

# GCSE options guide 2026–28

For students and parents in Year 9



CHEL TENHAM  
BOURN SIDE  
SCHOOL



Inspiring lives through learning

# Introduction



Hello everyone. This is an exciting time for our Year 9 students who for the first time have the opportunity to choose some of the subjects they study.

This is such an important time for them, together with you, to make sure that they make the right, aspirational choices for themselves to give them the best opportunities for their futures - whether that is in employment, at university and/or on an apprenticeship.

We hope that you find this Options Guide useful in helping to decide which four options to choose to study at GCSE, alongside the core subjects that all students will study.



I personally look forward to talking to students in assembly about their options and to meeting parents/carers at our upcoming Information Evening - both in January - see Key Dates below! At both of these events, I will explain all aspects of the process and how we as a school, will be supporting students all the way through this process.

**Mrs Lees**

**Assistant Headteacher and Transition Lead**

## Options key dates

<b>Monday 5<sup>th</sup> January</b>	Options Assembly (all of Year 9) and options advice during EFL lessons
<b>Wednesday 7<sup>th</sup> January</b>	Options Information Evening (open to parents/carers/students). Please choose to attend one of two available sessions (5.15 - 6.00pm OR 6.30pm - 7.15pm).  GCSE Options site will go live and key information emailed to parents/carers.
<b>Friday 30<sup>th</sup> January</b>	Year 9 Report 2 published
<b>Tuesday 3<sup>rd</sup> February</b>	Year 9 PTC - focusing on Options decisions
<b>Friday 6<sup>th</sup> February</b>	Options form live (open for two weeks)
<b>Monday 23<sup>rd</sup> February</b>	Options Form submission deadline (8.00am)
<b>w/c 16<sup>th</sup> June</b>	Confirmation of Options Choices (via email)

# The Process



## Core subjects + (at least) one compulsory subject

All students must study the core subjects (highlighted in blue on pages 6–15), plus at least one compulsory subject – these are listed below and marked with a star in the course information:

- (Triple) Science ★
- Computer Science ★
- History ★
- Geography ★
- A Modern Foreign Language (French, German, Mandarin, Spanish) ★

## Four options choices

We ask you to pick four subjects to study at GCSE (beyond the core subjects that all students study). You also are asked to provide some reserve choices.

We will be grouping subject choices into four option blocks – this will be clear on your form when you complete it. If your choices are not possible due to timetabling constraints, we will talk to you about alternatives.

## Considering future careers

Before you start making your choices it's a good idea to start thinking about possible careers you might like to pursue and consider all the option subjects.

If you head to the '[Careers](#)' section of our website, you can find out where to get help and guidance about option subjects required for particular career pathways.

## Choosing GCSEs and course requirements

In this guide you will find information about the core courses that you will study and the range of the optional subjects that you will select from.

Please note:

- Not all subjects lead to a GCSE qualification. Some subjects are vocational and lead to BTEC or other vocational qualifications. These subjects are equivalent to GCSE but are more practically based.
- All students, whether they study the core Combined Science GCSE, or choose Triple Science as an option, will study Biology, Chemistry and Physics. In Triple Science, each subject is studied in greater depth and assessed separately, leading to three individual GCSEs (one in Biology, one in Chemistry and one in Physics). In Combined Science, the three subjects are taught together in a more integrated way and lead to two GCSEs awarded as Combined Science.
- Astronomy and Latin are additional GCSE subjects. These lessons take place after school for 1.5 hours per week.

# Option Choices



## Core subjects at Key Stage 4 (KS4):

English (English Language)	6
English (English Literature)	8
Mathematics	10
Combined Science	12
Education 4 Life and RW	14
PE & Games (Core)	15



## Optional subjects at KS4:

3D Design	16
Business Studies (Academic)	18
Level 2 Vocational Business in Retail Business	20
<b>Computer Science</b> ★	22
Creative iMedia	24
Dance	26
Drama	28
DT: Textiles	30
Economics	32
Film Studies	34
Fine Art	36
Food Preparation and Nutrition	38
<b>French</b> ★	40
<b>Geography</b> ★	42
<b>German</b> ★	44
BTEC Health and Social Care	46
<b>History</b> ★	48
<b>Mandarin</b> ★	50
Music	52
Photography	54
Physical Education	56
DT: Product Design	58
Psychology	60
Religious Studies	62
<b>Triple Science</b> ★	64
Sociology	66
<b>Spanish</b> ★	68
BTEC Sport	70



## Additional subjects at KS4 (after school):

Astronomy	72
Latin	74



# Option Blocks\*



Block A	Block B	Block C	Block D
Choose one subject in this block:	Choose one subject in this block:	Choose one subject in this block:	Choose one subject in this block:
Art Photography Business Studies <b>Computer Science</b> Creative iMedia Dance Fine Art Foundation Learning Food Prep <b>French</b> Sport BTEC <b>Geography</b> <b>History</b> Health & Social Care Product Design <b>Triple Science</b>	Art 3D Business Studies Business Vocational Drama Economics Food Prep Sport BTEC <b>Geography</b> <b>History</b> <b>Mandarin</b> Physical Education Product Design Religious Studies Sociology <b>Spanish</b>	Business Studies Business Vocational Creative iMedia Food Prep Fine Art <b>Geography</b> <b>German</b> <b>History</b> Health & Social Care Music Religious Studies Sociology <b>Triple Science</b>	Art Photography Business Studies <b>Computer Science</b> Drama Fine Art Film Studies Sport BTEC <b>Geography</b> <b>History</b> Product Design Psychology Religious Studies <b>Spanish</b> Textiles

## Please note:

Not all combinations of subjects will be possible - you will select your child's options via the online Options Form. **The online form will go live on Friday 6th February.**

Compulsory subjects are **highlighted in gold**. You only need to pick one and this can be from any block. You can pick more than one compulsory subject (e.g. *Geography (Block A), History (Block B), German (Block C), Triple Science (Block D)*).

Questions? Please email [options@bournside.com](mailto:options@bournside.com)



\* The Options Block grid is correct at the time of publication but is subject to change until the Options Form goes live on Friday 6th February. The final option combinations for September 2026 will be shown on the online Option Form.

# English Language



## About the subject

All students complete the AQA English Language and AQA English Literature GCSE courses described on the following pages. Over the two-year course, students explore a range of challenging, high-quality fiction and non-fiction texts with the aim of developing higher-order reading, writing and critical thinking skills.

## AQA English Language GCSE

This course is designed around challenging texts from the 19th, 20th and 21st centuries. The texts are taken from a wide variety of genres and allow students to gain a broad knowledge of the stylistic features of good writing. Students explore literature texts and extended literary non-fiction, in addition to essays, reviews and quality journalism. By the end of the two-year English Language course, students will be confident in skills of critical evaluation, analysis and summary and will be able to apply their knowledge to writing effectively in a range of styles.

The specific aims of the course are for students to:

- read a wide range of texts fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- use a wide vocabulary with knowledge of grammatical and linguistic terms for reading, writing and spoken language

The course is assessed solely by a final exam of two papers testing reading and writing skills. Paper 1 and Paper 2 are equally weighted with each counting for 50% of the final GCSE.

### **Paper 1: Explorations in Creative Reading and Writing** - 50% of final grade

- *Written Exam (1 hour 45 minutes)*

**Section A:** students respond to an extract of a 20th or 21st century fiction text exploring the writer's use of narrative, structure and language features and how they are used to capture the interest of readers.

**Writing Section B:** students write their own creative fiction text, inspired by the topic in section A. This will be a choice of questions: either an image as stimulus for writing or a story scenario.

# English Language



**Paper 2: Writer's Viewpoints and Perspectives** - 50% of the final grade

**Section A:** students respond to two unseen non-fiction texts from different time periods (related by theme). One of the texts will be from the 19th century. Students analyse, synthesise and compare the writer's ideas in the texts.

**Section B:** students produce their own non-fiction text (linked by theme to texts in section A)

**Spoken Language Endorsement:** all students study speech presentation skills for the 'Spoken Language Endorsement'. This is a compulsory element of GCSE English Language and is a formal speech delivered to an audience. Students plan, prepare and deliver a formal presentation and then respond appropriately to questions from the audience. This is teacher-assessed and forms a separate, stand-alone certificate. There are three award levels for the Spoken Language Award: *Pass, Merit or Distinction*.

***The outcome of the combined GCSE English Language and GCSE English Literature course will be a certificate for each separate qualification.***

***Please also see page 8 and 9.***

# English Literature



## AQA GCSE English Literature

The Literature course is designed to give breadth of knowledge of English Literary Heritage through the study of influential authors across drama, poetry and fiction. Students explore life through the eyes of Shakespeare ('Macbeth') and a 19th-century novelist (Charles Dickens). There is also an in-depth study of a modern author (J.B. Priestley's 'An Inspector Calls'). Students explore the theme of 'Power & Conflict' through the views of a range of poets published between 1789 and the present day. The aim is to foster a life-long appreciation of literature and to equip students with a critical viewpoint on life and literature's themes of love, power and identity.

