places and the environment. You should be prepared to work hard and be able to re-search topics by yourself. You will also enjoy this course if you like variety in your studies as we look at various topics which also take in the physical and human sciences.

Useful website link: www.aqa.org.uk › Qualifications › GCSE › Geography

Further information - See Mr Jones, Ms Patel or Miss Searle

Exam board & course name Edexcel GCSE History

Course content outline and how learning will be assessed

This new GCSE History course includes both Thematic Studies and Depth Studies. There will be 3 exams:

Paper 1: British Thematic Study with Historic Environment (30%)

- Medicine in Britain, 1250 – present day including a study of the medieval treatment at the British sector of the Western front in World War One

Paper 2: British Depth Study and Period Study (40%)

- Anglo-Saxon and Norman England, c1060 -88
- Conflict in the Middle East, c1945 -95

Paper 3: Modern Depth Study (30%)

- The USA, 1954 -75: Conflict at home and abroad, Civil Rights and Vietnam

Skills Developed

This course will help you understand the way we live today and develop an understanding of continuity and change and allow you to debate and assess information. Research and essay writing skills will be developed.

What students say:

‘I am glad I chose History. There is a lot to learn and it is fun.’ (Year 10)

‘History is a very academic subject and is worth having a look at. I enjoy History and feel it will benefit me even after my GCSEs.’ (Year 10)

Progression

Many students carry on with their studies in 6th Form or college and study A level History and go on to university.

History is a useful and often necessary subject for a lot of careers and it is highly valued by employers.

The analytical skills you develop are invaluable for careers in for example Law, Journalism and Politics and its use of evidence is great for detectives. It is a good qualification for administrators, bankers, scientists and many more.

You will probably enjoy this course if.....

- You like studying PEOPLE - it will be useful for any job which involves understanding what makes people tick; what they think and feel.
- You enjoy INVESTIGATING - asking questions and analysing information and reaching conclusions.
- You enjoy COMMUNICATING - this is useful in any job which involves explaining something to others.



Useful website link:

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

Further information - See Mrs Petrie, Ms Patel or Miss Turner.



Exam board & course name AQA GCSE Spanish

Course content outline and how learning will be assessed

Unit 1: Listening

One external exam, 25% of total mark

Range of question types based on pre-recorded spoken material in Spanish

Unit 2: Reading

One external exam, 25% of total mark

Reading comprehension activities based on written material in Spanish in three parts: English questions answered in English, Spanish questions answered in Spanish and a Spanish into English Translation

Unit 3: Speaking

One external exam, 25% of total mark

A variety of challenges which include a role play, photo card and general conversation.

Unit 4: Writing

One external exam, 25% of total mark

Up to four tasks to be completed: a photo task, a structured writing task, an open-ended writing task and a translation from English into Spanish.

Skills Developed

Spanish GCSE builds upon learning in Key Stage 3, as well as introducing new topics such as debating environmental issues and talking about issues that affect young people today. A wider range of grammar and vocabulary is taught as students develop skills to adapt language and respond to unexpected, unscripted situations. Writing skills are further developed to enable students to write coherent and fluent essays on topics, and reading and writing skills are developed to understand information from longer passages.

Progression

Spanish GCSE is well recognised by 6th Form Colleges and employers and forms an integral part of the EBacc. It can lead onto further study of languages at A Level and University, and to careers in many areas including business, travel and finance. It is increasingly valuable beyond Europe, in North America and in the emerging markets of South America.

You will probably enjoy this course if.....you have a passion for learning about an exciting and vibrant culture as well as gaining invaluable language skills to put you ahead of others when applying for college, university and in the job market.

What students say *“Doing Spanish gives me an opportunity to travel and communicate with other countries. In the future, having a language at GCSE will help me with my career choices at A Level and beyond.”* Year 11.

