



*Saint***GREGORY'S**
Bath

Year 9 Options Book

For GCSE students 2024 - 2026

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Preparing for Key Stage 4

Introduction

The transition from Key Stage 3 to 4 is an exciting time for any young person as they now begin to consider their future and make decisions about the subjects they wish to choose. This booklet is designed to support that process and give students, parents and carers the information they need to make informed choices.

The choices students make are important and will give direction to future career paths in either further/higher education or apprenticeships. It is essential that students follow a broad and balanced curriculum that will allow them to access their chosen path post-16.

At Saint Gregory's, all students will study the following **Core Subjects** towards a GCSE qualification:

- English - both Language and Literature
- Mathematics
- Religious Education
- Triple Science - Biology, Chemistry and Physics (either as three separate GCSEs or Trilogy two GCSEs)

In addition, all students will study:

- Core Physical Education
- Personal, Social, Health Education (PSHE)

Students will add to their academic portfolio with three additional **Optional Subjects**.

The Curriculum

It is essential that careful consideration is given to option choices. The English Baccalaureate is a measure of success in core academic subjects, especially English, mathematics, history or geography, the sciences or computing and a language. We believe that as many students as possible should be given the opportunity to study these subjects.

The option blocks will be created carefully using the information provided by Year 9 students, parents and carers; we aim to meet the choices of most students. Some subjects may not run if there is insufficient demand for them. In some practical subjects the number of places is restricted for health and safety reasons.

If there are more students wishing to study an optional subject than there are places in the classes, the following will happen:

- A random selection will be made so that each student who has submitted their Option Form **on time** will have an equal chance of being chosen. Those who do not get their preferred choice will have the opportunity to discuss their options with a member of the Senior Leadership Team and consider their next option.
- If the Option form is submitted after the deadline this may impact on the availability of certain oversubscribed subjects.

Core Physical Education, a non-exam course, and Personal Social Health Education (PSHE) will be delivered through a mixture of timetabled curriculum, the Pastoral Programme, cross-curricular teaching and during immersion days.

Guidance for choosing your GCSEs

Choosing the right GCSE options can be overwhelming and it is not always obvious what option subjects you should take. Here is our helpful guide to support you in making the right decisions.

Preparing for Key Stage 4

1. Don't rush and choose your options too early

- Take your time and really consider all of the options thoroughly before completing the form.
- We have deliberately given you several weeks to explore and discuss the possibilities with your family and teachers. In December we will ask students for their initial preferences in rank order. These are not final choices, but will help us to build the timetable and option blocks for the 2024-25 academic year. In Term 3, the following events will happen:

- **Parents' Evening** - Thursday 4 January – Teachers will be able to discuss your child's progress across the year, and discuss the potential for study at Key Stage 4.
- **Options Evening** - Thursday 11 January – Parents/carers and students will be invited into school to discover more about the options available, and ask questions to subject leads. At this stage we will be asking students for an indication of their final choices.
- **Final Choices** - We will ask students to select their three optional subjects. These will be within option blocks that we will build from the data in Term 2.

2. Don't choose your options based on a career you think you want to do

- Our GCSE offer is broad and ambitious and we only offer high-quality GCSEs that are recognised by all employers.
- There is no combination of subjects that will make you less employable.
- Give yourself space to change and grow your passions and interests; choose a broad range of subjects that allow for flexibility in your career choices.

3. Don't choose subjects you think a university is looking for

- All universities recognise the GCSEs we offer.
- There is no combination of subjects that are more attractive to a university than others.

4. Before you choose, think carefully and ask yourself the following questions:

- Which subjects do I have a genuine interest in?
- Which subjects have I been good at so far?
- Which subjects engage and motivate me?
- Do I understand clearly what each course is about? – see appropriate section in this booklet

5. Don't choose a subject just because:

- Your friends/members of your family have chosen the subject – it might be right for them but not for you.
- You like a particular teacher – someone else might be teaching you!
- You think it will be easy, or you have found it easy so far; it may be much more difficult at GCSE.

6. Who can I speak to about my choices?

There are a number of people who know you and who can help you. Discuss your subject choices with them.

- **Your parents/carers** - they have watched your progress and know you.
- **Your subject teachers** - they can tell you whether you will be able to reach the required standard in a subject.
- **Your Tutor or Head of Year 9** - they can take an overall view of your progress and help you make a balanced choice.

Take great care to fill in your Options Form correctly. Make a note of the subjects chosen for your own records and ensure that it is completed before the deadline.

Core
Subjects

Examination Board

AQA

Subject Leader

Mr Davis

Exam board link
English Language

www.aqa.org.uk/subjects/english/gcse

Exam board link
English Literature

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

Employability Skills

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people, and to act upon key information and instructions.

Using your initiative and being self-motivated: Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things.

Team work: Working well with other people from different disciplines, backgrounds, and expertise to accomplish a task or goal.

The Core Curriculum

All Year 10 students will follow GCSE courses in English Language and English Literature.

Both these qualifications are challenging and rewarding courses that will equip students with key literacy skills, as well as preparing them to study English post 16.

Both English Language and English Literature GCSEs will be graded 1-9 with 9 being the highest and 1 the lowest.

GCSE English Language

Students will explore a wide range of non-fiction and literary extracts from the past and present. They will learn to take an investigative and analytical approach to language topics and how to craft their own personal writing.

Students will be assessed through two external examinations at the end of the two year course.

Paper 1

20th Century Literature Reading and Descriptive Writing (50%), 1 hour 45 minutes.

Paper 2

19th and 21st Century Non Fiction Reading and Persuasive writing (50%), 1 hour 45 minutes.

GCSE English Literature

This course requires students to explore an interesting and wide range of prose, drama and poetry texts from the English literary heritage.

Students will be assessed through two external examinations at the end of the two year course.

Paper 1

Shakespeare and a 19th Century novel (40%), 1 hour 45 minutes.

Paper 2

Post 1914 Drama, Poetry Anthology and Unseen Poetry (60%), 2 hours 15 minutes.

Mathematics

Examination Board

Edexcel 1MA0

Subject Leader

Miss Davies

Exam board link

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

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.

Numeracy: The ability to use data and mathematics to support evidence or demonstrate a point.