The specific aims of the course are for students to:

- read a wide range of classic literature and be able to explore ideas, themes and writer's techniques in these texts
- develop knowledge of the context of the texts studied and apply context when exploring characters and themes
- read in-depth, and show critical evaluation when discussing their ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading using Standard English
- use a wide vocabulary, including grammar terms and other linguistic terms, to criticise and analyse what they read

The course is assessed solely by a final exam of two papers; there is no coursework element for GCSE English Literature. All exams are closed book (no books are allowed in the exam).

**Paper 1:** 'Shakespeare and the 19th Century Novel' - 40% of the final GCSE

- *Written exam (1 hour 45 minutes)*

**Section A Shakespeare:** students write in detail about an extract from the play they have studied (we currently study 'Macbeth') and then write about the play as a whole.

**Section B 19th C Novel:** students write in detail about an extract from a 19th century novel (we currently study Dickens' 'A Christmas Carol') and then write about the novel as a whole.

# English Literature



**Paper 2: 'Modern Texts and Poetry since 1789'** - 60% of the final GCSE

- *Written exam (2 hours, 15 minutes)*

**Section A Modern Text:** students are given a choice of essay questions on their modern text (we currently study Priestley's 'An Inspector Calls').

**Section B Poetry:** students compare one named poem (reprinted on the exam paper) with one other poem (from memory) on their studied poems from the AQA poetry anthology (we currently study the 'Power & Conflict' section).

**Section C:** Unseen Poetry: students answer one question on one unseen poem in detail and then answer a short question comparing a second unseen poem to the first poem.

**The outcome of the combined GCSE English Language and GCSE English Literature course will be a certificate for each separate qualification.**

**Please also see Page 6 and 7.**



## ASSESSMENT

Controlled assessments. No coursework for either English Language or English Literature

Two examination papers for AQA English Language:

**Paper 1, 'Explorations in Creative Reading and Writing'** - 50% of the final grade

**Paper 2, 'Writer's Viewpoints and Perspectives'** - 50% of the final GCSE

Two exam examination papers for AQA English Literature:

**Paper 1, 'Shakespeare and the 19th Century Novel'** - 40% of the final English Literature GCSE

**Paper 2, 'Modern Texts and Poetry since 1789'** - 60% of the final English Literature GCSE

## KEY FACTS

**Type of qualification**  
GCSE

**Value of course**  
2 GCSEs: English Language & English Literature (assessed on a number scale from 1-9)

*Plus a separate stand-alone Spoken Language certificate (graded as Pass, Merit or Distinction)*

## HEAD OF DEPARTMENT

Mr J Burnford  
Head of English

# Mathematics



## About the subject

Mathematics is studied by all students. The two-year course leads to the GCSE examination offered by the Edexcel Examination Board. Grades 9 to 1 are available.

## There are two tiers of entry.

### Higher Tier - possible grades, 9 to 4

More content has been added to the Higher tier in order to stretch and challenge the most able students and better prepare them for studying A level Mathematics, so we see the introduction of new knowledge, skills and understanding that will be assessed at Higher tier only.

#### Topics new to Higher tier

- Expand the products of more than two binomials
- Interpret the reverse process as the "inverse function"; interpret the succession of two functions as a "composite function" (using formal function notation)
- Deduce turning points by completing the square
- Calculate or estimate gradients of graphs and areas under graphs, and interpret results in real-life cases (**not** including calculus)
- Simple geometric progressions including surds, and other sequences
- Deduce expressions to calculate the  $n$ th term of quadratic sequences
- Calculate and interpret conditional probabilities through Venn diagrams

### Foundation Tier - possible grades, 5 to 1

The biggest change to content is at Foundation Tier. There are new topics added to the foundation tier, which were previously assessed at Higher tier only. The list below is not exhaustive but includes all the major changes.

#### Topics new to Foundation tier (previously Higher tier only in 2010)

- Index laws: zero and negative powers (numeric and algebraic)
- Standard form
- Compound interest and reverse percentages
- Direct and indirect proportion (numeric and algebraic)
- Expand the product of two linear expressions
- Factorise quadratic expressions in the form  $x^2 + bx + c$
- Solve linear/linear simultaneous equations
- Solve quadratic equations by factorisation
- Plot cubic and reciprocal graphs, recognise quadratic and cubic graphs
- Trigonometric ratios in 2D right-angled triangles
- Fractional scale enlargements in transformations
- Lengths of arcs and areas of sectors of circles
- Mensuration problems
- Vectors (**except** geometric problems/proofs)
- Density
- Tree diagrams

# Mathematics



Year 10 and 11 are set across the year groups with roughly 50:50 split of those sitting the Higher and Foundation tier examination. Teachers will make the final decision about which tier students will take once they have completed their first mock exam in year 11.

We try to give students two opportunities to sit a mock exam in year 11 with staff spending time to give students detailed analysis of topics to study after each sitting.

Assessment is by examination alone. Students will sit three 90 minute examination papers, the first being a non calculator the following two are calculator papers. Each paper have equal weighting/ marks.

From October half term we offer a year 11 support session after school helping students with homework and exam question practice.

All students are expected to have the following equipment in addition to the school's magnificent seven :

- A scientific calculator (we use Casio in school)
- A compass
- A protractor

*Next steps: Students achieving grade 5 or higher will be eligible to take Core Maths in the Sixth Form. Students achieving grade 6 or higher will be able to study Advanced Level Mathematics in the Sixth Form.*



## ASSESSMENT

### Examinations:

All students will sit three 1 hour 30 minute examination papers, each worth a third of the GCSE.

Each paper will have a range of question types, utilising both structured and unstructured questions. Some questions on the paper will be set in context (both mathematical and non- mathematical).

**Controlled assessments:** None

## HEAD OF DEPARTMENT

Miss R Panniers  
Head of Maths

# Combined Science



## About the subject

There are two options for studying Science in Year 10 and 11.

1. **AQA Combined Science** - 2 GCSEs for Combined Science in your allotted Science time (9 hrs over 2 weeks)
2. **Separate Sciences (Biology, Chemistry, Physics)** - This is the Triple Science option subject. You will study this in your allotted Science time AND your option subject time. (14 hrs over 2 weeks)

Most students will study **AQA Combined Science**, leading to two GCSEs with a 17-point grading scale from 9-9, 9-8 to 2-1, 1-1. This will include content from the three Sciences: Biology, Chemistry and Physics with equal weighting to each science. This qualification is offered at **Higher tier (grade 4-9)** and **Foundation tier (Grade 1-5)**. The same content is covered at both tiers, but more detail is required to achieve the top grades in the Higher tier.

Students that most enjoy Science can choose to study **3 AQA Separate Sciences** (Triple Science option subject), leading to **3 GCSEs** in **Biology, Chemistry and Physics**.

Students have to study all three Sciences. Studying Separate Science means you will have extra time and extra content to learn as well as the Combined Science content in the three areas of science. This qualification is offered at **Higher tier (grade 4-9)** and **Foundation tier (Grade 1-5)**. The same content is covered at both tiers, but more detail is required to achieve the top grades in the Higher tier. Students will gain 3 separate GCSEs with a grade from 9 to 1.

In Year 10 all students will be taught in mixed-ability groups of either Combined or Triple Scientists, covering the Higher tier content. Assessments in Year 10 will be covering the full range of grades allowing us to put students into the correct tier for assessments and Mock exams in Year 11.

There is no coursework in GCSE Science. But you will be completing **Required Practicals** in your lessons. In Combined Science there are 24 Required Practical tasks and in Triple Science there are 30 Required Practical tasks.



## ASSESSMENT

### Combined Science

Total exams: 6

Biology: 2 x 1hr 15 min (70 marks)

Chemistry: 2 x 1hr 15 min (70 marks)

Physics: 2 x 1hr 15 min (70 marks)

### Triple Science

Total Exams: 6

Biology: 2 x 1 hr 45 min (100 marks)

Chemistry: 2 x 1 hr 45 min (100 marks)

Physics: 2 x 1 hr 45 min (100 marks)

## HEAD OF DEPARTMENT

Mrs I Sampson, Head of Science



# Combined Science



## What you will study:

### Biology

Combined Science	Triple Science (covered in addition)
Cell biology Organisation Infection and response Bioenergetics Homeostasis and response Inheritance, variation and evolution Ecology	<b>Cell biology:</b> Culturing microorganisms, Required practical investigating antiseptics on bacterial growth  <b>Infection and response:</b> Monoclonal antibodies, Plant diseases, Plant defences  <b>Homeostasis and response:</b> The brain, The eye, Vision, Control of body temperature, Maintaining water and nitrogen balance in the body, Plant hormones, Uses of plant hormones  <b>Inheritance, variation and evolution:</b> Advantages and disadvantages of sexual and asexual reproduction, DNA structure, Cloning, Theory of evolution, Speciation, The understanding of genetics  <b>Ecology:</b> Decomposition, Required practical investigating the effect of temperature on the rate of decay, Impact of environmental change, Trophic levels, Pyramids of biomass, Transfer of biomass, Food production, Role of biotechnology

### Chemistry

Atomic structure and the periodic table Bonding, structure, and the properties of matter Quantitative chemistry Chemical changes Energy changes The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	<b>Atomic structure and the periodic table:</b> Transition Metals  <b>Bonding, structure, and the properties of matter:</b> Bulk and Surface Properties  <b>Quantitative chemistry:</b> Yield and Atom Economy, Concentration Calculations  <b>Chemical changes:</b> Titrations  <b>Energy changes:</b> Chemical cells and fuel cells  <b>Organic chemistry:</b> Alkenes and Alcohols, Synthetic and natural polymers  <b>Chemical analysis:</b> Identification of ions  <b>Using resources:</b> Using Materials, Haber Process and NPK fertilisers
---	---

### Physics

Energy Electricity Particle model of matter Atomic structure Forces Waves Magnetism and electromagnetism	<b>Electricity:</b> Static Electricity  <b>Atomic structure:</b> Fission vs Fusion  <b>Forces (and Pressure):</b> Force and Pressure  <b>Waves (and Light):</b> Lenses, Ray Diagrams, Sound, Ultrasound  <b>Magnetism and electromagnetism:</b> The Motor Effect  <b>Space physics</b>
--	--

# Education 4 Life and RW



## About the subject

Both Education 4 Life and RW are individual courses studied by all Key Stage 4 students at certain times during Year 10 and 11. These subjects cover a wide range of social and cultural issues that we experience in the world.