Useful website link: www.aqa.org.uk

Further information - Speak to your Language Teacher

Exam board & course name AQA GCSE French

Course content outline and how learning will be assessed:

Unit 1: Listening

- One external exam, 25% of total mark
- Range of question types based on pre-recorded spoken material in French

Unit 2: Reading

- One external exam, 25% of total mark
- Reading comprehension activities based on written material in French in three parts: English questions answered in English, French questions answered in French and a French into English Translation

Unit 3: Speaking

- One external exam, 25% of total mark
- A variety of challenges which include a role play, photo card and general conversation.

Unit 4: Writing

- One external exam, 25% of total mark
- Up to four tasks to be completed: a photo task, a structured writing task, an open-ended writing task and a translation from English into French.

Skills Developed

- Confidence, communication and cultural understanding.
- Language skills developed in a variety of contexts.
- Students develop the confidence to communicate in French in a safe, supportive environment.
- Students learn to appreciate the French culture through the study of not only the French language, but also festivals and traditions as well as aspects of the geography and history of France.

Progression

The AQA GCSE French course builds on the KS3 programme of study and prepares students for further study at AS, A2 and Degree Level. Careers areas for Modern Foreign Language students could include: translating and interpreting, journalism, travel/tourism and teaching. It is also very useful for business.

You will probably enjoy this course if.....you want to immerse yourself in an indulgent and sophisticated new culture and the language that goes with it. Speaking another language is a life skill that will allow you to communicate with people from an entirely new culture. Learning another language enriches the mind and opens up new horizons, both personal and professional.

Useful website link:

<http://www.aqa.org.uk/subjects/french/gcse/french-4655>

Further information - Speak to your Language Teacher



Exam board & course name AQA Drama GCSE**Course content outline and how learning will be assessed**

Your course will be assessed in Year 10 and 11. Unit 1 is a devising unit where you prepare a play based on stimulus material provided by the exam board. A portfolio that explains the reasons behind your chosen genre and the influences of a chosen theatre practitioner accompanies the exam. This is all submitted as coursework and moderated by an examiner. For Unit 2 you will perform two extracts from the play 'Shakers' by John Godber or 'DNA' by Dennis Kelly and you will write a justification of your decisions to accompany the exam. This will be marked by an external examiner. The final unit is a written exam. You will answer several questions about how to direct 'Blood Brothers' by Willy Russell and the second part will be an evaluation of a live performance you have seen during the course.

Skills Developed

Collaboration, Evaluation, Research, Leadership, Commitment, Analysis, Interpretation, Presentation, Discussion, Imagination and Creativity. Specifically to Drama; vocal projection, spoken language, characterisation, drama structures, movement skills, staging, lighting and sound.

Progression

A student can go on to pursue a place at Drama School, BTEC courses or in Community Theatre. At university level, particularly for those wanting to study Law, Drama is seen as particularly useful. A student with Drama is seen as confident and able to express themselves. They are also seen as someone who is able to work well with others and have empathy with others, a life skill that employers and universities are looking for. Technical students have abundant career opportunities.

You will probably enjoy this course if...you love making plays, performing and working with others in an environment where you are treated as an adult and work hard because you want to... where plays are created with real life and world issues and your understanding of the world is listened to and respected.

What students say *"Drama is great for me because I am emotional and I have learned how to use that effectively to create characters in performance. I have also learned that theatre can change the world as well as help me understand myself!"*

Useful website link: <https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

Further information - See Ms Jones





Exam Board & Course Name: Edexcel BTEC Tech Award in Performing Arts; Dance.

Course content outline and how course is assessed:

This course comprises of 3 components, all of which have a strongly weighted practical element, with the addition of a written element. Two of the units are internally assessed throughout the 2-year course with the students compiling a portfolio of work that will be graded either Pass, Merit, Distinction or Distinction * level.

Component 1 – Exploring the Performing Arts

In this unit, you will look at professional dance in a variety of styles and how all the features of the piece work together to communicate a theme. You will explore the style, ideas, influences, process and people involved in creating the piece.