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.

The revised Key Stage 4 specifications built on the Key Stage 3 curriculum require GCSE Maths to include a greater emphasis on processing skills and problem solving with a focus on the demands of the modern world. This allows the opportunity for learners to apply essential functional skills in a variety of ways, including everyday contexts, statistical problems and more abstract, mathematical scenarios.

The new GCSE course should encourage students to be inspired, motivated and challenged by following a broad, coherent, satisfying and worthwhile course of study. This should help learners to develop confidence, gain a positive attitude towards mathematics, and to recognise the importance of mathematics in their own lives, as well as preparing them to make informed decisions about technology, the management of money and further learning opportunities and career choices.

The course should enable students to:

- Develop knowledge, skills and understanding of mathematical methods and concepts.
- Acquire and use problem solving strategies.
- Select and apply mathematical techniques and methods in everyday and real-world contexts.
- Reason mathematically, make deductions, inferences and draw conclusions.
- Interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

There are three overlapping areas of study:

Statistics and Number: This includes working with numbers and the number system, fractions, decimals and percentages, ratio and proportion, the language of algebra, sequences, functions and graphs, the data handling cycle, data collection, presentation, analysis and interpretation, and probability.

Number and Algebra: This includes working with numbers, further skills relating to fractions, decimals, percentages and ratio, expressions and equations, sequences, functions and graphs.

Geometry and Algebra: This includes further work on expressions and equations, sequences, functions and graphs, trigonometry, properties of angles and shapes, mensuration, vectors.

Mathematics GCSE will be graded 1-9 with 9 being the highest and 1 the lowest. There are two tiers of assessment, Foundation and Higher. Candidates will be entered at the tier most appropriate to their attainment at the time of entry.

Assessment Method

Paper 1: 1 hour 30 minutes paper

Paper 2: 1 hour 30 minutes paper

Paper 3: 1 hour 30 minutes paper

Physical Education (Core)

Core PE is a compulsory subject for all students; GCSE PE is optional. All students in Years 10 and 11 MUST follow a course in Physical Education in line with the National Curriculum Statutory requirements.

Examination Board	N/A
Subject Leader	Mrs McHale

Employability Skills

Team work: Working well with other people from different disciplines, backgrounds, and expertise to accomplish a task or goal.

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people, and to act upon key information / instructions.

Using your initiative and being self-motivated: Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things.

Course Content

All students in Years 10 and 11 follow a course of study that will improve the basic skills and techniques covered in the lower school curriculum. Each student will have a total of three lessons of core curriculum PE per fortnight and is required to study major sports from games, trampolining and athletics (including fitness / weight training).

During Key Stage 4, students tackle complex and demanding activities and apply their knowledge of skills, techniques and effective performance. They will be involved in physical activity that enables them to focus on competitions, promotion of health and wellbeing, and developing personal fitness levels. They will take on the role of performer, coach and official.

Within games, students will be taught to play competitive games using advanced techniques and skills specific to the game played and respond effectively to changing situations within the game.

In trampolining activities, students will be taught to compose and perform sequences applying set criteria. They will be encouraged to use advanced techniques and skills with precision and accuracy in completing sequences.

All students will gain a knowledge and understanding of fitness and health. They will be taught how preparation, training and fitness relate to and affect performance. They will also be shown how to design and carry out training programmes that have specific purposes and the importance of exercise to personal, social and mental health and wellbeing.

Students will only be excused from lessons with a doctor's or hospital Medical Exemption Certificate.

Extra Curricular Clubs

Athletics	Rounders
Basketball	Rugby
Cricket	Softball
Football	Sportshall Athletics
Handball	Table Tennis
Hockey	Tennis
Netball	Trampolining

Intra & House Competitions

Athletics	Netball
Basketball	Rounders
Cricket	Rugby
Football	Tug of War
Hockey	

All students will participate in Core PSHE.

Examination Board	N/A
Subject Leader	Mr Boutland-Smith

Employability Skills

Valuing diversity and difference: Knowing the value of diversity and what it can bring. Understanding and being considerate of the different needs of different individuals.

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people and to act upon key information / instructions.

Negotiation skills: To take on board other people's feelings and express your own requirements in a clear fashion to achieve a win-win outcome.

PSHE - Personal, Social, Health and Economic Education

Ethos

The PSHE programme reflects the Lasallian Values and reinforces the Christian values and curriculum aims of the school. It recognises each child as a unique creation with individual needs. It gives opportunities for students to critically reflect on their experiences and to develop their sense of individual identity, well-being and self-esteem.

The intention is that students are encouraged to believe in their ability to succeed, to manage risk and take responsibility for themselves as a learner and as a member of society, to consider future choices and to develop aspirations for their working life. Students are also encouraged to develop global awareness and respect for diversity in society.

Throughout KS4, all students will take part in weekly PSHE tutor sessions and will also explore some topics in even greater depth in scheduled PSHE Days. The PSHE curriculum is divided into three strands:

- Health & Wellbeing
- Living in the Wider World
- Relationships

Additionally, further Relationships and Sex Education content is taught during timetabled RE curriculum lessons, using the Catholic programme "Ten:Ten – Live Life to the Full."

Religious Education

Examination Board

WJEC Eduqas GCSE (9-1)*

Subject Leader

Ms Spindler

Exam board link

www.eduqas.co.uk/qualifications/religious-studies/gcse/

Employability Skills

Valuing diversity and difference: Knowing the value of diversity and what it can bring. Understanding and being considerate of the different needs of different individuals.

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people, and to act upon key information / instructions.

Negotiation skills: To take on board other people's feelings and express your own requirements in a clear fashion to achieve a win-win outcome.

RE Curriculum

All students will study WJEC Eduqas GCSE (9-1) Religious Studies. Further details are available at:

http://www.eduqas.co.uk/qualifications/religious-studies/gcse/eduqas-gcse-RS-specfull-from2016_Route B/

Component 1, 2 and 3 (Component 3 can be found as Option 4 within route A).

