



BRISTOL CATHEDRAL  
CHOIR SCHOOL

# OPTIONS FOR YEAR 10

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**2023-2025**



# KEY STAGE 4 CHOICES FOR SEPTEMBER 2023

## Message to our students

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. 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)**

Students began studying for their Science GCSEs at the start of year 9. There are two pathways that students may follow dependent on ability and motivation, as demonstrated in KS3 and in their end of year 9 exam. At this point in year 9, all students are studying the content for the Separate Science pathway. Their end of year 9 Science exam is very important and will determine whether they continue on the Separate Science or Combined Science pathway in their Science curriculum time.

**Separate Science (SS)**

- Students work towards 3 separate GCSEs
- Each GCSE has 2 exams, worth 50% of the GCSE, 1h45 each (6 exams in total)
- 28 Required practicals (developing practical skills which are assessed in their exams)
- Graded on 9 to 1 scale
- Curriculum time: 9h/fortnight

**Combined Science (CS)**

- Students work towards 2 GCSEs in Science
- 6 exams in total contribute to the combined science grade. Scores on all papers are combined so each exam is worth 16.7% of the overall grade. Exams are 1h15 each.
- 21 Required practicals (developing practical skills which are assessed in their exams)
- Graded on 9-9 to 1-1 scale
- Curriculum time: 9h/fortnight

### Tiers in Science

Students can be entered for Foundation or Higher tier exams in 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 for SS and 5-5 for CS. Therefore the foundation paper is appropriate for students aiming for up to 5 (SS) or 5-5 (CS). The maximum grade available on the higher tier paper is 9 (SS) or 9-9 (CS) and the minimum is 4 (SS) or 4-4 (CS). Students not achieving a 4 or 4-4 would receive 'Ungraded' on the Higher paper. Therefore the Higher tier paper is suitable for students aiming for 6 and above (SS) or 6-5 and above (CS).

- **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.

- **Double PE**

Provides an opportunity for students to benefit from being physically active in a range of sporting and physical activities. The students follow a tailored curriculum, with the focus on engagement, fun and enhancing their physical capabilities and knowledge in two or three sports.

### Year 10 Option Subjects (offered for September 2023 - subject to demand)

Art & Design: Fine Art	AQA GCSE	page 6
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Drama	AQA GCSE	page 17

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Geography	AQA GCSE	page 22
History	Edexcel GCSE	page 24
ICT Creative iMedia OCR	OCR Cambridge National	page 26
Music	Edexcel GCSE	page 28
Physical Education	AQA GCSE	page 30
Physical Education	CNAT	page 32
Religious Studies	Edexcel GCSE	page 34

### 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 back up 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.

Furthermore pupils taking EBacc subjects at GCSE are more likely to take A-levels in “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
- GCSE Physical Education *or* PE Cambridge National

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	Business Studies	Geography	French
French	History	History	Geography
Citizenship Studies	3D Design	PE GCSE	Art: Textiles
Computer Science	German	German	Art:Graphics
History	Music	Religious Studies	Citizenship Studies
Music	Religious Studies	Fine Art	PE CNAT
ASDAN (as directed)	Drama	Business Studies	ICT iMedia*
Literacy Support (as directed)	Numeracy Support (as directed)	Literacy Support (as directed)	Science support (as directed)

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:

ASDAN as directed

Numeracy Support as directed

Literacy Support as directed

Science 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**

January 2023

Pupils are being assessed so that their next report can indicate progress and projected GCSE grades.

### **Year 9 Assemblies**

January/February 2023

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

### **Year 9 Information Evening**

Wednesday 18<sup>th</sup> January 2023

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 26<sup>th</sup> January 2023

There will be the opportunity to discuss progress and choices.

### **Year 9 Drop Down Day**

Tuesday 31st January 2023

Students will have the opportunity to find out more about the new subjects being offered at GCSE.

### **Choices Deadline**

**Wednesday 22nd February 2023**

This is the deadline for completing the google form, a link to this can be found [here](#) or on the school website under the parent/carer page, Year 9 Options. The options form will open on 1st February, after the Year 9 drop down day.

Tutors and key staff 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. Please note: It is **not** possible to study more than one of these choices as the coursework demand is too 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 your own source photographs and develop digital manipulation 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
- constructed textiles

- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors

You may explore overlapping areas and combinations of areas and 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 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 the 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 is followed by

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



Controlled Assessment – set externally, 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 Walmsley**

## **GCSE Three Dimensional Design - Art and design**

(This has replaced the D&T option)

Please note: It is **not** possible to study Three Dimensional Design alongside an Art and Design choice as the coursework demand is too heavy.