Component 2 – Developing skills and techniques in the Performing Arts

You will participate in practical workshops to develop your dance skills towards learning and performing a professional group dance piece. You will review your progress and performance throughout the process.

Component 3 – Performing to a Brief

You will be given a brief and a starting point to create a piece of choreography portfolio. This is group work where everyone is encouraged to contribute and work collaboratively to create an effective dance piece that clearly communicates an idea to the audience.

Progression

Those who study Dance may progress onto various pathways in the future such as performance, choreography, fitness and movement therapy, BTEC level 3 course or A level Dance or Performing Arts. It is a strong foundation for those wishing to study Dance or the Performing Arts at university or even the possibility of study at a national dance school.

You will probably enjoy this course if..... you are interested in Dance and the Performing Arts, creating your own dances and working with other people to develop your skills as a dancer. You do not need any previous dance training. This course is an enjoyable and creative outlet alongside more academic subjects.

What students say: “Dance is a great option for you to choose if you like to be creative.” “Dance is a thrilling and fun way to explore your own dance abilities as well as adapting your style using inspiration from set works.” “Dance allows you to learn and grow as a dancer and performer.” “Don’t be scared to do it. Be bold, be yourself. Everyone can dance.” “Dance allows you to explore your creativity as an individual but also to work together as a group.”

Useful website link: <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html>

Further information - See Miss Saunders

Exam board & course name OCR - GCSE Computer Science**Course content outline and how learning will be assessed**

Unit 1 (50%) Written Exam 1 hr 30 mins: Computer Systems (80 marks).

- Topics in Computer Systems module: Systems Architecture, Memory, Storage, Wired and Wireless Networks, Network Topologies, Protocols and Layers, System Security, and Systems Software. It also includes a section on ethical, legal, cultural and environmental concerns.

Unit 2 (50%) Written Exam 1 hr 30 mins: Computational thinking, algorithms and programming (80 marks).

- Topics in this module: Algorithms, Programming techniques, Producing robust programs, Computational logic, Data representation, Translators and Facilities of languages.

Skills Developed

Computer Science is concerned with logical thinking, computer design, and computer programming. It gives learners a real, in-depth understanding of how computer technology works. This course provides excellent preparation for higher study and employment in Computer Science and allows learners to develop critical thinking, analysis and problem-solving skills.

During the course you will gain an in-depth understanding of how the computer works and what you can make it do, exploring networks and systems development.

Progression

A Level courses in Computing, Media, and Graphics leading on to Degree Courses on the above subjects. Computing is of enormous importance to the economy and new career areas are opening up all the time. Career areas would include IT or graphic designer, website designer, games developer, and software engineer. This is a course for those interested in one of the most rapidly advancing areas of technology, leading to challenging and stimulating careers.

You will probably enjoy this course if...

- You like solving problems (whether these are game puzzles or real-life situations).
- You are a good lateral thinker.
- If you are curious about technology which underpins everyday activities.
- Programming – Using Python Programming language.

What students say: *"I really enjoy learning how to write code, it's a bit like learning a new language. I like the fact that we have to solve problems, even when it doesn't go exactly right first time."* Year 11

Useful website links: www.ocr.org.uk

<https://code.org/educate/resources/videos>



Further information - See Mr Holland

Exam board & course name NCFE CACHE Level 2 Technical Award in Child Development and Care.

Course content outline and how learning will be assessed

This qualification consists of 3 units: Unit 1 and Unit 2 which are assignment based. (50% of total grade). Unit 3 is an exam paper. (50% of total grade)

To gain this qualification you have to pass the Unit 3 exam as well as the coursework (assignments).

What will you study:

Unit 1: An introduction to working with children aged 0-5 years (Internal Assessment Task)

Unit 2: Development and well-being 0-5 years (Internal Assessment Task)

Unit 3: Childcare and development 0-5 years (External Exam)

Skills Developed

You will finish the course having developed a wide range of practical skills some of which are particularly helpful for a career in the childcare sector such as observing, communicating and working with children and other skills which will be valuable no matter what career path you choose. These include skills in research, communication, decision-making and problem-solving.