Aims

The aim of GCSE Religious Studies is to develop learners' knowledge and understanding of religious and non-religious beliefs including atheism and humanism. It aims to develop their knowledge and understanding of the beliefs, teachings, practices, sources of wisdom and authority including reading key religious texts and scriptures of the religion they are studying. It will provide learners with opportunities to engage with questions of belief, value, meaning and purpose and their influence on human life. It will also challenge them to reflect on their own values, beliefs and attitudes in light of what they have studied and it contributes to their preparation for adult life in a pluralistic society and global community.

The course is divided into three sections.

Component 1: Foundation Catholic Theology

Written examination: 1 hour 30 minutes
37.5% of qualification

Candidates will study two themes in this section:

1. Origins and Meaning - the origins and value of human life
2. Good and Evil - this theme considers philosophical questions concerning good and evil and studies the answers of different people.

Component 2: Applied Catholic Theology

Written examination: 1 hour 30 minutes
37.5 % of qualification

Candidates will study two themes in this section. Each theme will explore an issue from contemporary society:

1. Life and Death
2. Sin and Forgiveness

Each of these components will be divided into five Areas of Study: Origins and Meaning, Beliefs, Sources, Forms and Practices. Each component will also include a study of contemporary moral issues including Abortion, Euthanasia, Capital Punishment, Wealth and Poverty.

Component 3: Study of a World Faith – Judaism

Candidates will be aware that Judaism is one of a diverse range of religious and non-religious beliefs in Great Britain today. Candidates will know, understand and express common and divergent views and the basis of beliefs, teachings and practices.

Written examination: 1 hour
25% of final qualification

It includes the following areas of study:

1. The Nature of God
2. Messiah
3. Covenant
4. Life on Earth
5. The Afterlife
6. Worship
7. Ritual
8. Daily Life
9. Festivals

Science - Biology

Examination Board

AQA

Subject Leader

Mr Dorney

Exam board link - Biology

www.aqa.org.uk/subjects/science/gcse/biology-8461

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.

Numeracy: The ability to use data and mathematics to support evidence or demonstrate a point.

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.

All students are required to study three separate core ideas and skills in GCSE qualifications focusing on Biology, Chemistry and Physics. Students start Core ideas and skills in GCSE Biology in Year 9 and have six lessons a fortnight, rotating subjects on a termly basis. In Year 10 and Year 11, students will complete the GCSE course with four lessons a fortnight on the following topics:

Year 9 and 10

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics

Year 11

1. Homeostasis and response
2. Inheritance, variation and evolution
3. Ecology

Students will either complete Separate Science (three GCSEs) or Trilogy Science (two GCSEs) this will be based on assessment data in KS3. All students will be guided towards a bespoke course that will benefit them most at the end of Year 9.

The course will be assessed through six examinations, two for each science subject. The papers will be equally weighted and are each worth 50% of the grade for each science subject. They are assessed by 1 hour 45 minute exams for Separate science or 1 hour 15 minutes for Trilogy Science taken at the end of Year 11. All of these exams are available at Foundation or Higher level.

Biology Science Assessments:

Biology - AQA 8461
Unit Biology 1 (50%)
Unit Biology 2 (50%)

Students will be assessed on their practical skills in their exams, with 15% of the marks coming from questions relating to the required practical activities.

In Biology this will involve ten practicals. Students will need to make a record of their work and what they have learnt.

Required practical activity 1 – Microscopy:

Use a light microscope to observe, draw and label a selection of plant and animal cells. A magnification scale must be included.

Required practical activity 2 – Microbiology

Investigate the effect of antiseptics or antibiotics on bacterial growth using agar plates and measuring zones of inhibition (separate only).

Required practical activity 3 - Osmosis

Investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue.

Required practical activity 4 – Biological Molecules

Use qualitative reagents to test for a range of carbohydrates, lipids and proteins.

Required practical activity 5 – Enzyme Action

Investigate the effect of pH on the rate of reaction of amylase enzyme.

Required practical activity 6 – Photosynthesis

Investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed.

Required practical activity 7 – Reaction Time

Plan and carry out an investigation into the effect of a factor on human reaction time.

Required practical activity 8 – Plant Growth

Investigate the effect of light or gravity on the growth of newly germinated seedlings (separate only).

Required practical activity 9 – Ecology

Measure the population size of a common species in a habitat.

Required practical activity 10 – Decay

Investigate the effect of temperature on the rate of decay of fresh milk by measuring pH change (separate only).

Science - Chemistry

Examination Board	AQA
Subject Leader	Mrs Cherrett
Exam board link - Chemistry	www.aqa.org.uk/subjects/science/gcse/chemistry-8462

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.

Numeracy: The ability to use data and mathematics to support evidence or demonstrate a point.

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.

All students are required to study three separate core ideas and skills in GCSE qualifications focusing on Biology, Chemistry and Physics. Students start Core ideas and skills in GCSE Chemistry in Year 9 and have six lessons a fortnight, rotating subjects on a termly basis. In Year 10 and Year 11, students will complete the GCSE course with four lessons a fortnight on the following topics:

Year 9 and 10

Atom and the periodic table	Bonding
Quantitative Chemistry	Chemical reactions
Energy changes	Rates & Equilibrium

Year 11

Organic chemistry	Chemical Analysis
The Earth's atmosphere	Using Resources

Students will either complete Separate Science (three GCSEs) or Trilogy Science (two GCSEs) this will be based on assessment data in KS3 All students will be guided towards a bespoke course that will benefit them most at the end of Year 9.

The course will be assessed through six examinations, two for each science subject. The papers will be equally weighted and are each worth 50% of the grade for each science subject. They are assessed by 1 hour 45 minute exams for Separate science or 1 hour 15 minutes for Trilogy Science taken at the end of Year 11. All of these exams are available at Foundation or Higher level.

Chemistry Science Assessments:

Chemistry - AQA 8462
Unit Chemistry 1 (50%)
Unit Chemistry 2 (50%)

Students will be assessed on their practical skills in their exams, with 15% of the marks coming from questions relating to the required practical activities.

In Chemistry this will involve eight practicals. Students will need to make a record of their work and what they have learnt.

Required practical activity 1 – Making Salts

Preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate, using a Bunsen burner to heat dilute acid and a water bath or electric heater to evaporate the solution.

