

# **BISHOP STOPFORD'S SCHOOL**



## **GCSE Subject Choices 2017**

# GCSE SUBJECT CHOICES 2017

## INTRODUCTION

The purpose of this booklet is to give Year 8 students and their parents details of the courses available at Bishop Stopford's School during Key Stage 4 (Years 9,10 and 11).

Please read the information contained in this document and retain it for future reference.

Under the National Curriculum, students are entitled to follow a broad and balanced curriculum, taking courses in English, Mathematics, Science, PE, and Religious Studies. At Bishop Stopford's, students are able to follow courses in all these core subjects, but, have some choice of courses making up the rest of their curriculum.

## HELP IN MAKING SUBJECT CHOICES

The School will be holding a **GCSE Subject Information Evening on Wednesday 1<sup>st</sup> February at 5.00 pm**. This evening will provide both parents and students with the opportunity of obtaining further information on individual subjects as well as finding out more about the process of how choices should be made. Information and advice about making choices is also given to students within the Year 9 tutorial programme and through individual subjects.

Ms Tagauly, the Careers Guidance and Support Co-ordinator, can be consulted about the wide range of careers available to school leavers. Students who are uncertain as to their capabilities in a subject are encouraged to seek the advice of their subject teacher. They should also discuss their choices fully with their form tutors.

Students should not be swayed in their choices, either by their friends' option choices or because of a particular subject teacher. Teaching groups are reorganised at the start of Year 9, and it is likely that students will be taught by different subject teachers from those who are teaching them this year. Instead, it is important that students choose subjects according to their interests, capabilities and possible future career options.

Once Key Stage 4 courses have started it becomes increasingly difficult for students to change subjects, because the amounts of work which have to be caught up are substantial. Consequently, it is important for students to try to get their choices right for the start of Year 9.

## EXAMINATIONS AND ASSESSMENT

In Key Stage 4 courses, there is considerable emphasis on practical and written tasks. Assessment arrangements vary for different subjects.

GCSE courses are designed to demand more of able candidates. Consequently, students will not necessarily all do the same examinations. In some subjects there are different tiers of examination papers to enable pupils of all abilities to show what they understand, know and can do. Where this is the case, students will be entered for papers which, on the basis of their level of achievement, are at the most appropriate level.

Students sit trial GCSE examinations at set points throughout KS4. Actual GCSE examinations usually take place between the third week in May and the third week in June.

## **HOMEWORK**



If students are to be successful in their chosen courses, they must be prepared to do work at home. Indeed, the national guideline is that at Key Stage 4 students should be actively studying away from school for up to 2 - 2½ hours a night, 5 days a week.

In addition to formal, set homework tasks, students should keep up to date with work in their various subjects, and learn/revise the work completed in lessons. The internet can be used to find further information on topics studied within subjects; it also offers revision strategies and practice questions.

Staff will ensure that students have adequate opportunities to complete project work on time. Difficulties can arise, however, if students fail to organise their work on a proper basis. It is most important, therefore, that students plan their work at home in order to spread their work-load and meet deadlines at various stages of their courses.

## **THE SIXTH FORM**

A large number of students stay on into the Sixth Form each year. To qualify for entry onto Advanced Level courses students need to achieve the equivalent of at least five GCSE passes at Grades 9 to 6, including a grade 6 in both Maths and English, although particular grades are needed for certain subjects. Other sixth form courses have lower GCSE grade requirements.

Students wishing to join the Sixth Form will need to show themselves to be co-operative and willing to learn, as post-16 courses require a great deal of hard work and commitment.

The vast majority of students completing the two year sixth form courses in the School go on to Higher Education. Parents and students wishing to discuss subject requirements for sixth form courses or eventual university or college entrance may wish to speak to Mrs James.

# CORE SUBJECTS

## ENGLISH: DUAL CERTIFICATION



### ENGLISH LANGUAGE

#### Edexcel: Specification No. 1EN0

The GCSE English Language course is taught over two years and is assessed as two separate units. Unit 1 tests candidates' ability to explore and produce creative texts and develops skills in the analysis and evaluation of 19th-century fiction extracts. It consists of an external examination worth 40% of the course's total grade.

Unit 2 tests candidates' ability to explore a range of 20th- and 21st-century non-fiction texts (including literary non-fiction), and develops transactional writing skills for a variety of forms, purposes and audiences. This also consists of an external examination and is worth 60% of the total grade for English Language.

There is also a Spoken Language unit, assessing students' speaking and listening skills, which is assessed separately to the English Language GCSE.

