



BRISTOL CATHEDRAL  
CHOIR SCHOOL

# OPTIONS FOR YEAR 10

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**2020-2022**





## KEY STAGE 4 CHOICES FOR SEPTEMBER 2020

As you enter Year 10 you will have a little more choice about what you study. This booklet aims to give you some information about the different subjects which are available. Your teachers will be giving you other information to help you decide. You will be choosing four option subjects from a possible 16 courses (subject to demand) to study alongside the core subjects.

### Year 10 Core Curriculum Subjects

All students study the following subjects in Year 10 and 11:

- **English Language (AQA)**

There will be no controlled assessments and the examinations (without tiers) will be at the end of Year 11. Students will be encouraged to read a range of high quality, challenging literature and non-fiction text from a range of genres (from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries). Reading and writing will be equally weighted in English Language GCSE.

- **English Literature (AQA)**

The English Literature GCSE will encourage students to read a wide range of classic literature fluently with the assessment of a 19<sup>th</sup> century novel, a Shakespeare play, poetry and modern prose. There will be no controlled assessments and the examinations (without tiers) will be at the end of Year 11

- **Mathematics (Edexcel)**

The course explores number, algebra, geometry and statistics. Students will be entered for either Higher or Foundation Tier. Foundation Tier gives access up to grade 5, and Higher Tier from grade 4 to 9.

There are no controlled assessments and the examinations will be at the end of Year 11. The exam has 3 papers, each 1 hour 30 minutes. Paper 1 is a non-calculator paper, and papers 2 & 3 are with calculators. The overall total, over the 3 papers, results in the given grade.

- **Science (AQA)**

There are two pathways that students may follow dependent on ability, as demonstrated in KS3.

#### **1. Separate Sciences - 3 GCSEs**

Students study Biology, Chemistry and Physics in separate lessons and will finish Year 11 with 3 separate GCSEs; one in each of the subjects. The courses are assessed only through examination at the end of year 11. Students will sit 2 exams per GCSE, which last 1h 45 min each (a total of 6 Science GCSE exams, each worth 50% of each Science GCSE). There is no longer a coursework component to any of the Science GCSEs. Instead, students on the separate sciences pathway carry out a total of 28 required practicals across their subjects, which they complete in lesson time. The skills developed through this practical work, including knowledge of common practical techniques and understanding of the scientific approach to answering questions will be assessed in their exams at the end of year 11. This is a highly demanding route since it requires the study of 3 GCSEs across the same time period that other students are studying 2, so students are expected to display positive and mature learning behaviours right from the start of Year 9.

Tier entries for Separate Science:

Students can be entered for Foundation or Higher tier exams in Separate Science. The foundation paper offers students more structure within the questions and has a greater proportion of low-demand, confidence-building questions. This allows students to demonstrate their scientific understanding through questions that are more scaffolded and have lower literacy demands. The maximum grade possible on the foundation paper is 5, therefore this paper is appropriate for students aiming for 1 to 5. The maximum grade available on the higher tier paper is 9 and the minimum is 4. Students not achieving a 4 would receive 'Ungraded' on the Higher paper. Therefore the Higher tier paper is suitable for students aiming for 6 to 9 in Separate Science.

## **2. Combined Science (Trilogy) - 2 GCSEs**

Students on the Combined Science pathway will have separate lessons in Biology, Chemistry and Physics but will receive two science GCSEs at the end of year 11. Science grades at the end of Year 11 will be calculated by combining a student's scores from their Biology, Chemistry and Physics exams, giving them a grade that is worth 2 GCSEs in the format 5-5 or 6-5 or 6-6 for example. Students will sit two exams in each subject each lasting 1h and 15mins, making 6 exams in total. The combined science course is good preparation for studying science at A-level and beyond and does not limit a student's A-level options. Students on the combined sciences pathway carry out a total of 21 required practicals across their subjects, which they complete in lesson time and are tested on in the final exams.

Tier entries for Combined Science:

Students can be entered for Foundation or Higher tier exams in Combined Science. The foundation paper offers students more structure within the questions and has a greater proportion of low-demand confidence-building questions. This allows students to demonstrate their scientific understanding through questions that are more scaffolded and have lower literacy demands. The maximum grade possible on the foundation paper is 5-5, therefore this paper is appropriate for students aiming for 1-1 to 5-5. The maximum grade available on the higher tier paper is 9-9 and the minimum is 4-4. Students not achieving a 4-4 would receive 'Ungraded' on the Higher paper. Therefore the Higher tier paper is suitable for students aiming for 6-5 to 9-9 in Combined Science.

- **PSHEe (non-exam course)**

Personal, Social, Health and Economic education helps students to lead confident, healthy and responsible lives. Through the completion of a selection of units, students will gain practical knowledge and skills to help them to live safely, be healthy and to prosper. Students will complete units including the Dangers of Drugs, Managing Risk, Sex and Relationships, and the Labour Market, including preparing them for their Work Experience.

- **Religion, Ethics and Philosophy (non-exam course)**

REP provides a vital opportunity for students to explore their ideas in a wide variety of topics from Feminism in the 20<sup>th</sup> century to the perception of Radicalisation. From the ethics of war to genetic engineering. They also investigate a variety of religious viewpoints, including all six major world religions. This knowledge and understanding is essential in the modern global community our students are aiming to be members of.

- **Games**

### **Year 10 Option Subjects** (offered for September 2020 subject to demand)

Art & Design: Fine Art	AQA GCSE	page 7
Art & Design: Textiles Design	AQA GCSE	page 8
Art & Design: Graphics Communication	AQA GCSE	page 8
Business Studies	Edexcel GCSE	page 10
Computer Science	OCR GCSE	page 11
Citizenship Studies	AQA GCSE	page 13
Design & Technology	AQA GCSE	page 14
Drama	AQA GCSE	page 17
French	AQA GCSE	page 19
German	AQA GCSE	page 19
Geography	AQA GCSE	page 22
History	OCR GCSE	page 24
ICT Creative iMedia OCR	OCR Cambridge National	page 26
Music	Edexcel GCSE	page 28
Physical Education	AQA GCSE	page 30
Religious Studies	Edexcel GCSE	page 33

### **Choosing your options:**

We will ask you to choose four options, one from each of the four blocks, and suggest other subjects that you might consider if these subjects become full. You will also be asked to give second options for some subjects as there will be a limit to the number of students who can follow these subjects.