Required practical activity 2 - Neutralisation

Determination of the reacting volumes of solutions of a strong acid and a strong alkali by titration (separate only).

Required practical activity 3 - Electrolysis

Investigate what happens when aqueous solutions are electrolysed using inert electrodes. This should be an investigation involving developing a hypothesis.

Required practical activity 4 – Temperature Changes

Investigate the variables that affect temperature changes in reacting solutions such as, acid plus metals, acid plus carbonates, neutralisations, displacement of metals.

Required practical activity 5 – Rates of Reaction

Investigate how changes in concentration affect the rates of reactions by a method involving measuring the volume of a gas produced and a method involving a change in colour or turbidity. This should be an investigation involving developing a hypothesis.

Required practical activity 6 - Chromatography

Investigate how paper chromatography can be used to separate and tell the difference between coloured substances. Students should calculate R_f values.

Required practical activity 7 – Identifying Ions

Use of chemical tests to identify the ions in unknown single ionic compounds covering the ions from Flame tests through to Sulfates (separate only).

Required practical activity 8 – Water Purification

Analysis and purification of water samples from different sources, including pH, dissolved solids and distillation.

Science - Physics

Examination Board

AQA

Subject Leader

Mr Boutland Smith

Exam board link - Physics

www.aqa.org.uk/subjects/science/gcse/physics-8463

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.

Numeracy: The ability to use data and mathematics to support evidence or demonstrate a point.

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.

All students are required to study three separate core ideas and skills in GCSE qualifications focusing on Biology, Chemistry and Physics.

Students start Core ideas and skills in GCSE Physics in Year 9 and have six lessons a fortnight, rotating subjects on a termly basis. In Year 10 and 11, students will continue on the GCSE course with four lessons a fortnight on the following topics:

Year 9 and 10

Energy	Electricity
Particle model of matter	Atomic structure

Year 11

Magnetism and electromagnetism	Waves
Space physics	Forces

Students will either complete Separate Science (three GCSEs) or Trilogy Science (two GCSEs) this will be based on assessment data in KS3. All students will be guided towards a bespoke course that will benefit them most at the end of Year 9.

The course will be assessed through six examinations, two for each science subject. The papers will be equally weighted and are each worth 50% of the grade for each science subject. They are assessed by 1 hour 45 minute exams for Separate science or 1 hour 15 minutes for Trilogy Science taken at the end of Year 11. All of these exams are available at Foundation or Higher level.

Physics Science Assessments:

Physics - AQA 8463
Unit Physics 1 (50%)
Unit Physics 2 (50%)

Students will be assessed on their practical skills in their exams, with 15% of the marks coming from questions relating to the required practical activities.

In Physics this will involve ten practicals. Students will need to make a record of their work and what they have learnt.

Required practical activity 1 - Specific Heat Capacity

An investigation to determine the specific heat capacity of one or more materials.

Required practical activity 2 - Thermal Insulation

Investigate the effectiveness of different materials as thermal insulators and the factors that may affect the thermal insulation properties of a material (separate only).

Required practical activity 3 - Resistance

Use circuit diagrams to set up and check appropriate circuits to investigate the factors affecting the resistance of electrical circuits.

Required practical activity 4 - I-V characteristics

Use circuit diagrams to construct appropriate circuits to investigate the I-V characteristics of a variety of circuit elements including a filament lamp, a diode and a resistor at constant temperature.

Required practical activity 5 - Density

Use appropriate apparatus to make and record the measurements needed to determine the densities of regular and irregular solid objects and liquids.

Required practical activity 6 - Force and Extension

Investigate the relationship between force and extension for a spring.

Required practical activity 7 - Acceleration

Investigate the effect of varying the force on the acceleration of an object of constant mass and the effect of varying the mass of an object on the acceleration produced by a constant force.

Required practical activity 8 - Waves

Make observations to identify the suitability of apparatus to measure the frequency, wavelength and speed of waves in a ripple tank and waves in a solid.

Required practical activity 9 - Light

Investigate the reflection of light by different types of surface and the refraction of light by different substances (separate only).

Required practical activity 10 - Radiation

Investigate how the amount of infrared radiation absorbed or radiated by a surface depends on the nature of that surface.

Optional
Subjects

Examination Board

Edexcel (1BS0)

Principal Teacher

Mrs Rorke

Exam board link

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

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.

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.

Organisational skills: Being organised and methodical. Able to plan work to meet deadlines and targets.

Course Overview

The aims and objectives of this qualification are to enable students to know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society

Learners can apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts and develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems

Learners can develop as effective and independent students, and as critical and reflective thinkers with enquiring minds use an enquiring, critical approach to make informed judgements and investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business.

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

Theme 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 emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

Topic Areas

Theme 1 comprises five topic areas.

Topic 1.1 Enterprise and entrepreneurship

Topic 1.2 Spotting a business opportunity

Topic 1.3 Putting a business idea into practice

Topic 1.4 Making the business effective

Topic 1.5 Understanding external influences on business

Theme 2 comprises five topic areas.

Topic 2.1 Growing the business

Topic 2.2 Making marketing decisions

Topic 2.3 Making operational decisions

Topic 2.4 Making financial decisions

Topic 2.5 Making human resource decisions

Assessment

Paper 1: Theme 1

Investigating small business (1 hour 45 minutes)

Paper 2: Building a business (1 hour 45 minutes)

Computer Science

Examination Board

OCR (J277)

Subject Leader

Mr A Foley

Exam board link

<https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

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.

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people and to act upon key information / instructions.

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.

Qualification Aims

GCSE Computing focuses students on the technical aspects of IT with a specific emphasis on computer programming. For this reason students who have a particular strength in logic/mathematics will enjoy the course. Students use their knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about the use and be aware of the implications of different technologies.

Computers are changing every part of our lives at an ever increasing rate. No matter what field you want to go into, Computer Science is changing that industry; why not drive the future?

- Experience programming and making new software
- Find out how hackers attack computers
- Discover how computers work
- Solve logical problems

If learners want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping stone.

Assessment

This course is technical in its approach and elements of Mathematics are included.