## Education 4 Life

Education 4 Life is a non-examination subject that aims to give students an honest and open environment in which to debate many of the issues and ideas that will affect them during their life.

Subjects in Key Stage 4 include discrimination, how to organise money, body image, and healthy relationships. It is an enjoyable and interactive subject taught using a wide variety of teaching methods including research, documentaries, role play, discussion, debate, and external speakers.

Education 4 Life is about setting students up with life-long skills, to consider and assess personal risk, as well as positively contribute to society.

## Religion and Worldviews

Religion and Worldviews is a non-examination subject that draws guidance from the Gloucestershire Locally Agreed Syllabus. It allows students to focus on both learning about religion and learning from religion. Through a variety of tasks, students will investigate significant religious and ethical issues in light of their own sense of identity, experience and commitments; allowing them to draw well-substantiated conclusions.

The course encourages students to reflect on the British Values of individual liberty, rule of law, mutual respect, and tolerance of those with other faiths and beliefs.



## ASSESSMENT

### Examinations

None

### Controlled Assessments

None

### Qualification

None

## HEAD OF DEPARTMENT

Mrs L Rudge-Wills

Head of Education 4 Life

Mr Playfair

Head of Religion and  
Worldviews

# Physical Education (Core)



## About the subject

The Physical Education curriculum in Key Stage 4 provides students with the opportunity to select an activity pathway which they are able to follow throughout Year 10 and 11.

Knowledge and skills previously acquired are consolidated and expanded upon, giving a more advanced approach to tactical awareness, understanding and performance whilst highlighting the need for active participation in a variety of sports and activities.

The curriculum encompasses a range of pathways from which students can choose. Some of the activities included in the pathways are: hockey, netball, rugby, football, trampolining, dance, gymnastics, circuits, yoga, badminton, volleyball and leadership.

Across Key Stage 4 activities will continue to be supported by an extensive range of extra-curricular opportunities as well as intra and inter-school fixtures.

## Please note:

It is possible to gain a **GCSE in Physical Education** or a **BTEC Level 2 in Sport** by choosing it as an option. Please see the relevant course pages for more information.



## ASSESSMENT

### Examinations

None

### Controlled Assessments

None

### Qualification

None

## HEAD OF DEPARTMENT

Mr O Winterbottom

Head of Physical Education

[owinterbottom@bournside.com](mailto:owinterbottom@bournside.com)

# Art: 3D Design



This course enables ambitious students to work directly with 3D materials such as clay, plaster, wood, wire and card.

Students can enjoy a range of 3D activities learning about techniques and processes including:

- Ceramic hand-building techniques including mould making, slab building and coiling to create functional and decorative pieces.
- Sculpture including modelling and construction in clay.
- Mixed media using a range of 3D media such as plaster, wire, card, plaster and wood.

Students may specialise in one area or a combination appropriate to their ideas. The course is designed so that individual students can develop a personal direction using their 3D knowledge, skills and creative techniques as a unique pathway to success.

## **Unit One: Coursework Portfolio.** *60% of total marks*

3D coursework is produced in school during lesson time and students Submit one fully developed and concluded main project plus a body of other work for assessment in year 11.

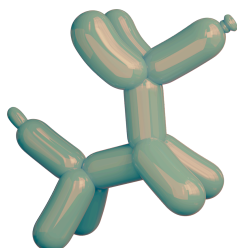
## **Unit Two: AQA Examination project paper.** *40% of total marks.*

Students select one project from the AQA paper. They research, develop and create this final 3D project in the spring term of Year 11 in school. This includes preparation time and a final 10 hour period of focused study.

## **During the course students will learn how to:**

- Develop ideas via a study of how 3D artists, sculptors and designers have developed their ideas. Students use this knowledge to inform the progress of their own ideas.
- Experiment using techniques, materials and processes to inform the development of their ideas.
- Record observations and insights. This may involve drawing, photography and annotation to organise and communicate ideas.
- Present a personal response to a theme or starting point in 3D materials realising their intentions.
- Students will work in a practical way and are expected to demonstrate skills in their chosen area of study using design techniques and 3D materials.

# Art: 3D Design



## ASSESSMENT

### Examinations

*AQA Final examination paper.*

Students select one starting point from an externally set paper and develop their project ideas covering all assessment objectives. The final piece is created in supervised sessions of up to ten hours. *40% of the final GCSE mark.*

### Controlled assessments

A coursework portfolio containing more than one 3D project completed during the two-year course of study. *The coursework portfolio is worth 60% of the final GCSE mark.*

## FOR MORE INFORMATION

Mrs J Pedley, Teacher of 3D and Ceramics

## KEY FACTS

### Type of qualification

1 GCSE

### Restrictions

You can choose more than one Art subject

### The course would suit you if...

You are interested in sculpture, hand building, modelling and construction.  
You are considering a career in the creative arts, building or architecture.



## About the subject

There has never been a more exciting time to study Business Studies! The UK economy has weathered a double-dip recession from 2008 and now continues to face ongoing uncertainty from the recent Brexit and ongoing pandemic. What an opportunity for businesses to think outside of the box, be creative in coming up with new ideas to attract new customers. Apple and Amazon have emerged and had huge success during these interesting times! There is so much to explore and to talk about in Business Studies, it is a unique subject that will offer students something new in lessons.

Brexit has happened and students will explore how this will impact businesses and decisions they will need to make. The UK faces some tough challenges, including those raised by the pandemic. We will be exploring this in more depth and what opportunities it can bring for young people.

Business Studies requires students to understand the key issues facing UK and overseas businesses in the 21st century.

This course will include current topics in business such as; marketing and enterprise; business and its customers; human resource planning; producing goods and services; finance and control; the external business environment which introduces students to global markets, interest rates, inflation and the EU (still in the syllabus for now!).

Throughout your studies you will be able to learn valuable; transferable skills; in teamwork; numeracy; presentation and research skills as well as analysis and evaluation skills.

Business Studies is a 'real life' subject that is easily related to businesses you know. You use businesses every day, but by completing a GCSE in Business Studies you will now get to understand how they really work.

There is also huge scope for progressing your academic studies in business and related subjects both at A level and beyond. This course is extremely powerful for whatever profession you are considering, whether that's setting up your own business or being a CEO of a major company.





Lessons seek to actively engage students in the study of business so that they develop effective and independent learning skills such as critical thinking. Students will learn to appreciate the diversity in business activity yet, also recognise similarities and differences within each business environment.

Business Studies can be very theoretical and the finance element can be challenging (*Note: 10% of each exam will have calculation questions*).

## Course Content (Six topics areas):

- |                           |                    |
|---------------------------|--------------------|
| 1. Business activity      | 4. Finance         |
| 2. Influences on Business | 5. Marketing       |
| 3. Business Operations    | 6. Human Resources |

Course content includes: Enterprise and entrepreneurs; Business Ownership (sole traders/partnerships/Ltd's/Pls's etc); Stakeholders; Aims and Objectives; Market Analysis; Market Research Methods/Data Collection; The Marketing Mix; Public/Private Sectors; Quality Control; Costs and Break-even Analysis; Global Markets; Leadership Styles; Competition; Environmental Issues; Ethical behaviour; and Government Legislation.



## ASSESSMENT

### Component 1: Business Dynamic - Written Paper

*2-hour examination worth 62.5%. /100 marks.*

The paper will be a mix of short answer and structured questions based on stimulus material covering all of the specification content.

### Component 2: Business Considerations - Written exam

*1.5-hour examination worth 37.5%. /60 marks.*

Data response questions.

## FOR MORE INFORMATION

Mrs Dennis, Head of Business Studies

## KEY FACTS

Qualification  
1 GCSE

**This course would suit you if...**

You are interested in business and have good numeracy skills; ideally in the top two sets in Maths to have a good understanding of the financial elements of the course; Breakeven, Cash flow, and Profit and Loss Accounts.

# WJEC Level 2 Vocational Award in Retail Business



## About the subject

The WJEC L2 Vocational Award in Retail Business course is both a vocational and academic qualification. It provides and equips students with practical working experiences and encourages creative business thinking. Students will be given the opportunity to develop a range of skills, personal qualities and attitudes essential for successful performance in further business education or for employment in the commercial business world.