### **Introduction:**

Three dimensional design will allow students to develop their knowledge, skills and understanding of designing and making. Students will produce a creative sketchbook where they will demonstrate their research, analysis and design skills through sketches, technical drawing and photography of models. During the course students will have the opportunity to use a range of tools and machinery including the laser cutter, plotter, 3d printer as well as a variety of hand tools.

The 3D Design GCSE course offers students opportunities to produce practical and contextually linked work in the following areas;

- product design
- architectural design
- jewellery and body adornment
- interior design
- environmental/landscape/garden design
- exhibition design
- 3D digital design
- designs for theatre, film and television.

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

Students will have the opportunity to practice;

- model making
- constructing
- surface treatment
- assembling

During the course students complete at least 2 projects; each introduces different aspects of designing, creating & making with card, CAD, woods and plastics.

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

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

A Candidate portfolio (usually in the form of sketchbooks or powerpoint and final outcomes) selected from work undertaken during the 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. 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 this design course?**

- You should have a desire to design, create & make
- 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 designed and assembled.
- Independence in how you approach your learning and organisation of your learning.

The course is stimulating and challenging and involves 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 this course means 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.**

**Possible Careers:**

Product Design, architecture, set design, interior design, model maker, jewellery designer, car designer.

**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 Nevins**

## **ASDAN: Personal Development Programmes - Bronze, Silver and Gold**

### **Introduction:**

ASDAN qualifications offer a unique and engaging way to learn. This is an opportunity to develop skills such as teamwork, communication, problem solving and independent learning.

The course offers students the chance to gain many new experiences and sets relevant **challenges for them to complete throughout the year. Outcomes of the course include** increased confidence and interest in the world.

### **Course details:**

The three pillars of our BCCS ASDAN course are curiosity, creativity and adventure.

Outdoor education is a significant part of the course along with gaining new skills and engaging with new cultural experiences.

There are three certificate opportunities each requiring an accumulation of 6 credits – i.e. Bronze – 6 credits, Silver 12, Gold 18. The credits are gained through the completion of challenges, tasks and projects linked to each module.

The module titles are

- My Community
- Sport & Leisure
- Independent Living
- My Environment
- Number Handling
- Communication
- World of Work
- Beliefs & Values
- The Wider World
- Expressive Arts
- Combined Students
- Science & Technology
- Health & Wellbeing

### **How will it be assessed?**

The Personal Development Programmes (PDP) feature 12 modules. Students must work from their own student book and compile a portfolio of evidence to demonstrate their achievements.

Students are expected to plan and review their work, explaining how they have developed their skills in six areas: Ability to learn; Teamwork; Problem solving, IT skills; Literacy; and Numeracy. There are pro forma recording documents (Skills Sheets) to guide them.

For further information visit -

<https://www.asdan.org.uk/personal-development-programmes/>

# 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 & 45 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 & 45 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:

- Computer Technicians
- Software Development
- Programming
- Software Design
- Any field requiring problem solvers!

**Course Details:**

On this course, you will study two 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

**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 J277**

**Contact Details: Mr Ladbury**

# CITIZENSHIP STUDIES GCSE

## Introduction:

Why are the USA and North Korea so opposed to each other? Has Brexit affected the UK? 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 the 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 citizens can bring about political change.

### **Theme 4 – Active Citizenship**

Whilst the three content-based themes enable students to develop their citizenship knowledge base, this theme is developed around the overarching principle of how citizens can try to make a difference in society. 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.

This approach is further enhanced through the second question on the Active citizenship section of Paper 1 where students are required to independently undertake a group investigation into a citizenship issue of their choice which involves research, action and reflection. These two mutually linked elements enable students to understand and assess the actions of others and draw upon others' experiences when undertaking their own investigation.

### **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 that requires 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**

**Mrs Hicks-Beresford** ([thicksberesford@bristolcathedral.org.uk](mailto:thicksberesford@bristolcathedral.org.uk))

# 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 and evaluative 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 written coursework portfolio)
3. Texts in practice (practical exam)

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 scripted play (you may take on the role of performer or designer). You have choice of the play although your teacher will direct you towards a performance best suited to your skills.

**Coursework** elements – internally assessed:

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

- A devised performance which is entirely unique and created by your group AND a devising log. The written coursework details the process of creating devised drama. You may take on the role of performer or designer.

### **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. You will also visit the theatre outside of school times at least twice a year.

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

**Contact details:** Mrs K Rowsell

## MODERN FOREIGN LANGUAGES GCSE



### Introduction:

At BCCS we offer GCSE French and German. Students are welcome to opt for whichever language they have chosen during KS3, 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 a German trip 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:**

<https://www.aqa.org.uk/subjects/languages/gcse/german-8668>

**Course 8658 AQA GCSE French:**

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658>

**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 in 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
- Armed Forces

**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, 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 increasing 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
- Essay 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 Geography course covers 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 to 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, Food Resources)

**The above units are examined through a mix of maths and map skills as well as extended paragraph and essay style answers.**

**Unit 3 - Geographical Applications** – 1hr 15 written paper (30%) split into two parts, **A** - Issues and **B** Fieldwork Questions

**SECTION A** : Issue evaluation (from pre released issue 12 weeks before exam) 30% written paper.

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. The paper consists of extended answers and a decision making essay.