The course consists of three units, two of which are theory and are examined by a written paper (50% each) and there is one coursework, controlled assessment unit:

- **Component 1** - Computer Systems (50% overall grade)
- **Component 2** - Computational Thinking, Algorithms and Programming (50% overall grade)

- **Practical Programming** – Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, and test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B). Students' programming ability will be an internally assessed controlled assessment that will be done mostly in lesson time and will take up 20 hours.

What will you learn?

This GCSE will equip you with a range of transferable practical and theoretical skills:

- Programming skills in a modern language
- An understanding of how computers and networks work
- Knowledge of cyber-security and how hackers attack systems
- Understanding ethical, legal, cultural and environmental concerns

Dance

Examination Board	AQA 8236
Subject Leader	Mrs Pearson
Exam board link	www.aqa.org.uk/subjects/dance/gcse/dance-8236
Loom link	GCSE Dance Loom

Employability Skills

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people and to act upon key information / instructions.

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.

Team work: Working well with other people from different disciplines, backgrounds, and expertise to accomplish a task or goal.

Qualification Aims

Dance is a rewarding option, though not an easy one. It gives you a chance to explore your creativity and artistic expression. Helping to develop confidence, communication, determination, organisation skills and physical fitness, all of which are essential skills in life and the work place. The GCSE dance course also serves as an introduction to studying and training in dance.

Course Content

The course focuses on the aesthetic and artistic qualities of dance and the use of movement as a medium of expression and communication through performance, creation and appreciation.

Students will have the opportunity to:

- Create dances which are performed and presented to others
- Study a range of different choreographic styles and develop a breadth of vocabulary and an understanding of dance form
- View and appreciate dance in the professional repertoire
- Develop their ability to analyse and appraise movement, content and performance
- Develop an awareness and understanding of the health and safety requirements implicit in all dance.

Assessment

The new GCSE Dance syllabus is assessed as follows:

Component 1: Performance and Choreography

Performance (30%)

- Set phrases through a solo performance
- Duet/trio performance

Choreography (30%)

- Solo or group choreography

This is marked internally and externally moderated.
Total Practical: 60% of final CGSE

Component 2: Dance Appreciation

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

Written exam: 1 hour 30 minutes
40% of final CGSE

Am I suitable for the course?

The course is suitable for any student who would like to develop their own understanding of dance in choreography, performance and appreciation. Students will need to be prepared to work in their own time on practical coursework as well as take part in performances in and outside of school.

Design & Technology: Product Design

Examination Board	AQA 8236
Subject Leader	Ms Wright
Exam board link	https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552
Loom link	https://www.loom.com/share/e0b3bbaf78e44089a8fcdd3cb892944e

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

Design and Technology: Product Design is a great opportunity for creative and practical students to explore and develop their skills in designing and making high quality marketable products.

Qualification Aims

Research real situations, identify gaps in the market and find practical design solutions to real problems. Design original and useful products using a range of materials and processes. Learn drawing and modelling skills to communicate and develop design ideas. Develop manufacturing skills using CAD CAM (Computer Aided Design and Computer Aided Manufacture). Develop hand skills using a range of materials including textiles, wood, card and plastic. For the Controlled Assessment you will independently manage a 30-35 hour design and make task working closely with a client throughout. You can choose to work in your preferred specialist materials and processes. Hard work, self-motivation and determination are essential skills to be successful in GCSE Design & Technology.

Course Content

Digital design portfolio: communicating your design journey with written work, annotated photos and video clips.

Investigation of contexts set by exam board

In-depth research, analysis and evaluations

Design brief, Specification

Initial and developed designs: sketching/modelling/CAD

Final design idea – modelling/CAD

Final prototype:

Planning for manufacture and manufacturing process

Presentation of prototype

Assessment

Task 1: 1x 2hr written exam 50%.

Task 2: 1x 30-35 hour Non Examined Assessment (NEA) 50% which includes a design portfolio and practical product.

Drama

Examination Board

WJEC Eduqas GCSE (9-1) in DRAMA

Subject Leader

Mrs Richards

Exam board link

<http://www.eduqas.co.uk/qualifications/drama-and-theatre/gcse>

Loom link

<https://www.loom.com/share/165ce294b01b406c936a51041cdd1f20>

Employability Skills

Communication and interpersonal skills: The ability to work with others, to read people and communicate with them on a range of levels with confidence and sensitivity.

Negotiation skills: To listen to others, take into account other viewpoints and learn to respond in a positive way. To compromise and ensure a win-win outcome.

Team work: Working well with other people from different disciplines.

GCSE Drama can take students down a range of different pathways. It develops both strong practical skills and the core social skills relevant across the curriculum and to any career path.

The aim of the course

The course offers students the opportunity to explore drama as a practical art form – to learn new skills in both performance and design and grow in confidence as young people. Students will be encouraged to be creative and take risks and explore how ideas and meaning are communicated to an audience. Students will be introduced to practitioners, people who make theatre and their theories, influential playwrights and live theatre performance. The key focus of the course is practical and offers both a different way of learning and a balance to other subjects in the curriculum.

Course Content

The Eduqas course is a vibrant and accessible GCSE that caters for the widest range of abilities. Students begin in Year 10 by exploring a range of scripts/techniques/practitioners and dramatic forms alongside a visit to the theatre to explore their responses to live performance before beginning the assessment elements. The Eduqas specification gives equal importance to technical aspects of drama and performance. Students will devise their own work from a range of stimuli and track their progress through a lively portfolio of work full of inspirational ideas. They will perform scripts that suit their preferred style or look to develop their practical understanding and application of the technical elements of drama – sound, lighting, costume and make up. They will evaluate their own practical work and that of others and experience professional live theatre through numerous visits across the course. Students will have the opportunity to display their understanding of text and live performance in the written examination at the end of the course.

Assessment Method

Assessment is through internal assessment and external moderation, visiting practical examiner and written examination. The objectives for assessment are:

- AO1- Create and develop ideas to communicate meaning for theatrical performance
- AO2- Apply theatrical skills to realise artistic intentions in live performance
- AO3- Demonstrate knowledge and understanding of how drama and theatre is developed and performed
- AO4- Analyse and evaluate their own work and the work of others

Component One: Devising Theatre 40% 60 marks Internally assessed, externally moderated

Students will be assessed on acting or design. They will create, develop and perform a piece of devised theatre using the techniques of an influential practitioner (Bertolt Brecht) in response to a stimulus set by the examination board (15 marks). This is accompanied by a portfolio of work (30 marks) and written evaluation (15 marks) that traces the journey from research to final performance.