### **The English Baccalaureate (EBacc)**

The EBacc has been subject of conversation for several years and there is plenty of research and articles around the subject. The Government has set out ambitious targets for all schools regarding the number of students that should be following these EBacc subjects. Some research suggests that EBacc improves pupils' chances of studying A-levels and that studying subjects in the English Baccalaureate increases the likelihood that a student will stay on at school and sit A-levels, regardless of their ability.

Pupils taking EBacc subjects at GCSE are more likely to take A-levels, and to study “facilitating” subjects – those the Russell Group universities say are more helpful for getting onto a degree course.

At BCCS there are no “compulsory” choices, however, the school does strongly recommend that students should consider following a language and a humanities subject (either History and/or Geography) although students will be given guidance as to the suitability of their combinations.

Students may choose only one subject from the following pair:

- GCSE Computer Science or ICT Creative iMedia OCR

Whilst it is possible to study many of the subjects at A Level without studying in Key Stage 4, this is less likely to be the case in French, German, Art, Graphics, Textiles or Music. Ask your subject teacher if you need more guidance.

You should make your decisions based on your interests and the skills required ... not because of your favourite teachers or the choices of your friends!

Block A	Block B	Block C	Block D
Geography	Geography	History	Geography
History	History	French	German
French	French	Music	RS
German	German	PE	DT
Music	RS	Graphics	Fine Art
Citizenship Studies	Business Studies	Drama	Textiles
Numeracy Support as directed	Literacy Supported as directed	Computer Science	ICT iMedia

Subjects will run only if there are viable numbers.

In addition, some students will have the following timetabled lessons as one of the timetabled options slots, by invitation, where this is seen as a priority:

Numeracy Support as directed

Literacy Support as directed



Please be aware that some subjects have a coursework element. If your attendance to school is below 95% we may discuss with you the suitability of opting for one of these subjects.

## **Timetable for choosing:**

As well as the outline information in this booklet, there will be ample opportunity for students to learn more about the details of the subjects on offer from their teachers before the deadline for deciding.

### **Year 9 Assessment**

Commencing 6<sup>th</sup> January 2020

Pupils will have assessment week which will provide information regarding attainment in subjects for guidance to option subjects. The reports will be issued to parents week commencing 27<sup>th</sup> January.

### **Year 9 Careers and Guidance Assemblies**

Thursday 23<sup>rd</sup> January 2020/Afternoon

There will be a series of workshops for students on Post 16 Education, Higher Education and Employability. Students will also be given guidance on choosing their GCSE options.

### **Year 9 Information Evening**

Thursday 23<sup>rd</sup> January 2020

There will be a presentation to explain the process of choosing Year 10 options and a subject fair where teachers can provide more information about their subjects, this is for parents and students to attend.

### **Year 9 Subject Parents Evening**

Thursday 30<sup>th</sup> January 2020

There will be the opportunity to discuss progress and choices.

### **Year 9 Visit UWE**

Wednesday 5<sup>th</sup> February 2020

This visit will explore University life, Further Education & Post 16 and employment sectors.

### **Choices Deadline**

**Monday 24<sup>th</sup> February 2020**

This is the deadline for completing the google form, a link to this can be found on the VLE in year group information Year 9 Options.

Tutors and House Leaders will discuss choices with students to ensure that they are appropriate.

The possible combinations of subjects will then be designed to ensure the maximum fit of choices. Courses will be offered subject to appropriate demand. If, as is inevitable in a number of cases, it is not possible to timetable all of your original choices, we will start to discuss suitable alternatives with students and parents before Easter. It may, in certain circumstances, be possible for students to change choices before September if class sizes and combinations allow. Once courses begin there will be limited opportunities to change; students are not normally able to change courses after four weeks of the course.

## **Useful links:**

AQA GCSE courses <http://www.aqa.org.uk>

OCR National/GCSE courses <http://www.ocr.org.uk>

Edexcel GCSE and BTEC courses <http://www.edexcel.com>

## **ART AND DESIGN GCSE: FINE ART, TEXTILE DESIGN & GRAPHIC COMMUNICATION**

### **Introduction:**

There are 3 possible options within Art & Design: Fine Art, Graphic Communication and Textile Design. It is possible, in consultation with your art teachers and tutors, to study two of these options in combination with two other subject choices. Please be aware, however, that you should be determined that you want a career in the creative sector if choosing 2 Art GCSE options as the content is coursework heavy.

Possible careers:

- Fine artist
- Graphic designer
- Architect, Urban designer & town planning
- Illustrator
- Advertising and Media Careers
- Fashion designer
- Furniture designer
- Jeweller
- Museum Curator
- Gallery Curator

### **Course Details and Aims:**

#### **GCSE Art & Design: Fine Art**

This course is suited to students who love art but are not yet ready to specialise in a specific area. The course offers students the opportunity to explore the following areas;

- Develop and improve observational skills and the ability to record ideas in different ways.
- Learn and experiment with different media in a purposeful way.
- Explore, interpret and be influenced by the work of a variety of different artists.
- Develop, improve and refine ideas to create personal and meaningful responses to the given themes.

As part of the course you will be expected to take photographs and develop digital skills. Gallery and museum visits are an integral part of the course. You should be confident with drawing from observation and have a real interest in all types of art.



## **GCSE Art & Design: Textiles**

The Art GCSE course for Textile Design offers students opportunities to produce practical and contextually linked work in the following areas;

- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- installed textiles.

You may explore overlapping areas and combinations of areas.

This course includes developing practical skills at the same time as encouraging the exploration of contemporary artists and textile designers

During the course students complete at least 2 projects; each introduces different aspects of designing, creating & making with fabric. An interest in textiles and a confident use of the sewing machine is essential. You should also have a desire to design, create & make using fabric.

## **GCSE Art & Design: Graphics**

This course is suited to students who have an interest in the design industry, specifically as a graphic designer. The course offers students the opportunity to explore areas such as typography, package design, surface design and brand design.

Students develop skills in the art of communication using text, image and layout via the set projects by learning the following:

- Ways of creating design ideas by hand and with the use of Photoshop.
- How to research and collect information to develop work in response to a design brief.
- How to investigate the work of different Graphic Designers and gain an understanding of their design techniques.

- How to approach designing logos, posters and products to present final design ideas that are supported by research and development.