Retail Business introduces students to one of the most important employment sectors in the UK. Students will have the opportunity to explore various aspects of retail business and investigate a range of retailers from large chains and department stores through to independent and virtual stores. Interweaved with the fundamentals of customer service, students will embrace the retail industry and soon discover customer service is the foundations of any successful business.

Business Studies requires students to understand the key issues facing UK and international businesses in the 21st century, such as the impact, uncertainty and potential opportunities Brexit and the pandemic may bring. We will also explore how the use of e-commerce and m-commerce is offering huge opportunities to businesses.

There is also scope for progressing with this course into Sixth Form, whether that is through a Level 3 or A level subject in Sixth Form and beyond. This course is extremely useful for whatever profession you are considering, whether it be setting up your own business or becoming a CEO of a major company.

Students are assessed for this qualification using a combination of exams and coursework at and is graded at, Pass, Merit, Distinction or Distinction\*. Let the Business Department show you the way to success and open the door to your future in business.

## Course structure:

### Unit 1: Customer Experience

The purpose of this unit is to review the quality of the customer experience in a retail organisation. Why is customer service so important? What do customers want when they shop? Why do customers buy in one store rather than another? Why do customers return and show loyalty to a certain store or chain? Why do customers stop using an organisation? These are all important questions to retailers. By finding answers to these, we can learn what customers see as a good or bad experience and help retailers to assess and improve their performance.

In this unit you will learn about the principles of customer service and how retailers use these to set the standards that are at the heart of the customer experience. You will explore and gain an understanding of how customer service affects the behaviour of both customers and employees.





# WJEC Level 2 Vocational Award in Retail Business



## Unit 2: Retail Business

The purpose of this unit is to enable learners to propose business solutions for a range of issues in the retail sector.

How does my local newsagent survive when a major supermarket chain opens a new store just across the road from them? Why do supermarkets sell bananas for less than the cost price? Do loyalty cards work? Through this unit you will learn about the issues faced by retailers in today's highly competitive market.

## Unit 3: Retail Operations

The purpose of this unit is for learners to apply their knowledge and understanding of retail operations to propose responses to change. With this unit you will learn about the everyday activities of a retailer and how different retailers organise these activities. You will also learn how retailers prepare for changes by re-organising their operations to respond to change.

### Trips

Our trips help to support and give a clear context to learning back in the classroom. We hope to run the following trips:

- Cadbury World – Year 10
- Amazon Headquarters in Coventry – Year 11
- New York – Year 12/13
- China – Year 12/13



## ASSESSMENT

The course comprises of 3 Units:

### Unit 1: Customer Experience

25% Coursework

### Unit 2: Retail Business

25% (Exam – Students can attempt this exam twice in Year 11. Best grade is taken forward)

### Unit 3: Retail Operations

50% (Coursework)

Grading for this course will be reported as a Pass, Merit, Dist or Dist\*.

## FOR MORE INFORMATION

Mrs Dennis, Head of Business Studies

## KEY FACTS

### Qualification

WJEC Vocational Award in Retail Business (Pass, Merit, Dist or Dist\*) (equivalent to 1 GCSE)

### This course would suit you if...

you have a thirst for understanding retail business. You will explore retail business, the environments in which they operate and you will investigate the quality of customer experience across business sectors.



# Computer Science



## About the subject

This exciting course gives you an excellent opportunity to investigate how computers work and to develop computer programming and problem-solving skills. You'll also do in-depth research and practical work into how processors store, fetch and process instructions to solve mathematical problems such as multiplication and division.

This course assumes no prior knowledge of programming and starts from the very basics.

If you take a GCSE in Computing and then go on to study the subject at A Level, you'll have a distinct advantage over other students who are picking up the subject at these higher levels. The increasing importance of computing means there'll be a growing demand for professionals who are qualified in this field. Indeed the Government are so concerned the country has slipped from being global leaders in the field to 6th internationally, they have changed the National Curriculum to include far more emphasis on Computing.

On this course you will learn how to write software by learning how to program in Python. The course is also an excellent preparation if you want to study or work in areas that rely on the skills you'll develop, especially where they're applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

## What you will be learning and what lessons are like

The GCSE Computer Science course is delivered using the 'flipped classroom' approach. Students will watch a short video for homework and make notes to bring to the next lesson along with any questions relating to the theory topic they have learnt about - homework is therefore set up to two or three times a week. In the first half of lessons students complete a student learning record based on the theory topic in the homework video. The second part of the lesson allows students to learn how to write computer programmes using Python.

In year 11 students complete a 20-hour project using the programming skills they have learnt - this consolidates a lot of the learning required to be successful in the second written exam paper.



# Computer Science



## Course structure:

### Computer systems

This unit will introduce students to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that students will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science. It is expected that students will draw on this underpinning content when completing the Programming Project unit

### Computational thinking, algorithms and programming

This unit incorporates and builds on the knowledge and understanding gained in the first unit, encouraging students to apply this knowledge and understanding using computational thinking. Students will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Students will become familiar with computing related mathematics. It is expected that students will draw on this underpinning content when completing the Programming Project unit.

### Programming project

Students will create algorithms which will provide a solution to a problem identified in a task set by the examination board. Students are required to analyse the problem, design a solution using pseudocode and flowcharts and then write their code using Python. Computational thinking is in essence the ability to model problems in a manner that makes them amenable to computational solutions; it is not simply instructions and actions. Computational thinkers are able to see algorithms, processes and data and know how to then implement them in their chosen language. In this unit students will need to be able to think computationally to solve a task and while doing so create a report detailing the creation of their solution.



## ASSESSMENT

### Paper 1: Computer Systems

*1.5 hour written paper*

### Paper 2: Computational thinking, algorithms and programming:

*1.5 hour written paper*

## KEY FACTS

### Type of qualification

1 GCSE

### Restrictions

Students must have an end of Y11 target grade of GCSE 5 or above in Mathematics.

### The course would suit you if...

You enjoy problem-solving and want to learn more about how computers work. To enjoy this course you would have enjoyed learning about Kodu, Scratch and Python in Year 7, 8 and 9.

## FOR MORE INFORMATION

Mr Hunt, Head of Computing in G Block or via email [hhunt@bournside.com](mailto:hhunt@bournside.com)

# Creative iMedia



## About the subject

Digital Media plays an important part in many areas of our everyday lives and is also an important part of the UK economy. There is a demand from employers for an increasingly skilled and technically literate workforce as more and more media products are produced digitally. Cambridge Nationals in Creative iMedia provide students with specific and transferable skills and a solid foundation in understanding and applying this subject, whether it is in employment or higher education. This contemporary subject explores the use of digital media and trains students in the creation of effective digital media products.

This subject provides additional opportunities for students to learn ICT applications beyond Microsoft Office. Students will be able to develop and demonstrate their creative flair by creating vibrant, energetic or stimulating graphics, animations and multimedia products.

It is a great subject for students to combine with Art, Media Studies or Business Studies and is ideal for pathways toward occupations in ICT, advertising, media and marketing. However, its broad nature in combining with compulsory ICT make it a useful subject to study for any student.

## What you will be learning and what lessons are like

### R093: Create iMedia in the media industry

The media industry is vast, covering both traditional and new media sectors and providing work for individual freelance creatives as well as large teams in design houses and multinational companies. Job roles frequently overlap multiple sectors, and products often need to be suitable for more than one kind of output. However, there are common aspects to all media products. Pre-production and planning are vital; saving clients time and money and enabling creatives and designers to charge appropriately for their services. Products also make use of similar media codes to convey meaning, create impact and engage audiences.

In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.

# Creative iMedia



## R094: Visual identity and digital graphics

Identity is a vital component of any business, product or brand. A visual identity communicates values and core principles to the consumer, user or customer. It makes a brand recognisable and helps sell a product or idea to a target audience. Logos, shapes, typography, colour theory and composition are all used to generate visual identities which work across different platforms and media, and user interface and experience are key considerations in the design process.

In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

## R097: Interactive digital graphics

Interactive digital media products are found across the media industry, in games, websites and apps, learning and knowledge based systems, simulations and in commerce. At the heart of digital media products is a fusion of media rich content including text, images, sounds, video and animation. This content is combined with UX and UI design to create an immersive and engaging environment which can promote, educate, entertain, inform or influence.

In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience.



### ASSESSMENT

#### Examinations

Unit R093 is assessed in a 1 hour 30 minute examination. 40% of final grade.

#### Controlled assessments

Units R094 and R097 are assessed by board-set coursework tasks completed under controlled conditions in the classroom. R094 coursework 25% of final grade. R097 the remaining 35%.

### KEY FACTS

#### Type of qualification

1 GCSE

#### The course would suit you if...

You have a very keen interest in ICT and want to have more lessons beyond using Microsoft Office applications.

### FOR MORE INFORMATION

Mr Hunt, Head of Computing in G Block or via email [hhunt@bournside.com](mailto:hhunt@bournside.com)

# Dance



## About the subject

In Dance, students will explore and develop their creative, performative, and analytical skills. Dance will allow students to mature as independent and group learners, whilst building their confidence both on and off stage. They will work as performers and choreographers as well as developing a critical appreciation of their own and professional works. Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

## Why study Dance?

Students will be leaving Bournside and going into one of the most competitive job markets we have ever known. They will step out into a world dominated by content; where the builder down the road can sell his work through TikTok; where, thanks to advancements in platforms such as Teams, you are no longer competing solely against those in the same region as you, but against the world. To be noticed in this kind of environment will require a lot of individual confidence and creative collaboration, and if GCSE Dance does nothing else it breeds creative confidence.