### ENGLISH LITERATURE

#### Edexcel: Specification No. 1ET0

The GCSE English Literature course is also taught over two years. It consists of two assessed units.

Unit 1 consists of a 1 hour 45 minute examination (worth 50% of the GCSE grade) which tests candidates' knowledge of Shakespeare and a post-1914 British play or novel. Students will develop skills to analyse how the language, form, structure and context of texts can create meanings and effects.

Unit 2 consists of a 2 hour 15 minute exam (also worth 50% of the GCSE grade) which tests students' knowledge of a 19<sup>th</sup> Century novel, poetry we have studied in class and unseen poetry.

## GAMES AND PHYSICAL EDUCATION

In Years 10 and 11 students will be able to extend their skills and tactics largely through opportunities to play recognised games and participate in athletic activities.



The students will also be able to experience a wide choice of activities in the Sports Hall which will include sports such as table tennis, badminton, volleyball, trampolining, indoor football and hockey. The field, gymnasium and weights and fitness room continue to be used to complement the sports programme.

## **MATHEMATICS**

### **Edexcel: Specification No. 1MA1**

Students will follow the Linear Mathematics GCSE specification. Students will have one attempt at their GCSE in summer of year 11. They will sit a full GCSE exam in the summer of year 10 as an end of year exam. All content will be covered by the end of year 10. Year 11 will then be dedicated to consolidation, exam practice and revision.

This new GCSE will have more focus on making sure that every student masters the fundamentals of maths which have been identified such as areas, calculation, ratio and proportion. There is also a large emphasis on reasoning and problem solving.

The main aims of the Maths GCSE course are to:

- develop a positive attitude to mathematics.
- apply mathematics knowledge and understanding to solve problems.
- reason and communicate mathematically - precisely, logically and creatively.
- acquire a firm foundation for further study.

The most able students will also have the opportunity to prepare for an AQA Further Maths Level 2 certificate which is equivalent to a full GCSE. This carries with it the opportunity to gain a prestigious grade 9. This qualification will be of great help should the students choose to continue their studies to A-Level Maths.

## **RELIGIOUS STUDIES**



### **AQA: Specification A**

As a Church School, Religious Studies is a fundamental part of the curriculum and is a compulsory subject at Bishop Stopford's School.

Religious Studies is not just an exam subject, it is a subject for life. The aim of the course is to help students think intelligently about the issues of life and the ways religion interacts within them. Topics such as War and Peace, Existence of God, Marriage and Euthanasia will be covered.

The course has two main units

#### **Component one –**

- A study of the beliefs, teachings and practices of Christianity and Islam.

#### **Component two –**

A philosophical and ethical study of:

- Religious views on crime and punishment
- Religious views on life
- Religious views on peace and conflict
- Religious views on relationship and family

There is no coursework. Students will have one examination for each part of the course; Unit 1 and Unit 2 at the end of Year 11. Each component is worth 50% of the overall grade. The combined mark will provide the overall GCSE grade.

For students, the aim is to understand why people of faith believe, think and act as they do. You are not expected to necessarily agree. Indeed, in Religious Studies, students are encouraged to ask, question and debate. We stress critical thinking skills: no matter what your view is, you should be able to argue it well and justify it.

## **COMBINED SCIENCE**

### **Specification: AQA GCSE Combined Science: Trilogy 8464**

It is a requirement of the National Curriculum that all students study balanced science as a core subject up to the age of sixteen. Balanced science includes elements of Biology, Chemistry and Physics, and these subjects form the modules offered in both the Combined Science pathway and the Separate Sciences pathway.

All students follow a Combined Science GCSE programme. The AQA GCSE course puts particular emphasis on the practical elements of science including investigative skills and application of knowledge.

Assessment is via six 1 hour and 15 min written exam papers (two in Biology, two in Chemistry and two in Physics).

Students taking this course will complete the Combined Science GCSE in Y11.

# SUBJECT CHOICES

## INTRODUCTION

Students will be permitted to make three subject choices. Subjects are arranged in blocks that are designed to give students maximum choice. However, there will inevitably be some combinations that are not possible.

We will endeavour to organise groups to allow the maximum number of students to follow their first choice of options.

It is not possible to guarantee that students choosing a particular subject will be in the same teaching group as friends or present classmates.

Subjects will only be timetabled providing staffing permits and providing they are the choice of a sufficient number of students.