**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. This section tests students ability to interpret field data and write short essays analysing their own fieldwork collection.

**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 the River Holford. The fieldwork pieces will be written up as class projects.

**Commitment:**

Geography is a literacy based subject which will require you to read, write in class (note taking and during tasks) and independently read around the subject. It demands evaluative and analytical assessment to be conveyed in essay formats. The exams are pacy, written at one mark a minute with 88 marks per paper. There is no coursework so this is a 100% written examination. Geographic skills (maths) will make up 15% of GCSE marks at Maths grade 5 equivalent. There are **three** written examination papers all of which are examined at the end of year 11. The course includes two off-site field days examined in paper 3. The field-days are compulsory.

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

Course specification

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance>

Subject content

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

Revision guide (Amazon)

<https://www.amazon.co.uk/GCSE-9-1-Geography-Revision-Guide/dp/0198423462>

**Exam Board:** AQA, specification 2016

**Contact details:** Ms Edwards [ledwards2@bristolcathedral.org.uk](mailto:ledwards2@bristolcathedral.org.uk)



# HISTORY

## **Introduction:**

Learning about past events and the people who have influenced history will allow you to understand what has shaped today's world and how it will continue to develop. Apart from studying a wide range of exciting historic periods, you will 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 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.
- 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. The topics we study are:

- Thematic Study - Migrants in Britain, c850-Present.  
*This unit looks at the reasons for migration to Britain, the experience of different migrant groups and their impact on Britain. Students will study a range of different migrant groups including migrants from Ireland, Europe, Africa, the British Empire, and the Caribbean.*
- Historic Environment Study - Notting Hill, c1948-c1970  
*Through this case study into migration to Britain, Students will look specifically at Caribbean migration post World War II, including lessons on the influence and contributions of Caribbean cultures, the Notting Hill Riots, Black activism and the development of the Notting Hill Carnival.*
- Period Study - Conflict in the Middle East, 1945-95  
*This unit looks at how conflict in the Middle East has evolved from the birth of Israel, conflict 1964-73 including events such as the Six Day War and the Yom Kippur War, to attempts at a solution, 1974-95.*
- British Depth Study - Early Elizabethan England, 1558-88  
*This unit looks at the challenges that Elizabeth faced on accession, her religious 'settlement', challenges she faced both at home and abroad and Elizabethan society in the Age of Exploration.*



- Modern Depth Study - The USA, 1954-75: conflict at home and abroad

*This unit has two key parts, looking first at the development of the civil rights movement and then at US involvement in the Vietnam War and reactions to US involvement.*



These five topics are assessed in three exam papers:

**Paper One: Migrants in Britain and Notting Hill**

- 30% of the GCSE with 52 marks available in total.
- There are 16 marks for the Historic Environment and 36 marks for the Thematic Study (including 4 marks for SPaG).
- Students are assessed on their knowledge and understanding alongside their analysis of historical concepts, including their ability to evaluate contemporary sources.
- 1 hour and 15 minute paper.

**Paper Two: Conflict in the Middle East and Early Elizabethan England**

- 40% of the GCSE with 64 marks available in total.
- There are 32 marks for the Period Study and 36 marks for the British Depth Study (including 4 marks for SPaG).
- Students are assessed on their knowledge and understanding alongside their analysis of historical concepts.
- 1 hour and 45 minute paper.

**Paper Three: The USA, 1954-75: conflict at home and abroad**

- 30% of the GCSE with 52 marks available in total (including 4 marks for SPaG).
- Students are assessed on their knowledge and understanding alongside their analysis of historical concepts, including their ability to evaluate contemporary sources and to assess historical interpretations.
- 1 hour and 20 minute paper.

**Possible Future Career Paths:**

Historian	Law	Civil Service	Politics
Journalism	Teaching	Jobs requiring research	Fields requiring analytical skills

**Commitment:**

History is a subject which demands high analytical skills and the ability to write extended answers. 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 in a mature and sophisticated manner.

**Exam Board:** Pearson/Edexcel (Course code 1HI0)

**Contact:** Ms E Youngs [eyoungs@bristolcathedral.org.uk](mailto:eyoungs@bristolcathedral.org.uk)

## 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 who choose the subject come 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 encouraged 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/vocal 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 at the start of year 10.