Over 1 in 8 companies are involved in the creative industry and creative employment provides over 2.3 million jobs, in the creative sector itself and in creative roles in other sectors.

This course is both enjoyable and demanding offering a challenge to anyone who enjoys group work. The syllabus concentrates on the practical nature of dance whilst developing your analytical and critical skills.

The aims of this course are to develop:

- an understanding of a range of dance styles, fusions and theatrical styles
- self and group awareness
- imaginative, creative, cognitive, communication and social skills

The course will help to develop essential personal and social skills: self-confidence, initiative, co-operation, problem-solving, and self-discipline.



# Dance



Dance complements other courses, especially Drama, Music, and Art because of the study of expressive visual and auditory stimuli. It also encourages a positive use of leisure time by developing interests and talents of an aesthetic, artistic and technical nature.

## What are lessons like?

Lessons are often practical, requiring students to perform in a variety of styles and groups. Sometimes work will be done from pre-choreographed work, sometimes from stimulus (photos, objects etc.). Lessons in year 10 are often spent developing dance performance skills and learning choreographic strategies.



## ASSESSMENT

### Component 1

**Performance:** 2 solo pieces from set phrases (1 min total) AND Duet/trio choreographed (3-5 min total). 30%, 40 marks

**Choreography - Either:** Solo self-choreographed (2-2.5 min total) OR Group (2-5) self-choreographed (3-3.5 min total). *Internally assessed, externally moderated* - 30%, 40 marks

### Component 2

Dance appreciation of own work and professional work. 6 set pieces. *Written exam* - 40%, 80 marks, 1.5 hours

## FOR MORE INFORMATION

Ms Austin, Head of Drama and Dance [kaustin@bournside.com](mailto:kaustin@bournside.com)

## KEY FACTS

**Type of qualification**  
1 GCSE

### Restrictions

None - but a good attendance record is needed to complete the course due to rehearsal time.

### The course would suit you if...

...you like performing. It is important that you are prepared to rehearse and practice in your own time as well. It is also important that you can work well with others. Collaboration skills are essential in GCSE Dance.

# Drama



## About this course

In Drama lessons you will use drama to explore ideas and issues in response to stimulus material selected from different times and cultures. You will have the opportunity to use drama forms to deepen your knowledge and understanding of an idea or issue and to communicate this understanding through the medium of drama.

It is important to note:

- As part of the 'Bournside Drama Ensemble' Theatre Company, GCSE Drama students have the opportunity to take part in the National Theatre Connections Project - the biggest and most prestigious drama festival in the world - and perform on a professional stage,
- You will need a good attendance record to complete this course. The ability to work in a group for an extended period is essential
- Seeing live theatre is a requirement of the course

## What you will be learning and what lessons are like

Why drama? In a very short period of time, students in Year 9 currently studying at Bournside will be leaving the school either at the end of year 11 or the end of year 13 and they will be going into one of the most competitive job markets we have ever known. They will step out into a world in which countries like India have more gifted and talented students than the UK has students. They will step out into a world where there are more English-speaking people in China than in the UK. To be noticed in this kind of environment will require a lot of individual confidence and if GCSE Drama does nothing else it breeds CONFIDENCE.

Creative employment provides around two million jobs, in the creative sector itself and in creative roles in other sectors. Employment in the sector has grown at double the rate of the economy as a whole.

This course is both enjoyable and demanding offering a challenge to anyone who enjoys group work. The syllabus concentrates on the practical nature of drama and theatre whilst developing your analytical and critical skills.

The aims of this course are to develop:

- an understanding of a range of dramatic and theatrical styles
- self and group awareness
- imaginative, creative, cognitive, communication and social skills



# Drama



## The Drama GCSE will help to:

- Develop essential personal and social skills: self-confidence, initiative, co-operation, problem-solving, self-discipline.
- Complement other courses, especially English because of the study of literature (play texts) encourage a positive use of leisure time by developing interests and talents of an aesthetic, artistic and technical nature develop skills required in a variety of careers - everything from Public Relations and Sales to Broadcasting, Journalism and Theatre itself provide a smooth transition for students intending to study A Level.
- You will explore a play to gain knowledge and understanding of the ways in which playwrights, performers, directors and designers use the medium of drama to express their ideas to an audience.
- Lessons are often practical, requiring students to perform in a variety of roles and groups. Sometimes work will be done from script, sometimes from stimulus (photos, objects etc.)
- Lessons in year 10 are often spent developing drama skills and learning explorative strategies.
- Explorative Strategies: frozen Picture, crosscutting, hot seating, narration, marking the moment, forum theatre, role play.



## ASSESSMENT

### Component 1

*The Devising Process - 40%*

Students devise a piece of theatre which they then perform (Internally assessed).

They will record the process in a portfolio (Externally moderated).

### Component 2

*Text for Performance - 20%*

Performance of two extracts from a text (Externally assessed by a visiting examiner)

### Component 3

*Theatre makers in practice - 40% 1 hour 45 min exam*

Choice of one set text from eight. Must be explored practically. (Sec A: Questions on a set text)

Evaluation of a piece of live theatre they have seen. (Sec B: Live Theatre Evaluation)

## KEY FACTS

Type of qualification  
1 GCSE

The course would suit you if...

... you like performing. It is important that you are prepared to take away script and learn it. It is also important that you can work well with others.

Collaboration skills are essential in GCSE Drama.

## FOR MORE INFORMATION

Ms Austin, Head of Drama and Dance

[kaustin@bournside.com](mailto:kaustin@bournside.com)

# DT: Textiles



## About the subject

This course offers the opportunity to develop designing and making skills through the medium of textiles. You will study fibres through to the finished fabric, components used in textiles including electrical components, as well as decorative techniques in order to produce an innovative product using mainly textiles. In Design and Technology/Textiles you will also be learning properties of materials including wood, plastic, paper as well as fabrics. Industrial practices in Textiles as well as environmental issues surrounding the Textiles Industry.

## How the course is structured

In Year 10 you will study the core theory whilst working on a range of design and make activities. You will also be set regular homework that will extend and consolidate your learning.

In Year 11 you will focus on extended revision activities and the major GCSE coursework project.

The coursework will be the main area of assessment which is a portfolio of designs and their development in order to produce the final product. You will have an opportunity to visit Museum of Costume in Bath in year 10.

## What you will be learning and what lessons are like

In year 10, you will be designing and/or making the following:

- Sketchbook cover
- Designing task: Hand and computerized design of a fashion drawing based on a famous designer
- Educational toy project
- Revamp Project

In June your coursework task starts and finishes the following year before Easter. Loads of practical lessons are provided to improve your skills. Lessons are generally calm, fun and very busy. It will be a fast-moving pace so good time management skills are necessary.



## ASSESSMENT

*Examination - 50%*

*Coursework - 50%*

## FOR MORE INFORMATION

Mrs Alat or Mr Gibbons in  
Design Technology.

[salat@bournside.com](mailto:salat@bournside.com)

[bgibbons@bournside.com](mailto:bgibbons@bournside.com)

## KEY FACTS

**Type of qualification**

1 GCSE

## Restrictions

Restrictions: Students can choose either DT: Textiles OR DT: Product Design, but not both.

## This course would suit you if...

Are you interested in fashion? Do you prefer practical and creative tasks? Do you enjoy seeing your designs coming alive in products? Are you good at keeping deadlines? Can you manage your time well? If yes, then this exciting course is for you.

# Economics



## About the subject

This course offers students the opportunity to explore how economies work. It is a social science that attempts to make sense of the world we live in. It considers a wide range of questions such as: why are doctors paid less than footballers, what is inflation and why does it matter, will wind power solve our energy crisis, should the government spend more on healthcare or defence etc. Students will learn to be able to "read the news" and express their opinions about current affairs issues confidently. When students understand how markets and economies work they will develop an economic awareness to benefit them professionally and personally for years to come.

## How the course is structured

The course is structured into 2 units: How markets work and How the economy works.

How markets work:

- 1. [Economic foundations](#)
- 2. [Resource allocation](#)
- 3. [How prices are determined](#)
- 4. [Production, costs, revenue and profit](#)
- 5. [Competitive and concentrated markets](#)
- 6. [Market failure](#)

How the economy works:

- 7. [Introduction to the national economy](#)
- 8. [Government objectives](#)
- 9. [How the government manages the economy](#)
- 10. [International trade and the global economy](#)
- 11. [The role of money and financial markets](#)

## What you will be learning and what lessons are like

In Year 10, students will learn about market economies and how businesses, consumers and the government interact and about decisions are made. In Year 11, we move onto studying the UK economy looking at who the UK trades with, how financial markets work, how the government spends tax revenue etc. They will consider a wide range of topical issues and lessons will contain a mix of activities - reading relevant articles, looking at case studies, learning new graphical concepts, learning how to use and apply data, etc. A mix of resources will be used to support the lesson.