## BLOCK 1

### SEPARATE SCIENCES

#### **Specification: GCSE AQA Biology, Chemistry, Physics**

Exceptional KS4 students will be given the opportunity to complete a third GCSE award in science.

The separate sciences pathway covers the scientific content of the above Combined Science GCSE but at a greater depth and breadth, to develop procedural and technical understanding. The scheme of assessment is similar to that of the Combined Science GCSE outlined above, with six written examinations.

Students who follow the Triple award programme at this stage will have the opportunity of taking Biology, Chemistry or Physics 'A' Level subjects in the Sixth Form with a view to pursuing a career in the scientific field.

All the science examinations must be taken in June at the end of the course. There are no opportunities to take modules at other times during the year.

## HISTORY



#### **Edexcel: Specification No 1H10**

History is an extremely popular choice at GCSE level, due in part to its interesting nature and its fantastic career opportunities. It is suitable for students who love History and are up to the challenge of a very varied course that requires excellent written communication and a commitment to tricky subject matter.

The course comprises of three modules, comprising a different weighting each.

- Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Assessed through an exam worth 30% of the course - this focuses on the different medical advancements of the early and modern age

- Early Elizabethan England, 1558–88.
- Conflict in the Middle East, 1945–95.

Assessed through an exam worth 40% of the course - this focuses on an early modern British module and a global module.

- Weimar and Nazi Germany, 1918–39

Assessed through an exam worth 30% of the course – this focuses on the rise of Hitler and Nazi Germany.

There is an expectation that all students opting for History will be prepared for a subject that makes high demands on their literacy skills. The course will help improve students' literacy skills, as well as developing complex analytical and research skills whilst it will be of immense benefit whatever career they choose to pursue, careers such as Law and Teaching particularly benefit from a History background. The option is an excellent preparation for a variety of AS and A2 Level courses.

## ART

**Edexcel:** GCSE (9-1) Art and Design

### Introduction

Design equips students with the skills to enjoy, produce with the visual arts throughout their lives, and it has value as a GCSE subject. GCSE Art and Design provides opportunity for students to:



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- explore both contemporary and historical sources of art, craft and design first hand through, for example: visiting museums, galleries, art shows and fairs o experiencing audio-visual Productions, including still and moving imagery of their surroundings and environments.
- take an individual approach to their art, craft and design making
- develop the skill of selecting their best and most appropriate work for presentation.

### Content and assessment overview

The Pearson Edexcel GCSE (9–1) in Art and Design consists of two internally assessed and externally moderated components.

- Component 1: Personal Portfolio (internally set)
- Component 2: Externally Set Assignment.

### Qualification aims and objectives

This GCSE Art and Design qualification requires students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with



increasing independence

- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design. Students must complete all assessment in May/June in any single year.

## **DRAMA**



### **What is Drama at GCSE?**

Drama is a subject that is becoming increasingly valued by businesses, who feel that our young people lack the confidence at interviews, or the ability to present. Within drama you will not only study the craft of acting and theatre, you will also learn extremely valuable transferrable skills for example – collaboration, empathy, analysis, evaluation, deconstruction of a given subject and construction of performance pieces. You are able to perform but also work on production skills such as lighting, costume, sound, set/props etc.

### **You should consider this course if**

You are thinking of going into medicine, law, public relations, journalism, diplomacy, politics, social work, hospitality, tourism and leisure and of course any form of acting or jobs in the theatre.

### **Who is the course suitable for?**

The course is suitable for those students who are interested in the creation of Drama as an art form whether it be as a performer or on the technical side. Also for those who wish to demonstrate on their CV an aptitude for creativity, good presentation, language skills, confidence and team working skills.

### **You will like this course if**

You enjoy your drama lesson at the moment, you like working collaboratively with others, you like to put yourself in other people's shoes, you enjoy the process of creating drama, you like reading plays, you enjoy going to the theatre, you like exploring topical issues, you like performing!

### **Things you need to be aware of**

You will be filmed at points in the course and need to be comfortable with that, we do explore a range of themes and issues some are funny, some are moving, some are very thought provoking. You need to be prepared to think deeply about difficult

situations and support others in doing so. You need to be open minded and respect different opinions to your own. Most practical work is carried out in groups of varying sizes – you must feel comfortable working with all of your peers.