Progression

Level 3 Award, Certificate and Diploma in Childcare and Education (EYE); Level 3 Diploma for the Children and Young People's Workforce; many other qualifications in the Childcare Sector at Level 2 and Level 3.

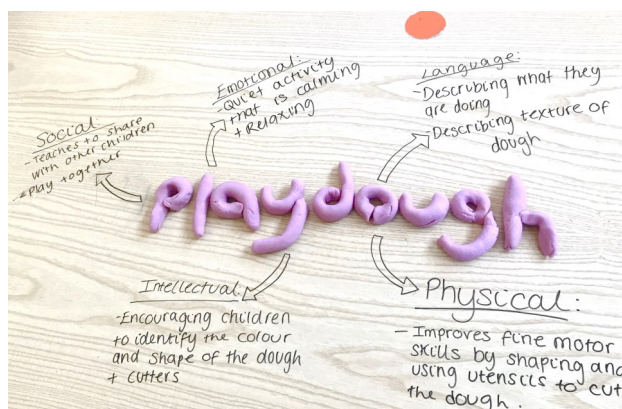
You will probably enjoy this course if...you want the opportunity to gain a vocational qualification that gives a basic introduction into the sector. It includes the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings. It is aimed at a range of learners who wish to be introduced to childcare and development for children aged 0-5 years. It also gives learners an insight into their preferred learning styles and assists in developing their ability to study.

What students say: *'This is a great course if you prefer a more practical approach to learning and enjoy working with and learning about children!'*

Useful website link:

<https://www.cache.org.uk/our-qualifications/children-and-young-people/level-2/qualification-detail/level-2-award-in-child-development-and-care-236>

Further information - See Mrs Hanlon



Exam board & course name OCR: Music

Course content outline and how learning will be assessed

1. My music
2. The Concerto through time
3. Rhythms of the world
4. Film music
5. Conventions of Pop

Listening Exam: 40%

Composing Music: 30%

Performing Music: 30%



Skills Developed

- Performance skills: how to perform with confidence and style on a chosen instrument (including voice).
- Composition Skills: be creative with new and existing musical ideas and develop your own style of writing music.
- Listening skills: delve into different genres and cultures of music, based on the areas of study above, understanding how they are put together.
- Music theory: understanding of musical symbols and different notation used in composition.
- Personal Skills: develop broader life skills and attributes including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.

Music GCSE is scientifically proven to help in several other important areas of education. It greatly improves skills such as numeracy, literacy, social skills, problem solving and team work.

You will probably enjoy this course if.....you already have a basic understanding of Music Theory. You are creative and are inspired by the music around you. You enjoy performing music and want to know more about other musical cultures and want to write your own piece of music and have it performed by live instruments.

Please note it is a requirement of this course that you receive individual lessons in your chosen instrument/voice during Year 10. This can be with us in school or with an external teacher.