# Economics



## ASSESSMENT

(AQA Specification - 8136)  
This GCSE is fully assessed via examinations. Two exam papers of 1h45mins - one for each unit. Both worth 80 marks, and each account for 50% of the GCSE. Questions will be a mix of multiple choice, short answer and extended writing questions. There will also be calculation questions on each paper.

## FOR MORE INFORMATION

Miss Hanley, either in B214 or in the Business & RS office at the end of B2 corridor

khanley@bournside.com

## KEY FACTS

**Type of qualification**

1 GCSE

**Restrictions**

None

**This course would suit you if...**

you feel comfortable with numbers, you are interested in current affairs and are willing to develop opinions and express them, orally and in writing.

This course will complement the GCSE Business (Academic) course and provide routes into studying one or more of these subjects at A-Level. It would be a useful course to study if students are interested in careers in Banking, Finance, Accountancy, Business Management, the Law etc'; it is a versatile subjects that complements other GCSEs that we offer.

# Film Studies



## About the subject

Film Studies requires that you love watching films, that you engage with them at an emotional level and enjoy reflecting on the ways you are drawn into characters, their narratives and the issues that films raise.

Lessons explore the immersive audio-visual experience that film offers, developing technical skills in the analysis of cinematography, composition and locations as well as powerful music and sound.

You will study a range of films to broaden your knowledge and understanding, exploring films that are familiar in their construction and technique as well as presenting more challenging texts to study. We look at Hollywood's development, as well as more recent films – a US independent work as well as films from Europe, including the UK, South Africa and Australia.

You will develop critical skills to allow discussion of the underlying ideology underneath the representations the unfolding narrative – the message the film delivers, and the power of that message in reflecting or challenging society's values.

You will explore the context of the time of production and develop an understanding of the technical side of film production over time.

There is a production element, allowing you the opportunity to apply their knowledge and understanding of how films are constructed through screenwriting. The opportunity to make your own film is available to you through supercurricular opportunities after school.

## How the course is structured

### Component 1 Key Developments in US Film

*Written examination: 1 hour 30 minutes (35% of qualification) / (/70 marks)*

Three US films are studied. The comparative study of a pair of mainstream genre films (from a choice of five pairs). Each pair of films includes one film produced between 1930 and 1960 and one film produced between 1961 and 1990, plus one independently produced film. In addition, learners will gain a knowledge of key developments in the history of film and film technology.

Currently:

- Invasion of the Body Snatchers (Siegel, USA, 1956), PG
- E.T. the Extra-Terrestrial\* (Spielberg, USA, 1982) U
- Ladybird (Gerwig, USA, 2017), 15

# Film Studies



## Component 2 Global Film: Narrative, Representation and Film Style

*Written examination: 1 hour 30 minutes (35% of qualification) / (/70 marks)*

Three films from outside the US are studied for this component. One global English language film (with narrative focus), one global non-English language film (with representation focus), and one UK film (with aesthetics focus).

Currently:

- Jojo Rabbit (Waititi, NZ, 2019), 15
- Tsotsi (Hood, South Africa, 2005), 15
- Skyfall (Mendes, UK, 2012), 12

## Component 3: Production, Non-exam assessment

*Internally assessed, externally moderated by WJEC (30% of qualification - production, 20%, evaluative analysis, 10%) (/60 marks)*

An extract from a screenplay for a genre film (800 to 1000 words).

- The screenplay must be accompanied by a shooting script of a key section from the screenplay (approximately 1 minute of screen time, corresponding to approximately one page of screenplay).
- An evaluative analysis of the production (750 to 850 words), which analyses and evaluates the production in relation to other professionally produced films or screenplays.

The production brief will consist of a choice of genres, which will reflect the genre films set in the specification and a choice of either a section from the film (e.g. its opening) or an overall effect of the narrative (e.g. creating suspense or tension).



### ASSESSMENT

- 70% examination (two papers, each 1hr 30)
- 30% non-examined assessment (production)

### THE COURSE WOULD SUIT YOU IF...

...you really love film, love watching films, talking about films and want to deepen your understanding and appreciation of the medium.

### FOR MORE INFORMATION

Mr Watts in G Block or via email: [rwatts@bournside.com](mailto:rwatts@bournside.com)

### KEY FACTS

Type of qualification  
1 GCSE

#### Restrictions

None. Combines well with Photography, Graphics and Creative iMedia.

# Fine Art



## About the subject

Taking a course in FINE ART provides students with a wide range of creative opportunities to explore their artistic interests in ways that are personally relevant and developmental.

FINE ART provides exciting challenges enabling students to learn a range of techniques, take creative risks and engage in imaginative activity to develop ideas.

FINE ART enables creative and ambitious students to enjoy a range of art and design activities including:

- Drawing and painting
- Printmaking
- Mixed media
- Installation
- Digital Media
- Design and Typography

## How the course is structured

The course is designed so that individual students can develop a personal direction using their knowledge, artistic skills and creative techniques as a unique pathway to success. Students must provide evidence of drawing and written annotation.

### Unit ONE: Coursework Portfolio. 60% of total marks

Coursework is produced in school during lesson time and students submit a portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study

### Unit TWO: Externally set task. 40% of total marks.

Set by AQA examination board. A final project in the spring term of year 11 that is completed in school time. This includes preparation and the final ten hour period of focused study.



# Fine Art



## What you will be learning and what lessons are like

Students learn how to:

AO1: Develop ideas by investigating the work of other artists from historical and contemporary periods. Students record their knowledge and understanding and demonstrate how this can be applied to the development of their own creative ideas.

AO2: Explore techniques, materials and processes to inform and refine the development of their ideas.

AO3: Record observations and insights using objective drawing, photography and detailed annotation. Drawing activities to record ideas may be driven by personal interest or in response to a project brief and can utilise traditional media as well as photography and written documentation.

AO4: Present a personal response. Students learn how to create a successful personal response informed by knowledge, experiments and observations completed as part of each project.

## What lessons will be like

Lessons take place in specialist art studios where the emphasis is upon learning through experience, research and a range of creative practices. Teachers work supportively with students to facilitate a strong personal direction focusing upon individual strengths and each students unique creative potential.



## ASSESSMENT

### Externally Set Task

AQA final examination paper. Students select one starting point from an externally set paper and develop their project ideas covering all assessment objectives. The final piece is created in supervised sessions of up to ten hours. *40% of the final GCSE mark.*

### Controlled assessments

A coursework portfolio containing More than one Fine Art projects completed during the two year course of study. *60% of the final GCSE mark.*

## FOR MORE INFORMATION

Mr Taylor, in Art or contact  
staylor@bournside.com

## KEY FACTS

**Type of qualification**  
1 GCSE

### Restrictions

You can choose more than one Art subject

### The course would suit you if...

You are a well-motivated student who enjoys drawing, making unusual connections, and likes working independently on ideas where there is no set right answer. You may also be considering a future career in the creative arts, graphic design or architecture.



## About the subject

### For those who love to cook...

This exciting course equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

There is an emphasis on practical and written work and pupils should be prepared to bring in ingredients on a weekly basis.

It is a suitable GCSE choice for pupils who want a broad background in this area and for those who wish to progress to further education. Additionally, it offers valuable preparation for those entering the world of work.

50% of this GCSE is based on two practical controlled assessments and therefore 50% of the marks can be accessed before the final examination.

## How the course is structured

The course is split into two components.

**Component one** covers the principles of Food Preparation and Nutrition and covers the following modules:

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

**Component two** is entitled Food Preparation and Nutrition in Action and involves a Food Investigation assessment and a Food Preparation assessment. In year 10 pupils will cover the above modules through practical and theory lessons.

# Food Preparation and Nutrition



Presentation is very important and high-level culinary skills must be demonstrated. The practicals take place under controlled examination conditions but you will have plenty of time to trial /practise the dishes. What you will be learning and what lessons are like

Many of the Food Preparation and Nutrition lessons will be practicals. All lessons will be interactive and will enable pupils to work both independently and in small groups.

Additionally, there will also be opportunities to use ICT facilities to complete coursework assessments and other projects.

Pupils need to be prepared to cook often, a wide variety of dishes, from soups and starters, meat and vegetarian dishes and their vegetable accompaniments, to desserts, cakes and hot and cold drinks. Most practical lessons involve making more than one dish, so you need to be well-organised. In the two years we will work with visiting chefs and take part in regional competitions too!



## ASSESSMENT

Component One: Principles of Food Preparation and Nutrition - *One written paper of 1 hour 45 minutes externally set and marked. 50%*

Component 2: Food Preparation and Nutrition in Action - *Non-examination assessment: internally assessed, externally moderated. 50%*

**Assessment 1 (8 hours): Food Investigation**

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

**Assessment 2 (12 hours): Food Preparation**

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

## FOR MORE INFORMATION

Miss Scott, Head of Food Preparation and Nutrition / [escott@bournside.com](mailto:escott@bournside.com)

## KEY FACTS

**Type of qualification**  
1 GCSE

### Restrictions

Students require good organisation and the ability to consistently bring ingredients. Students are encouraged to consider whether they are ready for these responsibilities when making their option choices.

### The course would suit you if...

You enjoy practical elements of food, are considering a career in the hospitality industry or you wish to gain a very sound grounding in the skills and knowledge you need to put beautifully cooked, healthy and nutritious food on the table.