You should be confident in your design skills, willing to learn new digital skills and enjoy presenting work skilfully and orderly.

### **How will my work be assessed?**

All 3 options follow the same format for assessment as outlined below.

#### **Unit 1: Portfolio of Work**

A Candidate portfolio (usually in the form of sketchbooks and final outcomes) selected from work undertaken during course of study and must include **more than one** project.

Controlled Assessment – this is set and marked internally and moderated by AQA.

**96 marks – 60%**

#### **Unit 2: Externally Set Task**

The Question papers are issued by AQA from 1 January in year 11. Candidates respond to their chosen starting point from the question paper. Unlimited preparation time.

10 hours of sustained focused study to produce a final outcome. At the end of this all work is handed in for assessment.

Controlled Assessment – Marked internally and moderated by AQA.

**96 marks – 40%**

### **What skills and qualities are required to consider opting for one of these art courses?**

- A willingness to commit time and focus to the challenging work.
- An enjoyment of designing and creating.
- An ability to draw, design, interpret and experiment with skill and control.
- An interest in discussing art and its meaning in different contexts.
- Independence in how you approach your learning and organisation of your learning.
- A drive to create!

The courses are stimulating and challenging and involve a lot of hard work and self-motivation. The nature of the work at GCSE is time consuming and will require you to be very dedicated and organised throughout the whole course. **The portfolio nature of all 3 of these courses mean that consistent and focussed effort is needed each and every lesson. Homework forms an integral and vital part of the portfolio and must be completed to a high standard. If you think that you can do this then you will succeed and enjoy this subject.**

### **Exam Board: AQA -**

**[www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206](http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206)**

**Contact details: Ms Simmons**

# **BUSINESS STUDIES GCSE**

## **Introduction:**

If you have an interest in business, want to start your own business one day; If you have an enquiring mind and are interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur, then this is the course for you!

## **Aims:**

In the Business Studies GCSE course you will be introduced to the world of small businesses and will look at what makes someone a successful business person. You will find out how to develop an idea and spot an opportunity, and turn that into a successful business. You will understand how to make a business effective and manage money. You will also see how the world around us affects small businesses and all the people involved.

## **Course Details:**

The course is divided into two main areas of study:

### **Theme 1 – Investigating Small Business**

This unit introduces candidates to issues concerning the setting up and operation of a business. It explores the activities of business and the reasons for success or failure. It encourages candidates to appreciate that businesses must operate within society and that this involves businesses engaging with a wide range of stakeholders who will hold differing perspectives.

**Assessment: Written Paper (1 hour & 30 minutes) (90 marks/50%)**

### **Theme 2 – Building a Businesses**

This unit builds upon the content of Unit 1, allowing candidates to study businesses as they grow and the issues that expansion raises.

**Assessment: Written Paper (1 hour & 30 minutes) (90 marks/50%)**

Possible careers:

- Finance
- Banking
- Economist
- Entrepreneur
- Business Development
- Retail
- Management
- Local Government

## **Exam Board:**

**Edexcel**

## **Contact Details:**

**Mr Mann**



## COMPUTER SCIENCE GCSE

### **Introduction:**

The course provides students with a real, in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology from their ICT lessons and elsewhere. However, the course will give them an insight into what goes on 'behind the scenes', including computer programming, which many learners find absorbing.

### **Aims:**

This demanding course will typically require the application of logical and mathematical skills, however, it is an intensely creative subject that involves invention and excitement.

### ***Fundamentals of computer systems***

This topic introduces computer systems and provides a foundation for the remaining topics in this unit. Students will learn that the term 'Computer System' does not just mean the desktop at home but can include any system controlled or including a processor.

### ***Computing hardware***

Students will be able to define the term hardware and have an understanding of many different types and how they operate.

### ***Software***

Students will be able to define the term software and have an understanding of the types and how they interact with the user and hardware.

### ***Representation of data in computer systems***

Students will understand how data is stored on a computer system and the different ways they can be represented.

### ***Databases***

*Students will be able to understand, operate and create databases.*

### ***Computer communications and networking***

Students will learn about the setup and structure of networks and the Internet.

### ***Programming***

Students will gain an understanding of how to programme in different languages operate.

Possible careers:

- Computing
- Programming
- Software Design
- Any field requiring problem solvers!

### **Course Details:**

On this course, you will study three units:

<b>Unit 1</b>	<b>Computer systems and programming</b>
Written Paper 1 hour 30 mins 80 marks 50% of the qualification	You will learn how computers work and how they communicate with each other. You'll learn about the principles on which a processor operates and its relationship to memory and speed. You will find out how all computer processing is based on binary logic and how different things like sound and video can be stored in a computer. You will begin to understand some of the magic that lies behind the internet – how an e-mail gets from one place to another and what those funny 123.222.0.0 numbers have to do with it. You will also be learning some of the key techniques behind programming: how to express ideas in sequences of steps, how to approach solving problems and what the main tricks are to get your software code doing what you want.

<b>Unit 2</b>	<b>Computational thinking, algorithms and programming</b>
Written Paper 1 hour 30 mins 80 marks 50% of the qualification	This component is focused on the core theory of computer science and the application of computer science principles. This part of the course will explore: Translators and facilities of languages, Algorithms, High- and low-level programming, Computational logic, Data representation

<b>Unit 3</b>	<b>Programming project</b>
Non-Exam Assessment Approx 20 hours Not Assessed but has to be completed	Your research will have to be planned and be technically oriented - involving practical activities and investigations. You will have to write a report, showing what you've done and what you have discovered along the way. Don't worry if you have never programmed before – we don't expect you to have. The whole point of these projects is to build up your confidence and skills so that, by the end of the course, you may be keen to progress to the professional programming carried out in A-level computer science courses. This unit will introduce you to the practical programming skills used by application developers, games programmers and web developers.

### **What skills will you need and learn?**

In order to be successful in the course students will need to be able to solve problems independently. To help them with this they will develop skills in designing algorithms and computer programming. Students will also be able to evaluate the effectiveness and success of their solutions, as well as other peoples, and the impact computer systems can have on society.

**Exam Board:     OCR J276**

**Contact Details: Mr Ladbury**

# CITIZENSHIP STUDIES GCSE

## Introduction:

Why are the USA and North Korea so opposed to each other? How might Brexit affect you? What was Donald Trump's 'Muslim travel ban' meant to achieve? What rights do you have as a citizen of the UK? How are laws made in the UK?