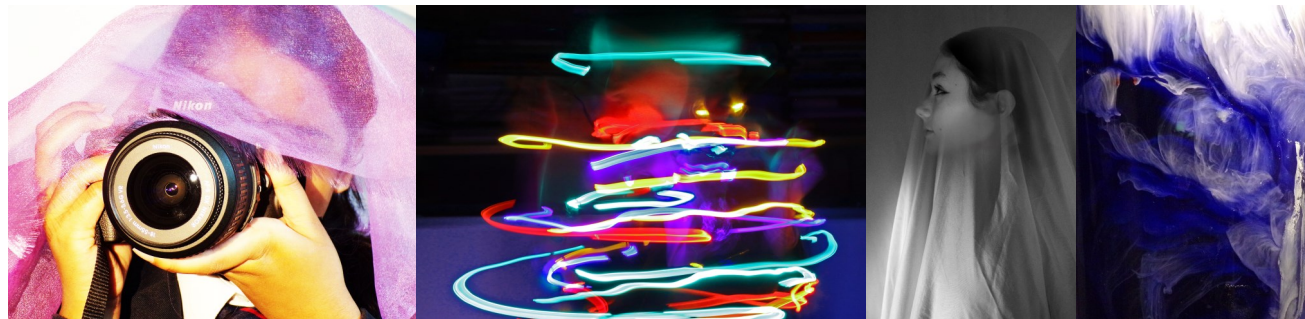


Progression Post 16

- A Level courses in Music, Music Technology, Performing Arts, Theatre Studies.
- Leading to Degrees in Performance (all instruments), Music, Music Technology, Music Psychology, Sound Technology.
- Career opportunities: Performing artist, Composer, Sound technician, Sound and Recording engineer, Teacher of Music, Musical therapist, Musical Psychologist.

Useful website link: www.ocr.org.uk

Who to contact - Mr Pugh



Exam board & course name AQA Art and Design – Photography endorsement

Course content outline and how learning will be assessed

60% Controlled Assessment – 2 Units

- Disguise – Creative portraits
- Creative Response to a Photographer

40% Terminal Examination

- Completed during Terms 3 and 4 in Year 11; an extended creative response from a choice of 7 themes set by the exam board.

Learning is assessed through completion of work on-line, in sketchbooks and in a final portfolio.

Skills Developed

- ability to be self-motivated and work independently
- understanding how to use a camera and related technology to explore your creative potential
- confidence with using digital manipulation and editing techniques
- an awareness of the meaning and value of photographic images
- an ability to reflect, criticise and modify your learning

You will probably enjoy this course if.....

- you have a good level of commitment to the subject and are able to work independently
- you want to learn how to take and edit great photos
- you want to learn about using creative editing software and improve your computer skills
- you have creative and imaginative potential that you want to explore

Progression

Understanding how to create, transfer, manipulate, store and present digital information and imagery is a valuable skill in a great many areas of employment. Progression can also be to other creative areas of study including:

- Fine Art and Graphic Design
- A Level / BTEC at post-16 education providers including 6th Forms and College of Further Education
- Degree or Higher Diploma

What students say *“It develops focus and time-management skills.” “You can work on your own ideas.”*

Useful website link: www.aqa.org.uk

Further information - See Mr Hayne

Exam board & course name AQA Art and Design – Fine Art endorsement

Course content outline and how learning will be assessed

60% Controlled Assessment – 2 Units

- Elements
- Growth and Decay

40% Terminal Examination

- choice of theme to respond to

Learning is assessed through completion of work in sketchbooks and in larger final pieces.

Skills Developed

- confidence with handling a range of artistic media
- ability to be self-motivated and work independently
- ability to explore your creative potential
- an awareness of the meaning and value of visual arts
- an ability to reflect, criticise and modify your learning

Progression

An Arts education to a higher level can support a range of careers and jobs where an ability to work independently and develop creative visual outcomes is required.

Progression can be to:

- other creative areas of study including Textiles, Photography and Digital Media
- A Level / BTEC at post-16 education providers including 6th Forms and College of Further Education
- Degree or Higher Diploma

You will probably enjoy this course if.....you have a good level of commitment to the subject and are able to work independently, you have creative and imaginative potential that you want to explore and you want to improve your knowledge, understanding and artistic ability.

What students say: *"It's an enjoyable and creative subject in which I can release my inner passion!"*

Useful website link: www.aqa.org.uk

Further information - See Miss Oliver and Mrs Lai



Please Note: Unfortunately, you are able to choose only 1 of Fine Art and Textiles



Exam board & course name AQA Art and Design – Textile Design endorsement

Course content outline and assessment

60% Portfolio work

40% Terminal Examination

Learning is assessed through the completion of work in sketchbooks and the production of larger final textile pieces.

Skills Developed

- Confidence with handling, exploring and experimenting with a range of artistic media, textile techniques and processes such as print, weave, batik, embroidery, silk painting etc.
 - The ability to be self-motivated and work independently.
 - The ability to develop exciting sketchbook work and final outcomes using a range of media and materials as well as showing an awareness of work from other artists and cultures.
- The ability to evaluate through the reflection and modification of your learning to improve progress.