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 both physically and mentally, the different 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
<p><b>What's assessed</b></p> <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>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• 78 marks</li> <li>• 30% of GCSE</li> </ul>
<p><b>Questions</b></p> <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
<p><b>What's assessed</b></p> <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>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• 78 marks</li> <li>• 30% of GCSE</li> </ul>
<p><b>Questions</b></p> <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**

**What's assessed**

- 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).
- Analysis and evaluation of performance to bring about improvement in one activity.

**How it's assessed**

- Assessed by teachers
- Moderated by AQA
- 100 marks
- 40% of GCSE

**Questions**

- For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).
- Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

**Commitment:**

Pupils must be competent in at least **three** sports and be able to perform these to a good 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

Team sports

Amateur boxing	Swimming	Association Football	Table Tennis doubles
Athletics	Table tennis	Badminton double	Tennis doubles
Badminton	Tennis	Basketball	Volleyball
Canoeing/kayaking (slalom)	Trampolineing	Camogie	
Canoeing/kayaking (sprint)		Cricket	
Cycling (track or road only)		Dance	
Dance		Gaelic Football	
Diving		Handball	
Golf		Hockey	
Gymnastics (artistic)		Hurling	
Equestrian		Lacrosse	
Rock climbing		Netball	
Sculling		Rowing	
Skiing		Rugby League	
Snowboarding		Rugby Union	
Squash		Squash	

**Possible careers:**

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

**Exam Board AQA**

**Contact details: Mr E Welch**

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



## PHYSICAL EDUCATION: Cambridge National in Sport Studies

Cambridge Nationals in Sport Studies offer learners the opportunity to understand and apply the fundamental principles and concepts of Sport Studies. Students will develop learning and practical skills that can be applied to real-life contexts and work situations. Students are encouraged to think creatively, innovatively, analytically, logically and critically. This course develops students independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely

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

Sport is a key theme in most areas of both education and health policy. The need for people to lead healthy and active rather than sedentary lifestyles is increasingly prominent in respect of government initiatives, and this is reflected in the school curriculum, where physical education and sport remains core; these qualifications seek to build upon this provision at key stages 3 and 4.

Students on this course will understand that sports performance goes far beyond just the simple physical activity of sport. Sport Studies offers learners the chance to develop different types of skills through largely practical means; communication, problem solving, team working, evaluation and analysis, performing under pressure, and formulating written findings from practical investigation are all transferable skills which can be learned and assessed through this qualification and utilised in many other educational and employment settings.

### **Course Details:**

Three units covered over two years. Two of these units are coursework/practical based, one is assessed through an exam. At the end of the course students will receive a level 1 or 2 grade: Pass, Merit, Distinction, which are equivalent to GCSEs, and accepted by 6th form providers.

<b>Unit 1: Contemporary issues in sport</b>	Exam
<b>Unit 2: Performance and leadership in sports activities</b>	Coursework/ Practical
<b>Unit 3: Sports and the media</b>	Coursework

### **What you can expect from us:**

You will have five lessons per fortnight from a qualified and passionate PE specialist, who will work hard to make sure your lessons are engaging and will certainly cover everything you need to succeed in your Sport Studies course.

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.

**Commitment:**

You will complete 8 pieces of coursework over the two year course. You will be expected to participate in 2 sports (one during school and one outside of school). You will be expected to plan and lead an activity session to your peers. You will revise for and complete an exam in January in the second year. You will meet deadlines regularly and spend time at home completing your work. Your ability to do this is fundamental to you getting a good grade. You will receive feedback and make improvements on your coursework as required. You will need to be focused, hardworking and committed through the whole course.

**Exam Board**           OCR

**Contact:**               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

Mr Murphy	Head of Year 9	<a href="mailto:kmurphy@bristolcathedral.org.uk">kmurphy@bristolcathedral.org.uk</a>
Mr Lawrence	Pastoral Support Y9	<a href="mailto:tlawrence@bristolcathedral.org.uk">tlawrence@bristolcathedral.org.uk</a>
Mr Nicholls	Assistant Head	<a href="mailto:anicholls@bristolcathedral.org.uk">anicholls@bristolcathedral.org.uk</a>
Ms Messinger	Deputy Head	<a href="mailto:emessinger@bristolcathedral.org.uk">emessinger@bristolcathedral.org.uk</a>
Mr Mann	Careers & Employability Lead	<a href="mailto:pmann@bristolcathedral.org.uk">pmann@bristolcathedral.org.uk</a>

## **Process**

Please use the following Google Form link to complete your Year 10 Option choices. If you decide to change a subject before the closing date of 22nd February, you will be able to amend your subjects online. If you decide to make a change after the form has closed you will need to speak to your tutor first to discuss reasons and then email Mr Nicholls.

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

Option Form: [GCSE Subject Options Choices](#)  
[2023](#)