Citizenship Studies GCSE will help you to answer these and many other questions about the modern world; it is designed to help you comprehend the world around you and to understand how to change it. It requires an enquiring mind and a desire to have an impact on society. You will learn how law and politics are used, and misused, around the world and what you can do to tackle some of the injustices people face. If you have strong opinions and like to argue with them, this is the course for you!



## Aims:

The aim of this course is to prepare you to become an *active* citizen. This means you need to understand how power is held and used around the world and what you, as an individual, can do to influence it. You will learn about law and politics as well as international relations. You will also learn how to successfully run campaigns to effect change in society.

## Course Details:

**The course is divided into four areas of study that are examined over two papers:**

### **Theme 1 – Life in Modern Britain**

In this theme students will look at the make-up, values and dynamics of contemporary UK society. They will consider what it means to be British, how our identities are formed and how we have multiple identities. Students will also look at the role and responsibilities of the traditional media, the impact of new media formats and the UK's role in international issues.

### **Theme 2 – Rights and Responsibilities**

In this theme students will look at the nature of laws and the principles upon which laws are based, how the citizen engages with legal processes, how the justice system operates in the UK, how laws have developed over time and how society deals with criminality. Students will also consider how rights are protected, the nature of universal human rights and how the UK participates in international treaties and agreements. This theme also considers how the citizen can both play a part and bring about change within the legal system.

### **Theme 3 – Politics and Participation**

In this theme students will look at the nature of political power in the UK and the core concepts relating to democracy and government. This includes how government operates at its various levels within the UK, how decisions are made and how the UK parliament works and carries out its functions. It also looks at the role of political parties, the election system, how other countries govern themselves and how the citizen can bring about political change.

### **Theme 4 – Active Citizenship**

Whilst the three content-based themes enable students to develop their citizenship knowledge base, the last section of each theme enables students to explore through case study approaches and by their own actions how citizens are able to try to make a difference.

### **Assessment**

Paper 1 – Active Citizenship & Politics and Participation. 80 marks (50% of GCSE).

Paper 2 – Life in Modern Britain & Rights and Responsibilities. 80 marks (50% of GCSE).

### **Possible careers**

Citizenship Studies GCSE leads naturally to a number of A levels and other post-16 courses and would benefit those seeking a career in:

- Politics
- Journalism
- Public Services (such as police)
- Law
- Teaching
- Any career requiring critical thought and an understanding of the issues we face in the modern world.

### **Exam board**

AQA - <http://www.aqa.org.uk/subjects/citizenship/gcse/citizenship-studies-8100>

### **Contact**

Mr Maw ([mmaw@bristolcathedral.org.uk](mailto:mmaw@bristolcathedral.org.uk))

## DESIGN & TECHNOLOGY GCSE

### **Introduction:**

Studying Design Technology GCSE will give students an awareness of wider influences including historical, social, cultural, environmental and economic factors when designing. Students will get the opportunity to work creatively and apply technical and practical expertise to their designs and practical pieces.



The course will be well suited to students who enjoy designing and problem solving through analysis of their own work and others.

### **Aims:**

Students will learn to evolve their design ideas and work towards making their own design ideas through learning the following:

- Ways of drawing and developing design ideas by hand and using architecture design programs.
- How to use materials such as wood, plastics and card to create different forms and structures.
- How to investigate the work of different designers, research a design brief, and successfully write a design specification.
- How to manufacture and engineer a successful 3D model.
- Ways sustainability and eco design are integrated into products through the design process.

### **What skills and qualities are required to consider opting for one of this design course?**

- An enjoyment of designing and creating.
- A willingness to commit time & focus to the challenging work.
- A desire to understand how a physical model may be assembled and designed for construction.
- An interest in understanding how products are manufactured and why they are developed or changed.
- Independence in how you approach your learning and organisation of your learning.
- A desire to work to a brief set by a real life client and solve their problem.

During the course students will be taught the theory element in year 10 alongside a mock GCSE assessment. This will include historical, social, cultural, environmental and economic factors related to designing for the real world. There will also be an element of Maths and science as they contribute to 25% of the exam.

### **Course Details:**

The Design & Technology course consists of two parts.



Paper 1: 50% of the GCSE, 2hr exam, 100 marks.

You will be tested on:

Core technical principles

Specialist technical principles

Designing and making principles

In addition:

At least 15% of the exam will assess maths

At least 10% of the exam will assess science.

The NEA (Non exam assessment) 50% 30-35 hrs, 100marks.

Design and make activity involving:

Identifying and investigating design possibilities

Producing a design brief and specification

Generating design ideas

Developing design ideas

Realising design ideas

Analysing and evaluating

This course is suited to pupils who enjoy design and analysis as there is a fair amount of both computer and drawn design development work. The coursework requires in depth written work to explain design choices.

### **Possible Careers:**

Product Design, engineering, set design, interior design, engineering model maker and Construction and building services,

**Exam Board:**      AQA

<https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF>

**Contact Details:**   Ms Nevins

# DRAMA GCSE

## **Introduction:**

A Drama GCSE is useful across all kinds of disciplines, careers and life experiences. It teaches students to collaborate with others through engaging and stimulating creative activities, this in turn helps build confidence and social skills, which are essential qualities.

GCSE Drama could lead on to further study in Drama, Theatre Studies, Performing Arts and Expressive Arts at A-level and above, or other related subjects such as English, Music, Dance, Art and Design.



Career opportunities for students who study Drama at a higher level include: the media, theatre, television, radio, the film industry, arts administration, drama therapy and education.

## **Aims:**

This course is very broad in nature. Students will study how to perform, how to create a drama production, how to devise, improvise and how to analyse a play. Students will be given opportunities to work with scripts as well as perfect their ability to devise and improvise. Various performance techniques will be studied including interpretation, improvisation, voice, physicality and stage relationships with others.

One of the main benefits of this course is the freedom of choice, and students can choose to take on the role of performer or designer. Various design skills will be studied including scenery, lighting, sound, technology and props. Students will be given lots of opportunities to experience as much live theatre as possible; alongside this they will deepen their analysis skills.

Additionally, students will learn a range of theatrical terminology, appreciate a scripted text from an analytical perspective and to critique live theatre.