### **How do the exams run?**

#### **Component 1: Devising (\*Component code: 1DR0/01)**

Coursework 40% of the qualification – 60 marks Content overview

- Create and develop a devised piece from a stimulus (free choice for centre).
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available. Assessment overview
- AO1, AO2 and AO4 are assessed.
- Internally assessed and externally moderated.
- There are two parts to the assessment: 1) a portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks, 30 marks assessing AO1 and 15 marks assessing AO4). The portfolio submission recommendations are: - can be handwritten/typed evidence between 1500–2000 words or - can be recorded/verbal evidence between 8–10 minutes or - can be a combination of handwritten/typed evidence (between 750–1000 words) and recorded/verbal evidence (between 4–5 minutes) 2) a devised performance/design realisation (15 marks, assessing AO2).

#### **Component 2: Performance from Text (\*Component code: 1DR0/02)**

Coursework 20% of the qualification – 48 marks Content overview

- Students will either perform in and/or design for two key extracts from a performance text.
- Centre choice of performance text.
- Performer or designer routes available. Assessment overview
- AO2 is assessed.
- Externally assessed by visiting examiner.
- Centres are free to cover the performance/designing of the two key extracts in any way. This freedom caters for centres with different cohort sizes and allows them to choose group, solo and/or partner-based routes for assessment.
- Performance/design realisation covering both key extracts is worth 48 marks.
- If two separate performances are done covering two key extracts, then each performance/design realisation is worth 24 marks.

#### **Component 3: Theatre Makers in Practice (\*Paper code: 1DR0/03)**

Written examination: 1 hour 30 minutes 40% of the qualification – 60 marks Content overview

- Practical exploration and study of one complete performance text.
- Choice of eight performance texts.
- Live theatre evaluation – free choice of production.

Assessment overview

Section A: Bringing Texts to Life • 45 marks, assessing AO3.

- This section consists of one question broken into six parts (short and extended responses) based on an unseen extract from the chosen performance text.
- Performance texts are not allowed in the examination as the extracts will be provided.

Section B: Live Theatre Evaluation • 15 marks, assessing AO4.

- This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.
- Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

Should you have any further questions about the course please do not hesitate to contact me [tdorington@bishopstopfords.enfield.sch.uk](mailto:tdorington@bishopstopfords.enfield.sch.uk) I look forward to welcoming you on the course. However, please remember this course is HARD work and should not be taken as an easy option.

### **How does this course differ from BTEC Performing Arts?**

The major difference between the two courses is Drama GCSE has an exam.

Please do not consider this subject if you are work shy, or do not like working with others, there is a lot of independent learning, collaboration, focus and hard work needed for you to succeed on this course.

## **BUSINESS STUDIES (BTEC)**

### **BTEC Level 2 First Award in Business**

The Edexcel BTEC Level 1/Level 2 First Award in Business has been developed in the business sector to:

- encourage personal development of knowledge and skills relevant to the business world through practical participation in a range of vocational business activities
- give learners a wider understanding and appreciation of the broad range of business specialisms through selection of optional specialist units
- encourage learners to develop their people, communication, planning and team working skills by having the opportunity to select from optional units available in the qualification structure
- provide education and training for employees in the business sector
- give opportunities for business employees to achieve a nationally recognised level 1 or level 2 vocationally-specific qualification
- give full-time learners the opportunity to enter employment in the business sector or to progress to other vocational qualifications, such as the Edexcel BTEC Level 3 Nationals in Business
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life. The Edexcel BTEC Level 1/Level 2 First Award in Business has been designed to provide an engaging and stimulating introduction to the world of business.



The core units cover the essential knowledge and skills required in the business sector. The optional specialist units, covering branding and promotion, customer service, sales, retail business, recruitment and career development, and business support, provide your centre with the opportunity to develop assignments and activities to meet the needs of both local employers and learners. In addition to this, the qualification provides opportunities for learners to develop the communication skills needed for working in the business sector, as they progress through the course.

Edexcel BTEC Level 1/Level 2 First Award in Business			
Unit	Core units	Assessment method	GLH
1	Enterprise in the Business World	Internal	30
2	Finance for Business	External	30
	<b>Optional specialist</b>		
3	Promoting a Brand	Internal	30
4	Principles of Customer Service	Internal	30
5	Sales and Personal Selling	Internal	30
6	Introducing Retail Business	Internal	30
7	Providing Business Support	Internal	30
8	Recruitment, Selection and Employment	Internal	30

## ICT (BTEC)

### BTEC Level 1/Level 2 First Award in Information and Creative Technology



This course has been developed to:

- inspire and enthuse learners to become technology savvy – producers of technology products and systems and not just consumers
- give learners the opportunity to gain a broad understanding and knowledge of the Information Technology sector and some aspects of the creative industries e.g. electronic publishing or multimedia production.
- allow for a flexible choice of units to meet the needs of learners with different interests and inclinations
- give learners a more focused understanding of Information and Creative Technology through the selection of optional specialist units
- explore the fundamentals of technology and gain the practical skills, knowledge and understanding to design, make and review:
  - o information technology systems and products, e.g. a relational database
  - o creative technology products, e.g. a digital animation
  - o products that combine information technology and creative technology, e.g. a website
- encourage personal development, motivation and confidence, through practical participation and by giving learners responsibility for their own projects
- encourage learners to develop their people, communication, planning and team-working skills by having the opportunity to select from optional units available in the qualification structure

The Edexcel BTEC Level 1/Level 2 First Award in Information and Creative Technology is taught over 120 guided learning hours (GLH). It has core and optional specialist units. Learners must complete unit 1 and unit 3 and a choice of optional units to reach a total of 120 GLH. Unit 1 is **externally** assessed

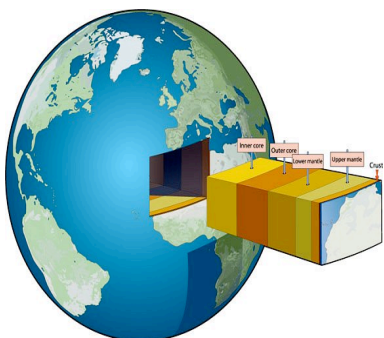
Edexcel BTEC Level 1/Level 2 First Award in Information and Creative Technology			
Unit	Core units	Assessment method	GLH
1	The Online World	External	30
3	A Digital Portfolio	Internal	30
<b>Optional specialist</b>			
4	Creating Digital Animation	Internal	30
5	Creating Digital Audio	Internal	30
6	Creating Digital Graphics	Internal	30
7	Creating Digital Video	Internal	30
9	Spreadsheet Development	Internal	30
10	Database Development	Internal	60
13	Website Development	Internal	60

## **BLOCK 2**

### **GEOGRAPHY**

#### **AQA: Specification 8035**

This new course is made up of 3 papers:



- **Paper 1: Living with the physical environment** (35% of the full course)

- 3.1.1 The challenge of natural hazards
- 3.1.2 The living world
- 3.1.3 Physical landscapes in the UK
- 3.4 Geographical skills

**1 hour 30 minute examination**

88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))

- **Paper 2: Challenges in the human environment** (35% of the full course)

- 3.2.1 Urban issues and challenges
- 3.2.2 The changing economic world
- 3.2.3 The challenge of resource management
- 3.4 Geographical skills

**1 hour 30 minute examination**

88 marks (including 3 marks for SPaG)

- **Paper 3: Geographical applications** (30% of the full course)

- 3.3.1 Issue evaluation
- 3.3.2 Field work
- 3.4 Geographical skills

## **1 hour 15 minute examination**

76 marks (including 6 marks for SPaG)

Geography is recognised as a valuable GCSE subject because of its strong skills base and its subject content. It is unique in its capacity to bridge across the humanities - science divide. For this reason geographers find careers in the scientific arena, such as meteorology, geology, hydrology, pollution control, geomorphology and cartography but can be equally successful in business & finance, banking, town planning, local government, transport management, research, teaching/lecturing, law and journalism. Many geographers today are looking towards combining with other sciences and entering the environmental field.

## **FRENCH**

### **Edexcel New Specification (2016)**



This course is offered to those students who enjoy learning about the language and culture of France. The general aim is to develop practical communication in French. We will continue to focus on the four skills of listening, speaking, reading and writing.

#### **Listening** (25% of the full course)

- A range of question formats such as multiple choice, open response and some target language questions.
- A range of authentic and interesting contexts that help to bring more of the target language culture into assessment.
- Straightforward questions in the target language designed to reduce the amount of reading comprehension required.

#### **Reading** (25% of the full course)

- A range of question formats such as multiple choice, open response and some target language questions requiring short or one word responses.
- A short translation in each tier that has been designed by teachers, trialled with learners and developed to be accessible to all abilities.
- Engaging and age-relevant texts set in the culture of the target language.

#### **Writing** (25% of the full course)

- A choice of questions for foundation and higher tier candidates that encourage spontaneity and creativity.
- Translation: short sentences at foundation that start simple and slowly increase in demand.
- Foundation paper broken into small, shorter tasks with a gradual progression in demand.