Component Two: Performing from a Text 20% 60 Marks Externally assessed by visiting examiner

Students will be assessed on acting or design. They will study two extracts from the same performance text chosen by the centre and perform using sections of text from both extracts. They will write a short 150 word brief for the examiner outlining their artistic intentions.

Component Three: Interpreting Theatre 40% 60 Marks 1 hour 30 minutes written examination

Section A: Set Text. 45 marks

Students will respond to a series of questions on one set text.

Section B: Live Theatre Review. 15 marks

Students will answer one question from a choice of two assessing, analysing and evaluating a given aspect of a live theatre production seen during the course.

Examination Board	AQA4200
Subject Leader	Mrs Bowden
Exam board link	https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206
Loom link	https://www.loom.com/share/2253d9f9ae134661a5c47e06601f35ab

Employability Skills

Using your initiative and being self-motivated: Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things.

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.

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.

The aim of the course

This course offers students the opportunity to work across a broad range of media including drawing, painting, print making, sculpture and digital media linked with photography.

The course encourages candidates to develop their own work with reference to other artists in our own and other cultures, within a historical perspective and responding to current ideas.

Gallery visits, contextual studies and suggested courses of independent study, including using the internet, help candidates in personal research for their sketchbooks.

Homework/Preparatory Work

It should be noted that throughout the duration of the Art and Design course homework plays a big part and may take many hours. Students must be prepared and willing for this.

Portfolio of work

The Portfolio represents 60% of the marks available. The Portfolio consists of two coursework projects which includes work done in A4 and A3 sketchbooks as well as possible three-dimensional work and larger paintings on boards and canvases.

Students develop coursework along broad themes that include still life, the environment and portraiture. Students' work becomes progressively more independent, using any two or three dimensional media to explore their own ideas in order to show adequate refinement, experimentation and development of the project theme. The preparation work and supporting studies are as important as the

finished pieces and should read like a visual diary, also including written notes and annotations.

Individual students may find that they want to concentrate their efforts in a major medium e.g. painting, print-making, collage or photography.

Candidates keep all their work as each project is completed. Work is assessed at regular intervals and coursework is graded. Feedback is given in order for students to improve grades and continue their progression in future projects. At the end of the course all work is handed in for marking and moderation.

Examination - 10 hours over two days:

A final extended project worth 40% of the marks awarded.

The examination presents candidates with a theme set by the board. Approximately ten weeks are given for preparatory studies, which should include research, experimental studies, broad use of media and a personal approach. The final piece is done during the exam which takes place in the Art Room over two consecutive days.

Assessment Method

Portfolio of work 60%

Externally set assignment 40%

Food Preparation & Nutrition

Examination Board	AQA 8585
Subject Leader	Miss Auburn
Exam board link	www.aqa.org.uk/subjects/food-preparation-and-nutrition
Loom link	https://www.loom.com/share/6830003ed34b45baa71d4e0648fd880e

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.

The aim of the 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 will be 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.

The course is taught 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.

Course Content

Food preparation skills are integrated into five core topics:

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

Assessment Method

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

Examination Board	Eduqas (Specification A)
Subject Leader	Mrs Hillier-Brown
Exam board link	www.eduqas.co.uk/qualifications/geography/gcse-a/
Loom link	https://www.loom.com/share/aae2e551fc1a4720886a0050cea36945

Employability Skills

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people and to act upon key information / instructions.

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 from many different areas to solving a task.

Valuing diversity and difference: Knowing the value of diversity and what it can bring. Understanding and being considerate of the different needs of different individuals.

Saint Gregory's has held the prestigious Secondary Geography Quality Mark by the Geographical Association since 2014 in recognition of the quality of teaching, learning and examination results. In November 2022, we were accredited as a national Geography Centre of Excellence. Our GCSE results are consistently significantly above the national average and are amongst the best in the school.

The overarching aims of this qualification are that students will develop the ability to think 'like a geographer'. Students will develop the skills to conduct enquiries in the classroom and in the field in order to develop their understanding of specialised geographical concepts and current geographical issues.

Eduqas GCSE Geography (Specification A) develops an enquiry approach to the study of geographical information, issues and concepts. Fieldwork is an essential aspect of geographical education and of this qualification. It is placed at the heart of this specification and fieldwork is embedded within the programmes of study.

Students will consolidate and extend their understanding of geographical concepts learned in the classroom by engaging with enquiries conducted outside of the classroom and school grounds. Furthermore, students will be challenged to apply what they have learned through specific fieldwork in local contexts, to the wider context of UK geography.

How is the course structured?

Component 1:

Changing Physical and Human Landscapes (Year 10)
Theme 1: Landscapes and Physical Processes
Theme 2: Rural-urban Links
Theme 3: Coastal Hazards and their Management

Component 2:

Environmental and Development Issues (Year 11)
Theme 4: Weather, Climate and Ecosystems
Theme 5: Development and Resource Issues
Theme 6: Social Development Issues

Component 3: Fieldwork Enquiry (Years 10 & 11)

Part A: approaches to fieldwork methodology, representation and analysis.

Part B: how fieldwork enquiry may be used to investigate geography's conceptual frameworks

Part C: application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.

How is the course assessed?

Component 1:

Changing Physical and Human Landscapes
Written examination: 1 hour 30 minutes (35% of qualification)

Component 2:

Environmental and Development Issues
Written examination: 1 hour 30 minutes (35% of qualification)

Component 3: Applied Fieldwork Enquiry

Written examination: 1 hour 30 minutes (30% of qualification)

Geography Fieldwork Opportunities

Year 10: A one day investigation into the sphere of influence of a honeypot site (coastal location in the south of England) – June

Year 11: A one day investigation into the use of transects within the city of Wells in January.