## **Course Details:**

The course offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will be introduced to key practitioners, theoretical influences and influential playwrights whilst developing and building their core practical performance skills. The subject content for GCSE Drama is divided into three components:

1. Understanding drama (written exam)
2. Devising drama (practical and coursework portfolio)
3. Texts in practice (practical)

In the practical component students may specialise in performing, lighting, sound, set, costume and/or puppets. Whilst there is a fundamental emphasis on the practical element in

this course, the building up of a lively portfolio full of inspiration ideas, collaboration and experimentation and finally evaluation, is also a central part of the course. Thus GCSE Drama allows all students to pursue the course in a way consistent with their preferred creative style.

### **How is the course assessed?**

**Externally** assessed elements:

- One written examination 1 hour and 45 minutes long, which constitutes **60%** of your overall grade. The written exam consists of:
  - Section A – multiple choice questions
  - Section B – Four questions on a studied play (*Blood Brothers, The Crucible, A Midsummer Night's Dream* – for example)
  - Section C – One two part question (from a choice) on the work of theatre makers from a single live production (*We will go and see a range of live theatre in order to answer this question*)
- And a practical examination:
  - A performance of two extracts from one play (you may take on the role of performer or designer). You have free choice of the play. (*Servant to Two Masters, The Red Shoes, Blue Remembered Hills* – for example)

**Coursework** elements – internally assessed:

These elements will constitute **40%** of your overall grade. You will be assessed on:

- A devised production – a devising log will be created detailing the process of creating a devised drama, a performance of the devised drama (you may take on the role of performer or designer) and an analysis and evaluation of your work through a devising log.

### **Commitment:**

Students will learn a multitude of skills including:

- Collaboration and communication skills
- Developing their enquiring and reflective minds.
- Independent thinking and working.
- Confidence.
- Analysis of their own performances, live theatre and a script.
- Creativity.
- All aspects of theatre production.

In return – you will need to commit yourself to keeping an up-to-date rehearsal log, researching and reading around the texts we are studying. In the lead up to a performance you will need to get together with your group and rehearse, frequently and cooperatively, in time outside of lessons.

**Exam Board:** AQA, specification from 2016

**Contact details:** Ms Berry or Mrs Rowsell.

## MODERN FOREIGN LANGUAGES GCSE



### Introduction:

At BCCS we offer GCSE French and German. Students are welcome to opt for either language, whichever they have chosen in year 9, with the option to continue to A Level. Language groups tend to be smaller than KS3 classes and we have the benefit of our Foreign Language Assistant for French, with dedicated speaking lessons in German to support language learning.

In year 10 students will have the opportunity to participate in the BCCS - Graf-Münster-Gymnasium, Bayreuth exchange and the Bristol – Bordeaux exchange to practise their language skills.

### **Throughout the course we aim to develop:**

- an understanding of French/German in a variety of contexts
- a knowledge of French/German vocabulary and structures
- transferable language learning skills
- the ability to communicate effectively in French/German
- an awareness and understanding of the culture of the countries and communities where French/German is spoken.
- skills for those students wishing to further their language qualifications to AS and A Level.

### **Course Details:**

Students are required to:

- develop the ability to listen to and understand the spoken language in a range of contexts and a variety of styles
- communicate in speech for a variety of purposes
- read and respond to different types of written language
- communicate in writing for a variety of purposes
- understand and apply a range of vocabulary and structures
- develop language learning and communication skills which can be applied broadly

### **Commitment:**

In order to take a language at GCSE level you need to feel motivated in lessons now in Year 9 and confident in your current language skills in order to develop them to a higher level.

You will need to:

- attend all lessons
- bring equipment and books to all lessons
- keep well organised notes for reference
- complete all homework to the required deadline
- catch up with any work missed

**Content of the exam:**

Course 8668 AQA GCSE German: [www.aqa.org.uk](http://www.aqa.org.uk)

Course 8658 AQA GCSE French: [www.aqa.org.uk](http://www.aqa.org.uk)

**Listening: 25%**

Students will be tested on their ability to understand spoken language. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding. Responses are required both in English and German. The examination consists of a number of passages or interactions in French/German with a variety of question types.

Timing: Foundation Tier: 35 minutes or Higher Tier: 45 minutes

**Speaking: 25%**

Students will be required to communicate verbally to different situations. There are 3 components to this part of the exam: a role-play card, a photo card and a general conversation. Students will respond to these stimuli in German at either Foundation or Higher tier, using a variety of language and tenses.

Timing: Foundation Tier: 7 – 9 minutes or Higher Tier: 10 – 12 minutes, in addition to preparation time.

**Reading: 25%**

Students will be tested on their ability to understand written language. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding. The examination consists of a number of short texts, notices or news reports in French/German which includes a range of settings and styles (eg text messages, advertisements, emails). Responses are required in English and German. Additionally there is a short translation passage from German to English.

Timing: Foundation tier: 45 minutes or Higher tier: 60 minutes

**Writing: 25%**

Students will be required to communicate effectively in writing for a variety of purposes. There are a variety of different tasks; at Foundation level, students will provide short sentences in response to a photo and four brief bullet points, there is a structured writing task in response to bullet points and a short translation passage from English to German. The Higher paper is more challenging in that one of the tasks is more open-ended together with a more demanding translation passage.

Timing: Foundation tier: 60 minutes or Higher tier: 75 minutes

Students are required to choose either Higher or Foundation papers in all four skills. There can be no combining of tiers.

**Topics** generally expand and develop those studied at KS3:

- Identity and Culture: Me, my family and friends; Technology in everyday life; Free-time and leisure activities; Customs and festivals in German and French-speaking countries.
- Local, national, international and global areas of interest: Home, town, neighbourhood and region; Social issues; Global issues; Travel and tourism.
- Current and future study and employment: My studies; Life at school/college; Education post-16; Jobs, career choices and ambitions.

A language qualification is highly valued by universities and employers alike. Possible careers include:

- The world of Business and Finance
- Education
- Journalism
- Governmental agencies
- Translation

**Exam Board:    AQA**

**Contact details: Mrs J French**

## GEOGRAPHY GCSE

*'The truth is: the natural world is changing. And we are totally dependent on that world.*

*It provides our food, water and air. It is the most precious thing we have and we need to defend it'*

**Sir David Attenborough**

*'Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant, a great adventure with a purpose,'*

**Michael Palin**



### **Introduction:**

The study of Geography leads to a greater understanding of the world in which we live. It is a subject for those with an enquiring mind who want to understand the present and future issues facing the human race and planet Earth. Geography offers students an investigative approach to learning and a chance to cover a variety of subjects ranging from oceanography to population analysis; an excellent subject to bridge the gap between the Sciences and Humanities.