**What you will be learning and what lessons are like**

As well as studying in greater depth topics already covered in years 7 – 9, pupils will have the chance to explore areas including mobile technology, global issues such as the environment and their future career choices and ambitions.

You will be encouraged to access a wide range of media such as the internet, languages software, TV and the radio to enhance the materials used in class. In addition, you will also develop your independent study and reasoning skills. All of which will help you to develop into a confident and successful linguist. Languages are an essential life skill. You can continue with French, German, Spanish or Mandarin to GCSE level. Whichever you choose, you will be improving your opportunity of an exciting future career in our global economy. No less important is the understanding it gives in accessing and understanding other cultures.

Success at GCSE will allow you to follow our A level courses. Many popular university degree courses such as Computing, Accountancy, Business Studies and any of the sciences may be combined with a language. Travel and tourism is a popular career for linguistics as well as working at GCHQ and international roles in the UK and abroad.

We are pleased to offer a full GCSE course for students keen to build on their language skills gained in years 7 – 9. Entry levels will depend upon progress made over the two years, but Foundation and Higher level papers will be available in French, German, Spanish and Mandarin. Please talk to Mr Bass or your Languages teacher to find out more about your suitability for this option and the chance to study and exciting and increasingly more widely-spoken language.

**How the course is structured**

Assessment covers all four skills of listening, speaking, reading and writing. All four areas are assessed through external examinations at the end of year 11.

# French



## Why study French, German, Spanish Mandarin at GCSE?

**Access to foreign countries**, their culture, their community, and their job market. Also to universities, of whom a sizeable number want to see that candidates who apply have studied a Languages GCSE.

**Become part of the European and Global community.** Only 6% of the world's population speak English as a first language. Learning a foreign language can open up a whole new world.

**Fun!** Travel, study, work and live and live abroad. French is an official language of the European Union, The United Nations and the Red Cross and a passport to careers all over the globe.

**Develop your confidence**, language skills and yourself.



## ASSESSMENT

### Examinations

Listening, reading, speaking and writing examinations are worth 25% each of the GCSE award. Entries are at Foundation level (grades 1 to 5) or Higher level (grades 4 to 9)

### Controlled assessments

There will be no Controlled Assessments or coursework in Modern Languages for pupils who start their GCSE in September 2024.

### The course would suit you if...

You have enjoyed languages and thrive on challenge and want to use, and further develop, your language skills in a wide range of situations. If you are thinking of taking more than one language at GCSE we regularly have pupils who study 2 of the languages we offer.

## KEY FACTS

### Type of qualification

1 GCSE

### Restrictions

You must have studied this language in Year 8 and 9.

## MORE INFORMATION

Mr Bass in K18 or via email  
dbass@bournside.com

**What you will be learning and what lessons are like**

Learning will be applied to real life examples giving you an ability to see so much of the world as well enhancing your understanding. There are varieties of skills and activities keeping lessons active and constantly changing.

**How the course is structured:****Year 10****Coasts**

- Processes
- Landforms
- Management

**Rivers**

- Processes
- Landforms
- Management

**Urban issues and challenges**

- Rio
- Bristol

**Living world**

- Global climate zones
- Rainforests
- Deserts

**Fieldwork**

**Bristol:** To what extent has urban regeneration been successful in transforming Bristol?

**Lyme Regis:** How effective are coastal management strategies in Lyme Regis at reducing erosion?

**Year 11****The challenge of resource management**

- Food
- Water
- Energy

**The changing economic world**

- Nigeria
- UK

**The challenge of natural hazards**

- Tectonic hazards
- Weather hazards
- Climate change

# Geography



## Geography at Bournside

Geography at Bournside ensures coverage of both human and physical processes, issues and debates. Geography keeps doors open with students gaining humanities, literacy, numerical and scientific skills. Geography is complimentary to the core subjects often raising confidence and achievement in these. Literacy and Numerical skills can be given a real life forum to be understood through Geography.

Examples we investigate in Geography range in scale from local UK case studies to international case studies. We look at recent events and issues to keep information up to date. Choosing Geography will give students the confidence in research and investigation to maintain a current understanding of the world around them.

The course will be 100% examination with fieldwork forming an important element of the course allowing students to collect primary data and carry out a full Geographical investigation.



### ASSESSMENT

#### Examinations

100% examinations

#### Controlled assessments

None

### KEY FACTS

#### Type of qualification

1 GCSE

#### Restrictions

None

### The course would suit you if...

You have an interest in Geography and a desire to learn more. You want to be able to learn research skills that enable you to have a current understanding of the world around you. It is also great to blend with other subjects and to ensure balance in your options without closing any doors for A Level choices.

### MORE INFORMATION

Mrs Spooner in Geography/H Block or via email [rspooner@bournside.com](mailto:rspooner@bournside.com)



## About German at GCSE

### How the course is structured

Assessment covers all four skills of listening, speaking, reading and writing. All four areas are assessed through external examinations at the end of year 11.

### What you will be learning and what lessons are like

As well as studying in greater depth topics already covered in years 7 – 9, pupils will have the chance to explore areas including mobile technology, global issues such as the environment and their future career choices and ambitions.

You will be encouraged to access a wide range of media such as the internet, languages software, tv and the radio to enhance the materials used in class. In addition, you will also develop your independent study and reasoning skills. All of which will help you to develop into a confident and successful linguist.

Languages are an essential life skill. You can continue with French, German, Spanish or Mandarin to GCSE level. Whichever you choose, you will be improving your opportunity of an exciting future career in our global economy. No less important is the understanding it gives in accessing and understanding other cultures.

Success at GCSE will allow you to follow our A level courses. Many popular university degree courses such as Computing, Accountancy, Business Studies and any of the sciences may be combined with a language. Travel and tourism is a popular career for linguistics as well as working at GCHQ and international roles in the UK and abroad.

We are pleased to offer a full GCSE course for students keen to build on their language skills gained in years 7 – 9. Entry levels will depend upon progress made over the two years, but Foundation and Higher level papers will be available in French, German, Spanish or Mandarin. Please talk to Mr Bass or your Languages teacher to find out more about your suitability for this option and the chance to study and exciting and increasingly more widely-spoken language.





## Why study French, German, Spanish or Mandarin at GCSE?

Access to foreign countries, their culture, their community, and their job market. Also to universities, of whom a sizeable number want to see that candidates who apply have studied a Languages GCSE.

Become part of the European and Global community. Only 6% of the world's population speak English as a first language. Learning a foreign language can open up a whole new world.

Make new friends and develop job and commercial opportunities both abroad and in the UK. Give yourself a competitive edge in the UK labour market, where only 8% of companies can deal with an e-mail enquiry in a language other than English.

GCHQ offer you the chance to learn and work with a huge range of languages. That opportunity can start with a modern foreign language GCSE. German plays a vital role in scientific research and innovation, and is seen as a great asset by International companies.



### ASSESSMENT

#### Examinations

Listening, reading, speaking and writing examinations are worth 25% each of the GCSE award. Entries are at Foundation level (grades 1 to 5) or Higher level (grades 4 to 9).

#### Controlled assessments

None

#### The course would suit you if...

You have enjoyed languages and thrive on challenge and want to use, and further develop, your language skills in a wide range of situations. If you are thinking of taking more than one language at GCSE we regularly have pupils who study 2 of the languages we offer.

### KEY FACTS

#### Type of qualification

1 GCSE

#### Restrictions

You must have studied this language in Year 8 and 9.

### MORE INFORMATION

Miss Taylor in K28

# BTEC Health and Social Care



## About the subject

About 3 million people in the UK work in health and social care. In healthcare, this includes jobs such as doctors, pharmacists, nurses, midwives, healthcare assistants and administrators, while social care roles include care assistants, social workers, occupational therapists and counsellors. Demand for both health and social care is likely to continue to rise, so it is sure to continue to play a key role in UK society, and the demand for people to fill these vital jobs will increase.

## How the course is structured

Timed Tasks are a major part of the assessment and is worth 60% of the final mark. The ability to stay organised and to meet timed task deadlines is important for anyone who chooses this course. As part of the Timed tasks students will have the opportunity to study the following two units:

### Human Lifespan Development

#### Health and Social care services and Values

A written examination taken in year 11 is worth 40% of the final mark. This externally assessed unit is called Health and Wellbeing

## What you will be learning and what lessons are like

This course gives you the opportunity to study how people grow and develop over the course of their lives, from infancy to old age, and the factors that may affect this, such as major life changing events like marriage or parenthood. You will learn how people adapt to these changes as well as the types of support available to help them.

You will also learn about the different health and social care services, and about 'care values' and their importance in making sure that the people who use these services get the care they need. You will be able to demonstrate these care values practically. You will develop skills in interpreting data about someone's state of health in order to design a plan that will allow them to improve their health and wellbeing.

# BTEC Health and Social Care



This new qualification is the same size and level as a GCSE, and is aimed at everyone who wants to find out more about health and social care. This course will give you the opportunity to develop skills, knowledge and techniques, and to review your own performance in demonstrating 'care values'.