#### **Speaking** (25% of the full course)

- Task types provide scaffolding and support for foundation tier learners and allow them to use familiar and core grammatical structures.
- Mark schemes that reward candidates for their ability to produce unrehearsed and spontaneous answers.
- Contexts set in realistic scenarios to show how language is used in authentic situations.

Students will work with a variety of books and resources, including authentic materials and the Internet to improve both their understanding and fluency. There will be exams in listening, reading and writing at the end of Year 11. Speaking will be assessed in an end of year exam.

Students interested in this course should be willing and able to participate in French in lessons. Homework will be set regularly and will include written tasks, vocabulary learning and reading exercises. At the end of the course students should be able to cope in a French speaking country.

## **BUSINESS STUDIES (GCSE)**

### **Edexcel GCSE in Business Studies (1BS0)**

GCSE qualifications in business subjects should encourage to be inspired, moved and challenged by following a broad, satisfying and worthwhile course of study and gain an insight related sectors. The GCSEs should prepare students to make decisions about further learning opportunities and career



students  
coherent,  
into  
informed  
choices.

GCSE qualifications in business subjects enable students to:

- Actively engage in the study of business and economics to develop as effective and independent students and as critical and reflective thinkers with enquiring minds.
- Use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements.
- Develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.
- Appreciate the range of perspectives of different stakeholders in relation to business and economic activities.
- Consider the extent to which business and economic activity can be ethical and sustainable.

#### **Theme 1: Investigating small business (\*Paper code: 1BS0/01)**

Written examination: 1 hour and 30 minutes 50% of the qualification 90 marks

Content overview

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

The paper is divided into three sections:

Section A: 35 marks Section B: 30 marks Section C: 25 marks.

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.

#### **Theme 2: Building a business (Paper code: 1BS0/02)**

Written examination: 1 hour and 30 minutes 50% of the qualification 90 marks

Content overview

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions Assessment overview

The paper is divided into three sections:



Section A: 35 marks Section B: 30 marks Section C: 25 marks.  
The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper.

## **NUTRITION**

### **OCR (9-1) - J309**

#### **Why study GCSE Food Preparation and Nutrition?**



This course will equip you with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. You will be taught how to demonstrate and apply skills when planning, preparing and presenting a variety of food products.

The main areas include:

- Nutrition
- Food Science
- Food Preparation and Cooking
- Food Provenance and Food Choice

Upon completion of this course, you will be qualified to go on to further study, or embark on an apprenticeship or full time career in one of the biggest industries in the world - the food industry. In addition to developing skills to create new food products by adapting recipes, you will make food products that are of very high quality. You will also gain vital life skills that will enable you to feed yourself affordably and nutritiously.

#### **Assessment:**

Written Examination (50%) Food Investigation and Food Preparation (50%)

#### **Further Studies and Possible Career Opportunities**



Some of the opportunities for you to pursue your interest in this subject are pursuing:

- AS/A2 level courses
- Level 3 course in Hospitality and Catering

Some career opportunities in the food industry are chef, dietician, restaurant manager, food stylist, marketing and advertising executive, recipe developer, teacher, caterer, food technologist, food chemist, marketing and advertising executive, food photographer, nutritionist and microbiologist.

## **ENGINEERING (BTEC)**

### **BTEC Engineering**

You will have a keen interest in problem solving, design



and



how things work. This is a fantastic course if you are keen on starting a career in Engineering. The course comprises of two core units, two mandatory units and six specialist units.

#### Core units

- The Engineering World
- Investigating an engineered product

#### Mandatory units:

- Interpreting and using engineering information
- Mathematics for Engineering

#### Specialist units:

- Health and safety in engineering
- Engineering materials
- Computer aided engineering
- Machining techniques
- Electronic circuit design and construction
- Electrical and mechanical science for engineering

## **SOCIOLOGY**

### **AQA Specification**



Unit 1(41901): Studying Society: Education and Families  
(external examination 1hour and 30 minutes)

Unit 2 (41902): Crime and Deviance: Mass Media: Power: Social Inequality  
(external examination, 1 hour and 30 minutes)

Sociology is delivered by an enthusiastic team who enjoy encouraging students to question and debate what other people think about social and political issues in order to help develop informed opinion. Drawing on topical issues and personal experience students are able to study social institutions and how they operate and affect our lives.

In year 10 students will study Unit 1-Studying Society and Education and Families.

In year 11students will study Unit 2-Crime and Deviance, Mass Media, Power and Social Inequality.

The course is examined at the end of year 11 by two exams both one and a half hours long.