**No matter what your future dream-job may be, Geography will always have a place; In an increasingly more environmentally conscious world, everyone from a builder to a politician must have a 'green agenda'**

### **Transferable skills:**

Students who study Geography are highly in demand from employers. Geographers use and develop a wide range of transferable skills over the length of the course, including:

- Literacy and graphicacy
- Problem solving and decision making skills
- Team working skills
- Research skills
- Analytical skills when interpreting data
- A wide range of synthesis skills when undertaking and planning fieldwork
- Evaluative skills
- Global understanding - Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs).
- Understand their role in society, by considering different viewpoints, values and attitudes.

### **Course details:**

This new Geography course will cover four main areas:

#### **Unit 1 - Living with the Physical Environment – 1hr 30 written paper (35%)**

Topics include: Natural Hazards (Weather and Tectonic, including Climate Change related Hazards), Ecosystems (within the UK, Tropical Rainforests and Hot Deserts), Landscapes of the UK (Geology, Topography, Rivers and Coasts)

#### **Unit 2 - Challenges of the Human World – 1hr 30 written paper (35%)**

Topics include: Urban issues and Challenges (Urban Growth, Case Studies in two major world cities one Less and one More Developed), Changing Economic World (Global Development and the Development Gap including a Case Study on one developing country, Economic History and Future of the UK), The Challenge of Resource Management (UK issues, Water Resources, Energy Resources)

### **Unit 3 - Geographical Applications – 1hr 15 written paper (30%)**

**SECTION A:** Issue evaluation (from pre released issue 12 weeks before exam) 30% This section examines critical thinking and problem solving as well as allowing the students to demonstrate their geographical skills by looking at a particular issue(s) derived from the specification using secondary sources. The issue(s) will arise from any aspect of the compulsory sections of the subject content but they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.

**SECTION B:** Fieldwork questions, Skills – 1hr 15 written paper

This section of paper 3 will ask candidates questions about their fieldwork activities as well as allow students to demonstrate their fieldwork skills by asking unfamiliar context questions.

#### **Skills:**

**Geographical Skills will be assessed within units 1, 2 and 3.** Students will be taught a range of Atlas, Graphical, Numerical, Statistical, Ordnance Survey and GIS skills during the course. 15% of their GCSE mark will be made up from questions testing these skills within papers 1, 2, and

#### **Fieldwork:**

Students will take part in two off site field days during their GCSE. One will study and compare the need and success of urban renewal and regeneration projects and the other will be a physical study of a Brecon Beacons River. The fieldwork pieces will be written up as class projects.

#### **Commitment:**

The course is a demanding one, there is no coursework from 2016 so will be awarded 100% examination. Geographic skills will make up 15% of GCSE marks. There are **three** written examination papers all of which are examined the end of year 11. The course includes two off-site field days. It is a literacy based subject which will require you to read, write and independently read around the subject.

**Further information :** (Please refer to the document on the VLE where links can be used)

Course specification

<http://filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016-DRAFT.PDF>

Subject content

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035/subject-content>

Revision guide (Amazon)

[https://www.amazon.co.uk/dp/1782946136/ref=pd\\_lpo\\_sbs\\_dp\\_ss\\_2?pf\\_rd\\_p=569136327&pf\\_rd\\_s=lpo-top-stripe&pf\\_rd\\_t=201&pf\\_rd\\_i=1782946101&pf\\_rd\\_m=A3P5ROKL5A1OLE&pf\\_rd\\_r=4TBZN0GQAAAFY31JASAQ](https://www.amazon.co.uk/dp/1782946136/ref=pd_lpo_sbs_dp_ss_2?pf_rd_p=569136327&pf_rd_s=lpo-top-stripe&pf_rd_t=201&pf_rd_i=1782946101&pf_rd_m=A3P5ROKL5A1OLE&pf_rd_r=4TBZN0GQAAAFY31JASAQ)

Textbook (There will be copies of this textbook in school)

[https://www.amazon.co.uk/GCSE-Geography-AQA-Student-Book/dp/0198366612/ref=sr\\_1\\_2?s=books&ie=UTF8&qid=1481723288&sr=1-2&keywords=aqa+textbook+geography+oxford](https://www.amazon.co.uk/GCSE-Geography-AQA-Student-Book/dp/0198366612/ref=sr_1_2?s=books&ie=UTF8&qid=1481723288&sr=1-2&keywords=aqa+textbook+geography+oxford)

**Exam Board:** AQA, specification from 2016

**Contact details:** Ms J Bennett



# HISTORY GCSE

## **Introduction:**

Learning about past events and the people who have influenced history will allow you to understand how the world got to the point it is at now and how it will continue to develop in the future. Apart from studying a wide range of exciting historic periods, you'll learn a range of essential skills that will help you with A-levels and future work. These include: excellent communication and writing skills; how to construct an argument; research and problem skills; investigation and problem-solving skills and analytical and interpretation skills.



## **Aims:**

- Develop and extend students' knowledge and understanding of specified key events, periods and societies in local, British and wider world history; and of the wide diversity of human experience.
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

## **Course Details:**

The History GCSE is now an all exam-based qualification and is separated into 3 papers. The modules we are follow are:

- Thematic Study - Migrants to Britain, 1250-Present (Autumn - Year 10)
- World Depth Study - Living Under Nazi Rule, 1933-1945 (Spring - Year 10)
- History Around Us - Bristol Cathedral (Summer - Year 10)
- The Making of America, 1789-1900 (Autumn - Year 11)
- The Elizabethans, 1580-1603 (Spring - Year 11)

### **Paper One:**

- Two Parts - Thematic Study and British Depth Study
- Each part is 20% of the GCSE, so the paper is worth 40%.
- Each part has 40 marks, so the paper has 80 marks.
- 1 hour and 45 minute paper.



### **Paper Two:**

- One Part - The History Around Us.
- Site study on the historic environment.
- The paper has 40 marks and 10 for SPAG.
- 1 hour paper.

### **Paper Three:**

- Two Parts - Period Study and World Depth Study
- Each part is 20% of the GCSE, so the paper is worth 40%.
- Each part has 40 marks, so the paper has 80 marks.
- 1 hour and 45 minute paper.