Progression

An Arts education to a Post 16 level and beyond can support a range of careers and jobs where an ability to work independently and develop creative visual outcomes is required.

Progression can be via:

- Other creative areas of study including Fashion, Art, Photography and Digital Media.
- A level / BTEC at Post-16 education providers including 6th Forms and Colleges of the Further Education.
- Degree or Higher Diploma in Textile or Fashion courses.

You will probably enjoy this course if.....you wish to use your interest in visual images, patterns and textures to create a final textile piece. This will be achieved by; drawing on inspiration from a range of sources, your own imagination, developing these into exciting ideas, an ability to work independently and the ongoing evaluation of your work by yourself and teacher.

Useful website link: www.aqa.org.uk

For further information - See Miss Cole

Please Note: Unfortunately, you are able to choose only 1 of Fine Art and Textiles

Exam board & course name AQA GCSE Design and Technology 8552

Course content outline and how learning will be assessed

Exam: 50% of total grade

NEA: 50% of total grade

Year 10

Subject knowledge and design skills delivered through a variety of design and make tasks which will cover:

- Designing and making principles
- New and emerging technologies
- Energy generation and storage
- Structural and mechanical design
- Understanding materials
- Systems approach to designing
- Ecological and social footprint
- Production engineering
- Investigation, primary and secondary data
- Environmental, social and economic challenge
- Communication and modelling of design ideas

Year 11

- Substantial design and make task (Non Exam Assessment)
- Assessment criteria to include the following
- Investigating
- Designing
- Making
- Analysing and evaluating
- Exam preparation and completion

Skills Developed

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making, and apply technical and practical expertise.

This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Progression

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 probably enjoy this course if.....you are interested in designing and making things and enjoy problem solving.

Useful website link: <https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552/specification-at-a-glance>

Further information - See Mrs Workman and Mr Holland





Exam board & course name WJEC GCSE Food Preparation & Nutrition

Course content outline and how learning will be assessed

50% Controlled Assessment (2 tasks) and 50% Exam

Year 10 – Developing practical skills and deepening your understanding of nutrition, food science and culinary theory.

Year 11 – Embedding the practical skills learnt in Year 10 and moving on to assessment tasks to develop the skills before a final exam.

Areas covered include;

- Advanced culinary skills including how to bone a chicken and fillet a fish
- International Cuisine
- Health, safety and food hygiene
- Food preparation, cooking and presentation
- Nutrition and menu planning
- Costing and portion control
- Specialist equipment
- Environmental considerations

You will probably enjoy this course if.....you love cooking or want to improve your cooking skills, or are interested in working in the catering or hospitality industry, interested in food, its origins and meeting chefs and suppliers and feeding those around you with delicious food.

Skills Developed

- High-level culinary skills such as how to make fresh pasta.
- Time keeping and organisation; making sure all your tasks are completed on time and remembering all your ingredients.
- Team work and co-operation; many tasks require teamwork and good communication with others.
- Resilience; bouncing back when a dish has failed.
- Research and evaluative skills are frequently used to improve and develop skills and understanding.

Progression

This course is great preparation for any Hospitality & Catering course or career. Also if you are planning on going to university it gives you good skills for being independent and opens up part-time job opportunities.