These areas contain important themes such as culture, identity and different types of inequality and conflict. Students assess the influence that ethnicity, class, age and gender have on opportunities and life chances.

Aims of the course are to develop a critical awareness of society and to question assumptions. Studying sociology will provide valuable personal enrichment, political literacy and a greater social insight into the world around us.

To study Sociology students need a high level of literacy as they must produce a lot of written work, some in essay form, learn new keywords and understand and evaluate theoretical content. Most importantly they also need a high level of commitment and focus. Taking a new subject at GCSE is a big decision but can be very rewarding.

## **BLOCK 3**

### **COMPUTER SCIENCE**

#### **EDEXCEL: Specification No: 1CP1**

Computer Science is now part of the English Baccalaureate and is included as one of the qualifications that count towards new school performance measures.

Our GCSE Computer Science gives students a real, in-depth understanding of how computer technology works. It offers them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

Students will develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and everyday life.

Students who want to go on to higher study and employment in the field of computer science will find that this course provides a superb stepping stone.

The aims and objectives of this qualification are to enable students to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.



and

There are three units:

- Principles of Computer Science: Written examination: 1 hour and 40 minutes  
40% of the qualification 80 marks
- Application of Computational Thinking: Written examination: 2 hours 40% of the qualification 80 marks
- Programming project: Non-examined assessment: 20 hours 20% of the qualification 60 marks (Controlled assessment)

### **HISTORY**

See previous details under subject choices Block 1

### **SPORT**



#### **AQA: Specification No 8582**

GCSE is a well established subject in the school, results obtained by previous groups have been excellent.

All students will be entered for the Full Award.



## Content

- 1. Applied anatomy and physiology
- 2. Movement analysis
- 3. Physical training
- 4. Use of data
- 5. Sports psychology
- 6. Socio-cultural influences
- 7. Health, fitness and well-being

2 x Paper theory exams worth 60% of overall grade

Paper 1- 1hr15mins 78 marks - The human body and movement in physical activity and sport (30%)

Paper 2- 1hr15mins 78 marks - Socio-cultural wellbeing and influences in physical activity (30%)

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) (30%)

Most common sports that students will work towards in school and be assessed in are:

Football; Basketball; Netball; Volleyball; Badminton; Athletics; Table Tennis and Trampolining.

Students may be assessed if they participate for a sports club outside of school, providing they meet the requirements for the specification.

Coursework- Analysis and evaluation of performance to bring about improvement in one activity (10%)

## **Edexcel BTEC Level 1/Level 2 Firsts Award in Performing Arts**

### **What is Performing Arts ?**

The course is designed as an introduction to performing arts. It is suitable for students who have an interest in performance and who wish to extend their knowledge of the performing arts, applying their own knowledge, skills and enthusiasm.

### **You should consider this course if**

If you enjoy performing, collaborating, being artistic and creative.

### **Who is the course suitable for?**

The course is suitable for students that wish to explore their own performance capabilities and keep a log in relation to same, being creative through your performance as well as the portfolios that you create.

### **Things you need to be aware of**

You will be filmed at points in the course and need to be comfortable with that, we do explore a range of themes and issues some are funny, some are moving, some are very thought provoking. You need to be prepared to think deeply about difficult situations and support others in doing so. You need to be open minded and respect different opinions to your own. Most practical work is carried out in groups of varying sizes – you must feel comfortable working with all of your peers, however, you will also need to be happy about performing on your own for the Unit 1 Showcase.

### **How do the exams run?**

The programme is made up of three units;

- Acting skills and techniques
- Devising plays
- Performing scripted plays

This course also allows students to incorporate and extend any existing experience of dance, music, lighting, sound and costume design.

Assessment leading to a final overall course grade is through a range of public performances and corresponding written portfolios completed by students during the two year course.

### **Unit Core units Assessment**

#### **1. Individual Showcase Externally Assessed**

This is an externally examined unit where the student performs 2 monologues against a theme set by the exam board, the student also has to complete a written controlled assessment under exam conditions in relation to the exam. This can be through the medium of musical theatre or acting.

#### **2. Preparation, Performance and Production Internally Assessed (Externally Moderated)**

The student creates their own theatre company and devises a performance and performs to a public audience. The student also needs to create a performance portfolio that describes the process and production of the performance.

### **Optional specialist units**

#### **3. Acting Skills Internally Assessed (Externally Moderated)**

The student attends workshops based around acting and creates a portfolio that tracks the journey taken. The student then has to perform a piece directed by the teacher.