History

Examination Board	AQA 8145
Subject Leader	Mrs Sarbatta
Exam board link	www.aqa.org.uk/subjects/history/gcse/history-8145
Loom link	https://www.loom.com/share/9d65ac1bb98f4b05ba7668f87f77509f

Employability Skills

Research skills: The ability to research events and understand how one event can trigger many more. A valuable workplace skill where you may need to complete research to help your employers improve services, etc.

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people and to act upon key information / instructions.

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.

Using your initiative and being self-motivated: Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things.

Specification

This course is a lively, interesting and challenging opportunity to study History. It encourages the student to explore crucial and controversial issues in a variety of creative ways and closely traces how the past has directly influenced the world today. We aim to help students to acquire knowledge of the past through interesting and varied learning activities. This course is ideal preparation for A Level courses in humanities subjects.

How is the course structured?

This qualification is linear, meaning that students will sit all their exams at the end of the course. The GCSE History course comprises two examination papers and the following four elements:

Paper 1: Understanding the Modern World

A Period Study. Germany, 1890–1945: Democracy and dictatorship.

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Wider World Depth Study. Conflict and tension between East and West, 1945–1972

This wider world depth study focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

Paper 2: Shaping the Nation

A Thematic Study: Britain: Health and the people: c1000 to the present day

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Topics include the Black Death, the discoveries of the medical Renaissance, developments in surgery, and the discovery that germs were the cause of disease.

British depth study:

Elizabethan England: c1568-1603

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

This component of the course incorporates the study of a historic environment. Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Elizabethan England.

How is the course assessed?

There are two exams at the end of Year 11

Paper 1: Understanding the Modern World - 2 hrs
50% of GCSE

Paper 2: Shaping the Nation - 2 hrs
50% of GCSE

Examination Board	TBC
Subject Leader	Mrs Lemee
Exam board link - French	TBC
Exam board link Spanish	TBC

Employability Skills

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people and to act upon key information and instructions.

Negotiation skills: To take on board other people's feelings and express your own requirements in a clear fashion to achieve a win-win outcome.

Team work: Working well with other people to accomplish a task or goal.

Through learning a language we gain a better understanding of how people in another country live, their customs and attitudes and how they do things. The more we understand and respect people in other countries, the greater the hope for world peace.

Now that the UK has come out of the EU, studying languages is even more important than before. In the knowledge society of the 21st century, language competence and intercultural/global understanding are not optional extras; they are an essential part of being a citizen, shaping the way we think and giving the potential to communicate with the other half of the world.

Studying a language also helps to develop our general mental ability – it demands we listen carefully, to think exactly and to examine things in detail.

Aims

- Develop the ability to understand and use a language effectively for purposes of practical communication
- Develop the ability to use and understand a language both imaginatively and creatively
- Develop an understanding of grammar
- Encourage positive attitudes to language learning and speakers of other languages and a sympathetic approach to other cultures and civilisations
- Offer insights into the culture and civilisation of other countries
- Promote learning skills of a more general application such as analysis, memorising and drawing of inferences
- Form a sound base of the transferable skills, language and attitude required for further study, work and leisure
- Provide enjoyment and intellectual stimulation

How is the course structured?

GCSE French and Spanish is changing with first teaching in September 2023 and first examination in June 2025.

Due to new specifications for June 2024, we are still in discussions about which examining board we will use : AQA or EDEXCEL. However all boards follow a similar structure or themes and grammar Students will have already met some of these areas in Key Stage 3. They will now be extended and developed to increase the range of expression and understanding in the skills of listening, speaking, reading and writing in the target language. Students will study all of the following themes on which the assessments are based:

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

The major changes to the MFL GCSEs are the use of English for all instructions and the addition of tasks on dictation and reading aloud. Comprehension texts can contain only 2% of words from outside the vocabulary lists, and those items from outside the word lists must be glossed.

How is the course assessed?

Candidates will still be tested in the four main skills; listening, speaking, reading and writing. This will not change.

Paper 1: Listening - Examination 25%

Paper 2: Speaking - Examination 25%

Paper 3: Reading - Examination 25%

Paper 4 : Writing - Examination 25%

The four skills are tested at the end of Year 11 by examination. All papers are available at either foundation or higher tier. Candidates will not be able to mix tiers on different papers. Foundation tier exams (possible grades 1-5) or Higher tier exams (possible grades 4-9).

Examination Board	AQA
Subject Leader	Mrs Hook
Exam board link	www.aqa.org.uk/subjects/languages/gcse/chinese-spoken-mandarin-8673
Loom link	https://www.loom.com/share/49edf6f5682442039ef57c7e47bd0484

Employability Skills

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people and to act upon key information and instructions.

Negotiation skills: To take on board other people's feelings and express your own requirements in a clear fashion to achieve a win-win outcome.

Team work: Working well with other people from different disciplines, backgrounds and expertise to accomplish a task or goal.

Aims

Chinese GCSE gives students an opportunity to add an exciting international dimension to the range of subjects that they study. The course not only equips them with the ability to communicate in Mandarin Chinese but also brings the intellectual excitement and challenge of learning how a non-European language works. It opens up a window onto a fascinating culture and furnishes them with a valuable qualification for future employment prospects.

Syllabus and assessment method

The students are tested on all four skills: reading, writing, speaking and listening. All skills are tested at the end of Year 11 and each carry the same weight in terms of marks (i.e. 25%).

Because the Chinese script is not alphabetical and takes longer to learn than European languages, all questions and instructions in the papers will be in English. Also, in the reading and listening exams, the candidates will respond in English.

Topics covered in the syllabus include contemporary and cultural themes. They are organised into three main themes and twelve topics:

Theme 1: identity and culture:

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals

Theme 2: local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

Theme 3: current and future study and employment

- My studies
- Life at school
- Education post-16
- Career choices and ambitions

Students are well supported with text books and many imaginative on-line resources. St Gregory's also has links with schools in China so students get opportunities to make friends and communicate with their peers.

In addition, since 2017 St Gregory's has been on the national Mandarin Excellence Programme which opens up many new opportunities for our students of Mandarin to boost their learning and take part in cultural events.

To embark on the course students are required to have studied at least two terms of basic Chinese.