Useful website link: <http://eduqas.co.uk/qualifications/food-preparation-and-nutrition/>

Further information - See Mrs Workman

Exam Board & Course Name Edexcel: GCSE Business Studies**Course Content Outline and how course is assessed**

This course is made of **two** mandatory units:

Unit 1: Investigating Small Business (Externally assessed Written Paper: 1 hour 30 minutes) 50%

This concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework to explore core concepts through the lens of an entrepreneur setting up a business. It has the following 5 sections:

- 1.1 Enterprise and entrepreneurship
- 1.2 Spotting a business opportunity
- 1.3 Putting a business idea into practice
- 1.4 Making the business effective
- 1.5 Understanding external influences on business

Unit 2: Building a Business (Externally assessed Written Paper: 1 hour 30 minutes) 50%

Unit 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes. It has the following 5 sections:

- 2.1 Growing the business
- 2.2 Making marketing decisions
- 2.3 Making product decisions
- 2.4 Making financial decisions
- 2.5 Making human resource decisions

Skills Developed

Successful students will develop enterprising minds and analytical skills to problem solve in business scenarios. You will develop an ability to evaluate numbers and statistics, and the short-term and long-term impacts of business decisions on finances and people. You will understand the importance of planning and effective research to aid better decision making, and gain awareness of the impact of real economic factors on the world around us.

Progression

This course is designed to equip students with business knowledge, commercial skills and an understanding of modern organisations. Ideal for students who are considering a business related discipline or a career in the business world. It can lead on to further study of business and marketing ideas at college or 6th Form, including Level 3 courses at college or 6th Form in Business, Economics or Accounting.

You will probably enjoy this course if.....you like numbers, and enjoy mental maths so you are able to consider issues such as percentage return on investment, profit and loss and break-even points. You are interested in our consumer culture and how it works. You follow current affairs and are interested in the world around you. You are keen on a career in business and have creative ideas. You are keen to learn a lot of new terms and concepts and enjoy written exams.

Useful website links

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

Further information - See Mr Fuller



Exam board & course name AQA Religious Studies A 8062

Course content outline and how learning will be assessed

This GCSE in Religious Studies A consists of two externally examined papers.

Component 1 : Study of Religions; Beliefs and Teachings and Practices

You will study 2 religions (Christianity and Islam) and sit one exam of 1 hour and 45 minutes worth 50% of the GCSE. You will study topics such as the nature of God, creation, evil and suffering, worship and prayer, celebrations.

Component 2 : Thematic Studies

You will study four themes from the following:

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme C: The existence of God and revelation.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice.

One hour and 45 minutes exam worth 50% of the GCSE



Skills Developed

You will learn skills in interpreting and evaluating pieces of information, communicating and applying your knowledge, and in solving problems. You will also have an opportunity to develop your debating skills.

Progression

"In the world of work employers look for someone with an enquiring mind, an appreciation of different viewpoints and an ability to come to clear, balanced decisions."

This qualification can help if you are looking to study A Levels in Philosophy or Ethics. It could also take you towards a number of careers, including working in the police, or as a counsellor, social worker, nurse, youth worker, teacher or philosopher.

You will probably enjoy this course if.....you enjoy thinking about and searching for the answers to quite complex questions such as: When does life begin? Is war ever right? Why is there evil in the world? Is everyone equal? Are the poor really our problem? Is there life after death? Is euthanasia murder? Does science prove religion wrong? Are animals as important as humans?

What students say: *"RE is very interesting, it's fun and we get the opportunity to do lots of discussion and group work. It helps us to have a better understanding of the various beliefs and practices around the world."*

Useful link: <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

Further information contact – See Ms Patel

Students will be able to opt for a Physical Education option and based on practical ability and academic performance across KS3, students will be appointed onto either the GCSE PE or the Cambridge Nationals Sport Studies course by the PE staff.

Exam board & course name OCR GCSE Physical Education

Course content outline and how learning will be assessed

Component 1: Applied Anatomy and Physiology

Written examination: 1 hour. The assessment consists of multiple-choice, short-answer, and extended writing questions. 30% of the qualification (60 marks)

Content overview:

- Applied anatomy and Physiology
- Physical Training

Component 2: Socio-cultural issues and Sports Psychology

Written examination: 1 hour, the assessment consists of multiple-choice, short-answer, and extended writing questions. 30% of the qualification (60 marks)

Content overview:

- 2.1 Socio-cultural influences
- 2.2 Sport Psychology
- 2.3 Health, fitness and well-being

Component 3: Performance in Physical Education

Non-examined assessment: internally marked and externally moderated 40% of the qualification (80 marks)

Content overview:

The assessment consists of students completing three physical activities from a set list.