### **Possible Future Career Paths:**

- Historian
- Law
- Civil Service
- Politics
- Journalism
- Teaching
- Any job requiring research
- Any field requiring good judgement and analytical skills



### **Commitment:**

History is a subject which demands high analytical skills and the ability to write extended writing. Students will be expected to carry out-of-class reading, note-taking and essay writing. At the heart of becoming an excellent historian is the ability to construct and evaluate arguments and historical interpretations using evidence and students will be expected to develop these skills over the course of two years. In addition, students will be required to discuss controversial and challenging issues such as immigration and the Holocaust in a mature and sophisticated manner.

**Exam board:** OCR HISTORY B (SCHOOLS HISTORY PROJECT) J411

**Contact details:** Dr M Brodie

## **ICT Creative iMedia OCR**

### **Introduction:**

Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products.

### **Aims of the Course:**

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

### **Course details:**

The OCR Creative iMedia consists of two compulsory units and two optional units.

Compulsory Units:

R081: Pre-production skills

R082: Creating digital graphics

Optional Units

R083: Creating 2D and 3D digital characters

R084: Storytelling with a comic strip

R085: Creating a multipage website

R086: Creating a digital animation

R087: Creating interactive multimedia products

R088: Creating a digital sound sequence

R089: Creating a digital video sequence

R090: Digital photography

R091: Designing a game concept

R092: Developing digital games

The grades are awarded at Pass, Merit, Distinction and Distinction\*.

### **Assessment**

75% of the work is internally assessed portfolio based work. There is an externally assessed test which is 25% of the qualification. This can be re-sat and does not have to be done at the end of the course.

Possible careers:

- Animator
- Broadcast Engineer
- Screenwriter,

- Photographer
- Film Maker
- Set Designer
- Media Researcher
- Audio-Visual Technician
- Studio Sound
- Engineering
- Editor
- Advertising Executive

### **What is the difference between Creative iMedia and Computing?**

Computing refers to the processes used to create usable computer programs and applications together with all theory behind those processes, digging deeper into the computer and getting a more in depth understanding of how the computer works computers.

Creative iMedia is about the process of producing a product following a brief to give context to the projects allowing them to see what it would be like to produce this in real life.

**Exam board: OCR**

**Contact details: Mr Ladbury**



## MUSIC GCSE

### Introduction:

GCSE is a popular option choice at BCCS and students choose the subject from a range of musical backgrounds. There is a large coursework element and students must be prepared to be organised and work on coursework outside of the lesson where appropriate. It is highly recommended that students either have instrumental lessons or can play or sing a piece of music confidently all the way through. While it is not essential that students read music at the start of the course and element of reading music is involved in the exam so students have to be willing to learn.

### Aims of the Course:

- Enable students to engage actively in the study of music, both theoretical and practical
- Develop and challenge musical skills and interests, including the ability to make music individually and in groups
- Enable and inspire students to be able to develop a more advanced and personal compositional style
- Enable students to understand and appreciate a range of different kinds of music
- Develop broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation

### Course Details:

UNIT	Percentage of course	Details
1 Performing	30% of the GCSE (coursework)  Recorded throughout the course with a final recital concert in the spring term of year 11	Students perform a solo and an ensemble performance on any instrument and in any style. The pieces must be different and must total four minutes in length.  It is assessed on technique, expression and interpretation, accuracy and fluency.  Marks are scaled upon the difficulty of the piece chosen for assessment.
2 Composition	30% of the GCSE (coursework)  Compositions are completed during the course and are submitted in the spring term of year 11	Students follow a course in 'how to compose' at the start of year 10. <i>Sibelius</i> and <i>Cubase</i> software are used to support this coursework.  Composition One: a free composition Composition Two: a composition to a brief set by the exam board (linked to the area of study)

3 Appraising	40% Written exam (1 hour 45 minutes)	<p>An examination in two sections.</p> <p><u>Section A</u> Six questions on 12 set works studied during the course. These are a collection of classical, pop and world music pieces.</p> <p>One dictation exercise (writing out music from ear) One question on an unfamiliar piece (score given)</p> <p><u>Section B</u> An essay comparing two pieces of music, one set work and one unknown. Scores are given and extracts are played.</p> <p>The set works can be found in the specification on the Edexcel website</p>
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### **Commitment:**

Most resources will be supplied by the class teacher and kept in a ring binder which students will need to bring to the start of the course. Books will be provided for notes and classwork. Students are expected to provide their own anthology of music and details are given at the start of the course. We will use some specific textbooks written for the course and a number of key websites. Homework is set weekly to support the written aspect of the course.

While having instrumental lessons is not essential to this course, students will be expected to rehearse an instrument or voice regularly for their performing coursework. In order to be successful students should be able to play or sing a one minute piece of music fluently and being roughly grade 2/3 is usually a good starting point.

While there are practical components to the course, there are essay based questions in the listening part of the exam. Good organisation is key in this aspect of the course as is a willingness to listen and respond to a wide range of musical styles.

It is expected that all GCSE candidates are active members of at least one school ensemble and it is strongly suggested that all will sing in at least one of the school choirs.

**Exam Board**     Edexcel 1MU0

**Contact details:** Mrs Gleed





## PHYSICAL EDUCATION GCSE



GCSE Physical Education provides students with the knowledge and understanding of what it takes to be an elite athlete, the aspects that make up a healthy lifestyle, and enables them to make informed choices about their own physical development. Students will be assessed via two exams at the end of the second year, through practical performance in three sports, and through one piece of written coursework

### Aims of the Course:

Students will take a holistic look at sport and its effects on the body and impact in society. They will study anatomy and physiology, sports psychology, principles of training, and much more. All of these will be applied to themselves, elite athletes and performance in sport. They then learn how to analyse and evaluate performance and suggest effective plans for improvement.