Music

Examination Board	Eduqas
Subject Leader	Mrs Sterlini
Exam board link	https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf
Loom link	https://www.loom.com/share/7e22f3d1e1cb446e9af6af562835c7e6?sid=bde92fde-ffa9-4354-9cff-df9910300cad

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 from many different areas to solving a task.

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.

Team work: Working well with other people from different disciplines and expertise to accomplish a task or goal.

Analytical skills: The ability to examine information or a situation in detail in order to identify important elements.

Aim of the course

The course offers students the chance to explore a wide variety of different genres of music in an engaging and practical way. Throughout the course, students will broaden their skill set through trips, workshops and both internal and external performance opportunities.

Course Content

The course explores a selection of pieces from a variety of areas of study. These areas include:

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Students will learn key features of these styles by listening to and performing a variety of musical pieces. Students will also study two set works in more detail:

- Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067)
- Africa by Toto (1982)

Students will have a listening examination at the end of the course which contains listening questions on set works and unfamiliar pieces of music. Students will use their knowledge of the musical elements to answer the questions.

Performance and composition are also studied through these topics and all students who enroll on the course are strongly advised to receive instrumental/vocal tuition. There is no minimum musical grade to access the course,

however students will need to perform at a Grade 3 standard by the end of Year 11. Students do not need to have taken any graded exams to be successful in GCSE Music.

Students are also strongly encouraged to regularly attend a co-curricular activity within the Music department to help strengthen their ensemble performance skills.

Course Components

Performing (30%)

Learners will submit two performances as part of the course: a solo and ensemble totaling 4-6 minutes. Any instrument or voice can be used for this component.

Composing (30%)

Students will submit two compositions across the course. The first is a 'free' composition, where students have the opportunity to explore a musical style they are most interested in. The second is in response to a brief set by the exam board. The total duration for this is between 3-6 minutes.

Listening and Appraising (40%)

Students sit a listening paper that demonstrates their understanding of music from the Areas of Study covered over the two years.

Assessment Method

All coursework (60%) will be completed by Easter in Year 11. The listening paper (40%) is completed in the final term of Year 11.

Examination Board	AQA 8206
Subject Leader	Mr Duffy
Exam board link	https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/photography
Loom link	https://www.loom.com/share/b87c114afa98433984d1efdec5dc9fbb

Employability Skills

Using your initiative and being self-motivated: Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things.

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.

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.

Candidates will be introduced to a variety of experiences exploring a range of lens-based and light-based media, techniques and processes, including both traditional and new technologies.

The course encourages candidates to develop their own work with reference to other image makers in our own and other cultures, within a historical perspective and responding to current ideas.

Gallery visits, contextual studies and suggested courses of independent study, including using the internet, help candidates in personal research for their sketchbooks.

Homework/Preparatory Work

It should be noted that throughout the duration of the Photography course, homework plays a big part and may take many hours. Students must be prepared and willing for this.

Cost

There is a cost of £10 per student, per year to cover ink costs and materials. There are cameras which would be suitable for the course which can be signed out from school on a short-term basis (although some students may wish to purchase a suitable camera before or during the course).

Portfolio of work

The Portfolio represents 60% of the marks available. The Portfolio consists of two or more coursework projects which will include many investigatory shoots, experimentation and analysis.

Students develop coursework along broad themes that

include still life, the landscape and portraiture. Students' work becomes progressively more independent, using photographic media to explore their own ideas in order to show adequate refinement, experimentation and development of the project theme. The preparation work and supporting studies are as important as the finished pieces and should read like a visual diary, also including written notes and annotations.

Candidates keep all their work as each project is completed. Work is assessed at regular intervals and coursework is graded. Feedback is given regularly in order for students to improve grades and continue their progression in future projects. At the end of the course all work is handed in for marking and moderation.

Examination - 10 hours over two days

A final extended project worth 40% of the marks awarded.

The examination presents candidates with a theme set by the board. Approximately ten weeks are given for preparatory studies, which should include research, experimental studies, broad use of media and a personal approach. The final piece/s is created during the exam which takes place in the Photography room over two consecutive days.

Assessment Method

Portfolio of work 60%

Externally set task 40%

Students are encouraged to look at student work and course structure/resources here:

stgregsphotography.weebly.com

Examination Board	AQA 8582
Subject Leader	Mrs McHale
Exam board link	https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification-at-a-glance
Loom link	https://www.loom.com/share/44f70bcfc70945f88781daa0f7e5d9c8

Employability Skills

Team working: Working well with other people from different disciplines, backgrounds and expertise to accomplish a task or goal.

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people and to act upon key information / instructions.

Using your initiative and being self-motivated: Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things.

What can GCSE Physical Education offer you?

1. The chance to participate in and develop your practical abilities in a range of activities, taken from the areas of Invasion Games, Net/Wall Games, Individual activities and Striking/Fielding Games.
2. The opportunity to extend your knowledge of the rules and etiquette involved in a variety of sports.
3. An introduction to specialised training methods and styles and types of fitness testing.
4. Knowledge of the human body and how it responds to exercise.
5. Understanding of social factors affecting sports participation.

What you should have?

1. An all-round interest in and enthusiasm for Physical activity.
2. A willingness to learn new skills and techniques and apply the necessary effort in a variety of different activities.
3. An ability to appreciate a scientific approach to studies.

Course Content

Practical Element:

This concentrates on practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). The final assessment of your practical skills will provide 40% of your final mark. This includes analysis and evaluation of performance to bring about improvement in one activity.

Theoretical Element:

This will involve theoretical work and will be taught in a classroom. Assessment will be in the form of two exams
Paper 1 – The human body and movement in physical activity and sport 30% (Applied anatomy and physiology, Movement analysis, Physical training, Use of data).

Paper 2 – Socio-cultural influences and well-being in physical activity and sport 30% (Sports psychology, Socio-cultural influences, Health, fitness and well-being, Use of data). This will contribute towards 60% of the final mark.

This course is an exciting one which provides a mixture of both practical and theoretical activities which adds variety to the GCSE programme. It is imperative that any student that chooses this course is fully committed to BOTH ELEMENTS of the course. Written homework will be set each week and full P.E. kit must be worn for each practical lesson.

Course Assessment

Practical: 40%

Theory Examination: 60%



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