- One must be a 'team' activity
- One must be an 'individual' activity
- One other from either list

Skills Developed

Practical skills in a range of physical activities, analysis and evaluating of performance levels.

Progression

On to A level PE, BTec Sport Level 3 and a range of education pathways.

Due to the current concerns about health and fitness of society, more jobs are likely to be created in the health and leisure industry. Other occupations that may be pursued include P.E. teaching, Coaching, Physiotherapy & Sports Medicine and Media related jobs.

You will probably enjoy this course if.....you enjoy sport and recreation, developing knowledge and understanding through practical involvement, learning about the benefits of sport and exercise, improving your own performance in a range of sports roles, or if you are considering a sports-related career or an A Level/Higher Education course.

Useful website link:

<http://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/#>

Further information contact – See the PE Department



OCR LEVEL 1/2 CAMBRIDGE NATIONAL CERTIFICATE IN SPORT STUDIES

Course content outline and how learning will be assessed

Cambridge National in Sport Studies offers students the solid foundation required for further study or progression into industry. Students will develop a wide range of highly desirable, transferable skills such as communication, problem solving, team working and performing under pressure.

The Cambridge National in Sport Studies has a sector-based focus, whilst also encompassing some core sport/physical education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and how this shapes the sports industry.

What you will study

Units	Optional?	GLH	How assessed?	Year completed
R184: Contemporary issues in sport	Mandatory	48	1 hour 15 minute written exam - Externally	11
R185: Performance and leadership in sports activities	Mandatory	48	Coursework - Centre assessed and OCR moderated	10
R187: Increasing awareness of outdoor and adventurous activities	Selected	24	Coursework - Centre assessed and OCR moderated	11

Contemporary issues in sport:

Topics include: Issues which affect participation in sport, the role of sport in promoting values, the implications of hosting a major sporting event for a city or country, the role National Governing Bodies (NGBs) play in the development of their sport, the use of technology in sport.

Performance and leadership in sports activities:

Topics include: Key components of performance, Applying practice methods to support improvement in a sporting activity, organising and planning a sports activity session, leading a sports activity session, reviewing your own performance in planning and leading a sports activity session

Increasing awareness of Outdoor and Adventurous Activities:

Topics include: Provision for different types of outdoor and adventurous activities in the UK, equipment, clothing and safety aspects of participating in outdoor and adventurous activities, plan for and be able to participate in an outdoor and adventurous activity, evaluate participation in an outdoor and adventurous activity.

Developing knowledge and skills in outdoor activities: Learners will know about the range of outdoor activities that are available in the UK and be able to identify organisations that provide access to these activities. They will also be able to appreciate the reasons why people become involved in these activities and the risks they face when participating. Learners will consider how to plan an outdoor activity and be able to participate in one. They will gain an understanding of health and safety and risk assessments in outdoor scenarios, of detailed planning for a group activity with multiple variables, and they will develop their communication, decision making and leadership skills in challenging scenarios and environments.

Each unit is assessed through coursework only, except Unit RO51 which is externally assessed through an OCR set and marked 1 hour exam.

What can it lead to? It provides pupils with the opportunity to enter employment in the sport and active leisure sector or to progress to other vocational qualifications such as Level 3 Cambridge National in Sport and Sport and Exercise Sciences or on to A-level Physical Education. It also provides pupils the opportunity to develop a range of skills, techniques, personal skills and attributes essential for successful performance in working life.

What skills do I need? This course is suitable for pupils who enjoy sport, want a potential career in sport or leisure and have a thirst for developing their knowledge of the sports industry. It is suitable for students who will work hard, complete the assignments necessary to pass each unit, meet deadlines and have strong leadership skills. You will also need a range of IT and good literacy skills as success in this course will largely depend on the ability to produce IT-based coursework.

Further information contact – See the PE Department



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