### Course Details:

Paper 1: The human body and movement in physical activity and sport
<b>What's assessed</b> <ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Movement analysis</li> <li>• Physical training</li> <li>• Use of data</li> </ul>
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• 78 marks</li> <li>• 30% of GCSE</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>• Answer all questions.</li> <li>• A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.</li> </ul>
Paper 2: Socio-cultural influences and well-being in physical activity and sport
<b>What's assessed</b> <ul style="list-style-type: none"> <li>• Sports psychology</li> <li>• Socio-cultural influences</li> <li>• Health, fitness and well-being</li> <li>• Use of data</li> </ul>
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• 78 marks</li> <li>• 30% of GCSE</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>• Answer all questions.</li> <li>• A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.</li> </ul>

Non-exam assessment: Practical performance in physical activity and sport
<b>What's assessed</b> <ul style="list-style-type: none"> <li>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).</li> <li>Analysis and evaluation of performance to bring about improvement in one activity.</li> </ul>
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Assessed by teachers</li> <li>Moderated by AQA</li> <li>100 marks</li> <li>40% of GCSE</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).</li> <li>Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.</li> </ul>

### **Commitment:**

Pupils must be competent in at least **three** sports and be able to perform these at a high level. Out of the three sports, one must be a team sport, and one an individual sport. There will need to be a considerable commitment to spend time outside of school to develop these sports to improve them, possibly recording these to use as evidence for your assessment.

Sports available for assessment in:

#### Individual sports

Amateur boxing	Swimming
Athletics	Table tennis
Badminton	Tennis
Canoeing/kayaking (slalom)	Trampolining
Canoeing/kayaking (sprint)	
Cycling (track or road only)	
Dance	
Diving	
Golf	
Gymnastics (artistic)	
Equestrian	
Rock climbing	
Sculling	
Skiing	
Snowboarding	
Squash	

#### Team sports

Association Football	Table Tennis doubles
Badminton double	Tennis doubles
Basketball	Volleyball
Camogie	
Cricket	
Dance	
Gaelic Football	
Handball	
Hockey	
Hurling	
Lacrosse	
Netball	
Rowing	
Rugby League	
Rugby Union	
Squash	

### **Possible careers:**

- |                              |                           |            |
|------------------------------|---------------------------|------------|
| - Physiotherapy              | - Sports management       | - Teaching |
| - Sport and Exercise Science | - Strength & Conditioning |            |
| - Biomechanics analysis      | - Coaching                | - Leisure  |

### **Exam Board      AQA**

**Contact details:** Mr E Welch

[ewelch@bristolcathedral.org.uk](mailto:ewelch@bristolcathedral.org.uk)



## RELIGIOUS STUDIES: PHILOSOPHY AND ETHICS GCSE

### Introduction

As part of the RS: Philosophy and Ethics course, you will have the opportunity to develop your knowledge, skills and understanding of philosophical questions such as: Is there a God? Where did the world come from? What happens after death? We will be debating ethical issues such as the use of animals in scientific research, the morality of war and human sexuality. In examining these issues, we will be investigating many different viewpoints, as well as our own. This will include religious views, with a focus on the Muslim and Christian perspectives.



### Aims of the Course:

Through the study of the topics below, you will be encouraged to develop essential skills involved with debating and discussion techniques, empathy, essay structure, leadership and teamwork. The course asks you to examine all issues from many different viewpoints, which is critical to the kind of analytical thinking that colleges and universities demand. These skills will also be invaluable in the world of work.

### Course Details:

The course is made up of two units:

#### **1. Religion and Ethics: Christianity**

- **Beliefs:** *God, The Trinity, Good and Evil*
- **Marriage and the Family:** *Sex, Marriage, Homosexuality, Gender*
- **Living the Religious Life:** *Worship, Prayer, Pilgrimage, Festivals*
- **Matters of Life and Death:** *Science, Abortion, Environment*

#### **2. Religion, Peace and Conflict: Islam**

- **Beliefs:** *Allah, Prophethood, Holy books, Angels, Life after Death*
- **Crime and Punishment:** *Justice, Good and Evil, Death Penalty*
- **Living the Religious Life:** *10 Obligatory Acts, 5 Pillars, Festivals*
- **Peace and Conflict:** *Conflict, Pacifism, Just War*

***Each unit equals 50% of the GCSE.***

***Each unit is externally assessed at the end of year 11. Students will sit two exams, each lasting 1 hour 45 minutes.***

**What you can expect from us:**

You will have five lessons per fortnight from a qualified and passionate Religion, Ethics and Philosophy specialist, who will work hard to make sure your lessons are engaging and will certainly cover everything you need to succeed in your Edexcel RS: Philosophy and Ethics exam.

You will receive feedback on your work, in order to ensure you know how to improve and progress. This feedback is vital if you are to achieve your potential, so make sure you value it and use it to inform your next piece of work.



You will have the resources, including various text books, and IT, to help you gain the knowledge that you need to succeed. You will also be surrounded by fellow philosophers, who are often the greatest resource of all!

**Commitment:**



The exam demands a certain amount of extended writing and all exams take place at the end of two years, so revision is a key skill; one that we can help you with. You will be expected to come to lessons with an open mind and a willingness to put in all the effort you can. If a lesson is missed for whatever reason, it will be your responsibility to catch up on that work, or to seek the help of your teacher. Most importantly you will be expected to listen and learn from your fellow philosophers and your teacher.

**Possible careers:**

- Law
- Journalism
- Politics
- Social Work
- Education
- Writing
- Business

**Exam Board: Pearson Edexcel**

**Course code: 1RB0**

**Contact details:** Mr Edwards  
pedwards@bristolcathedral.org.uk

## **Contacts:**

Subject Teachers and Leaders by email

House Leaders:

Deans	Mr Frost	jfrost@bristolcathedral.org.uk
Priors	Mr Murphy	kmurphy@bristolcathedral.org.uk
Abbots	Mr Gilbert	dgilbert@bristolcathedral.org.uk
Canons	Mrs Saunders	msaunders@bristolcathedral.org.uk
Bishops	Ms Wright	mwright@bristolcathedral.org.uk
Mr Bugler	Vice Principal	dbugler@bristolcathedral.org.uk
Mr Gunn	Assistant Principal	mgunn@bristolcathedral.org.uk

## **Process**

Please use the following Google Form link to complete your Year 10 Option choices. If you decide to change a subject you will need to speak to your tutor first to discuss reasons and then email Mr Bugler.

If you do not provide a second option when requested you are more likely to have a reduced choice due to subjects being full.

A reminder that many students should be looking to take EBacc subjects; French/German, History/Geography as well as two other options.

Option Form: <https://forms.gle/WXwS1nFPypqSPi8C6>

This link will be emailed to you and can also be found on the VLE under Year Group Information Year 9.