Should you have any questions in relation to the above please do not hesitate to contact me on [tdorington@bishopstopfords.enfield.sch.uk](mailto:tdorington@bishopstopfords.enfield.sch.uk) where I would be more than happy to answer any questions you may have. Please do not consider this subject if

you are work shy, or do not like working with others, there is a lot of independent learning, collaboration, focus and hard work needed for you to succeed on this course.

## MUSIC

### EDEXCEL



#### What you will do

You will learn how to improve your performing skills and through your work in composing you will gain an insight into how music is constructed from initial ideas through to the finished product. You will also learn how to analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years or so. You will get the opportunity to record your performances and compositions in a professional recording studio.

#### How will you be assessed?

Performing 30% - you will need to play one solo piece and one ensemble piece.

Composing 30%- you will need to compose two pieces.

Listening and Appraising 40% - The Listening and appraising component is assessed through a 1 hour 45 minutes written exam.

#### Why choose the pathway

- Studying music is fun and rewarding!!
- There are lots of Job opportunity in a thriving industry
- It allows students to create work that they can be proud off
- Music helps to unlock creativity
- Builds confidence through performance
- Gives students opportunities to develop broader life skills and attributes including critical and creative thinking, aesthetic sensitivity and emotional and cultural development.

#### The future

If you enjoyed the GCSE music course then you can consider pursuing this subject at AS and A2 level or BTEC . Your listening skills will enhance the aural perception needed in language examinations. Your performing skills will give you confidence in playing to an audience- useful if you intend to pursue, for example, drama or law. In addition, you might wish to study A level Performing Arts or Music Technology.

#### Who should choose the pathway

- If you take instrumental lessons or you are a good singer. You will have to do a solo performance as part of the course as well as a group performance. GCSE course encourages you to perform music of your own choosing and in any style, as a soloist and also in a group. **To take this course, you must be able to play an instrument or sing!**
- If you are interested in learning how to compose your own music.
- **If you are doing Graded exams in your instrument you should definitely do GCSE music**

## **FRENCH**

See previous details under subject choices Block 2

**All students will follow courses in English, mathematics, science, religious studies (including citizenship), and physical education. In addition one subject must be taken from each of the subject blocks.**

All students are required to study one humanity either Geography or History. Some students may opt to study both.

All students are required to study French.

The School is planning to operate this subject choice scheme for September 2017. Subjects will only run providing there is a reasonable demand from students.

BLOCK 1	BLOCK 2	BLOCK 3
<b>SINGLE SCIENCES</b> <b>HISTORY</b> <b>ART</b> <b>DRAMA</b> <b>BUSINESS STUDIES (BTEC)</b> <b>ICT (BTEC)</b>	<b>GEOGRAPHY</b> <b>FRENCH</b> <b>BUSINESS STUDIES (GCSE)</b> <b>NUTRITION</b> <b>ENGINEERING (BTEC)</b> <b>SOCIOLOGY</b>	<b>COMPUTER SCIENCE</b> <b>HISTORY</b> <b>SPORT</b> <b>PERFORMING ARTS (BTEC)</b> <b>MUSIC</b> <b>FRENCH</b>

## NOTES

1. A Subject Information Evening for parents and students in Year 8 will be held on Wednesday 1<sup>st</sup> February at 5.00 pm.
2. The subjects listed are the ones offered at this stage. A subject will only run in any block providing staffing permits and providing there is sufficient student demand. Not all courses listed may eventually be available.
3. All students will take **at least one humanity subject**, and **French**. This is to give them the best possible chance of achieving the English Baccalaureate.

A second choice subject in an option block may be allocated in the event that it is not possible for a student to follow his or her first choice subject. Where this is the case the student will be kept fully informed. If no second choice has been indicated, students will be offered the choice of the remaining available subjects in the block.

4. Students may not take the same subject in more than one block, and may not choose:
  - Drama and Performing Arts together;
  - ICT and Computer Science together;
5. In practical, and some other subjects, the number of places in each group is limited.
6. Where subjects are oversubscribed, preference may be given to those students returning their option choice forms by the deadline of 24<sup>th</sup> November 2016, and who have demonstrated an appropriate degree of commitment to their Year 9 courses

## RETURN OF FORMS

Completed forms, signed by the student and a parent or carer, and must be returned to form teachers by **Monday 13<sup>th</sup> March 2017**.

Preference in course choices will be given to students who have demonstrated an appropriate degree of commitment in their subjects to date. Where subjects are oversubscribed, students returning properly completed subject choice forms by the deadline may be given priority.



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