## How will I be assessed?

You will carry out Timed Tasks throughout the two years. A structured and methodological approach to the Timed Tasks is essential for success. Your teacher will mark these, which will give you an idea of how you are getting on. Towards the end of the course you will sit the External Exam, where you use the knowledge, skills and techniques you have learned to design a health improvement. All the work you do throughout the course prepares you for this larger task, which is sent away to be marked to the exam board.

## What other subjects go well with health and social care?

This course builds on and uses the knowledge and skills you learn in your GCSEs. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology and/or Sociology by allowing you to apply your knowledge and skills practically.



### ASSESSMENT

#### Examinations

1 written examination worth 40%

#### Controlled assessments

Two internally assessed and externally moderated Timed Tasks each worth 30% of the final mark.

### MORE INFORMATION

Mrs Jaep-Evans in G2, or G7.

Or email [cjaepevans@bournside.com](mailto:cjaepevans@bournside.com)

### KEY FACTS

#### Type of qualification

Equivalent to 1 GCSE

#### Restrictions

None

#### The course would suit you if...

You are considering any health or care based career such as nursing, childcare, social work or any other job where you might work or care for others.



## How the course is structured

### What you will be learning and what lessons are like

During the GCSE History course a combination of British and International History is studied, with students building on knowledge and skills gained at Key Stage 3; such as essay writing and source analysis. The course has 4 sections divided into 3 separate examinations. There is no coursework.

### 1) The development of Crime and Punishment from c1000 through to the present day.

This exciting topic looks at how crime and punishment have developed through the ages, from the execution of traitors in the Medieval Period to the creation of the Metropolitan Police Force and abolition of the Death Penalty. This includes investigations into some of the most infamous criminals in history, such as Guy Fawkes and Jack the Ripper. This section has a 1 hour 20 minute examination worth 30% of the Total GCSE.

### 2) Period study and British Depth Study

The following 2 sections will be assessed in a single 1 hour 50 minute examination worth 40% of the Total GCSE.

#### i) Anglo-Saxon and Norman England, c1060-1088 (20% of GCSE Total)

A fascinating look at the changes brought to our country around the time of the Battle of Hastings – focussing upon how William the Conqueror took power through to his death and in-fighting between his sons.

#### ii) The American West, c1835-1895 (20% of GCSE Total)

We look at how Native Americans lived in and lost their land to a whole range of settlers from the east – including an investigation into General Custer and the Battle of the Little Bighorn.

### 3) Weimar and Nazi Germany, 1918-1939

This topic looks at the rise and policies of Hitler and the Nazis in Germany. All aspects of life in the 3rd Reich will be studied, including the persecution of minority groups such as Jews, as well as covering how Hitler became Chancellor and then President. This section has a 1 hour 30 minute examination worth 30% of the Total GCSE.

Full of fantastic stories from the past, engaging discussion on historical people and events and lots of writing!



## Why study history?

The skills developed in GCSE History have a wide application in the world of work and higher education. History is considered a valuable qualification for careers in law, industry, business management and the media, as well as for specialist applications like teaching or archaeological work.

History is consistently amongst the most popular GCSE options and over the last 5 years the vast majority of students achieve highly impressive absolute and value-added results - with a third of students achieving a GCSE Level 7 or better and around 80% achieving a Level 4 or above and multiple students achieving a level 9 each year.



### ASSESSMENT

**Examinations**  
3 examinations

**Controlled assessments**  
None

### KEY FACTS

**Type of qualification**  
1 GCSE

**Restrictions**  
None

### The course would suit you if...

You are good at writing essays, love finding out about amazing people and events and want to study a subject that will prepare you for a whole range of high-level subjects at A-Level and University.

### MORE INFORMATION

Mr Lockyer in H9, the History Office or via email [plockyer@bournside.com](mailto:plockyer@bournside.com).

# Mandarin



## About the subject

Languages are an essential life skill. You can continue with French, German, Mandarin or Spanish to GCSE level. Whichever you choose, you will be improving your opportunity of an exciting future career in our global economy. No less important is the understanding it gives in accessing and understanding other cultures.

Success at GCSE will allow you to follow our A level courses. Many popular university degree courses such as Computing, Accountancy, Business Studies and any of the sciences may be combined with a language. Travel and tourism is a popular career for linguistics as well as working at GCHQ and international roles in the UK and abroad.

We are pleased to offer a full GCSE course for Mandarin for students keen to build on their language skills gained in years 7 – 9. Entry levels will depend upon progress made over the two years, but Foundation and Higher level papers will be available. Please talk to Mrs McKinlay or Mr Bass to find out more about your suitability for this option and the chance to study and exciting and increasingly more widely-spoken language.

## Why study French, German, Mandarin or Spanish at GCSE?

**Access to foreign countries**, their culture, their community, and their job market. Also to universities, of whom a sizeable number want to see that candidates who apply have studied a Languages GCSE.

**Become part of the European and Global community.** You could become part of the community of over 1.5 billion(!) Mandarin speakers. Only 6% of the world's population speak English as a first language. Learning a foreign language can open up a whole new world.

**Communicate.** Make new friends and develop job and commercial opportunities both abroad and in the UK. Give yourself a competitive edge in the UK labour market, where only 8% of companies can deal with an e-mail enquiry in a language other than English.

**Explore** the history and heritage of a new country for yourself – no need to rely on others to explain. Gain the Ebacc qualification if you study a Humanities subject as well.

GCHQ offers you the chance to learn and work with a huge range of languages. That opportunity can start with a modern foreign language.



## How the course is structured

Assessment covers all four skills of listening, speaking, reading and writing. All four areas are assessed through external examinations at the end of year 11.

## What you will be learning and what lessons are like

As well as studying in greater depth topics already covered in Languages lessons and also Mandarin club during years 7 – 9, pupils will have the chance to explore areas including mobile technology, global issues such as the environment and their future career choices and ambitions.

You will be encouraged to access a wide range of media such as the internet, languages software, TV and the radio to enhance the materials used in class. In addition, you will also develop your independent study and reasoning skills. All of which will help you to develop into a confident and successful linguist.



### ASSESSMENT

#### Examinations

Listening, reading, speaking and writing examinations are worth 25% each of the GCSE award. Entries are at Foundation level (grades 1 to 5) or Higher level (grades 4 to 9).

#### Controlled assessments

There will be no Controlled Assessments or coursework in Modern Languages for pupils who start their GCSE in September 2024.

#### The course would suit you if...

You have enjoyed languages and thrive on challenge and want to use, and further develop, your language skills in a wide range of situations. If you are thinking of taking more than one language at GCSE we regularly have pupils who study 2 of the languages we offer.

### KEY FACTS

**Type of qualification**  
1 GCSE

#### Restrictions

You must have studied this language in Year 8 and 9.

### MORE INFORMATION

Mrs McKinlay in K9

# Music



## About the subject

The GCSE Music course is designed for students who play a musical instrument or have a good singing voice. If you take music as an option it is hoped that you will have lessons either in school or privately, we also hope that you will join at least one of the school's extra-curricular groups. As well as being a highly practical subject you will study a wide range of genres and musical areas. You will be expected to learn about a range of musical styles and also about the theory of music.

## How the course is structured

Students follow the OCR Music syllabus.

Following on from KS3, the course has three key elements of performing, composing and listening and appraising.

### Performing (30%)

Students perform two pieces, one solo and one ensemble with a combined duration of all least 4 minutes.

### Composing (30%)

Students compose two pieces, one to a set brief and one as a free composition, with a combined duration of at least 3 minutes.

### Listening and appraising (40%)

The content of musical elements, musical contexts and musical language is taught through the context of four Areas of Study. Students will appraise unfamiliar music through wider listening. You will learn about four different areas of music - The concerto through time - Rhythms of the world (World Music) - Film Music - Conventions of Pop.







## What you will be learning and what lessons are like

- Skills of musical analysis
- Specialist musical vocabulary
- Development of compositional skills
- Musical notation- treble and bass clef
- Development of practical skills

You will have 5 periods of Music over the two week timetable. All lessons will have a balance between structured practical work and more theoretical work related to the four areas of study. Homework will be set regularly and alongside this, it is expected that students will spend some time each week practising their performances and working on their compositions at home.



## ASSESSMENT

### Examinations

Listening examination worth 40%

### Controlled assessments

- 2 controlled assessments for composing worth 30%
- 1 solo performance worth 15%
- 1 ensemble performance worth 15%
- 1 listening and appraising examination worth 40%

### The course would suit you if...

The GCSE Music course is designed for students who enjoy playing and listening to different kinds of music.

## KEY FACTS

### Type of qualification

1 GCSE

### Restrictions

If you are interested in taking Music GCSE you need to be able to show that you are able to perform adequately on a musical instrument or sing. To do this you must be willing to perform to your current music teacher prior to starting the course

### MORE INFORMATION

Mr Cutress in the Music Block or [mcutress@bournside.com](mailto:mcutress@bournside.com)

# Photography (Art)



## About the subject

Taking a course in Photography provides students with the necessary skills, knowledge and attitudes to develop ideas creatively using digital photographic techniques. Students learn a range of practical and post-production techniques through a highly-personalised programme of study.

The course offers a variety of areas of study including:

- Photography from the figure, landscape, nature or the man-made world
- Photo journalism, documentary, narrative and reportage techniques
- Fine Art photography
- The moving image and animation
- Digital manipulation and projected images

Students are introduced to a range of photographic techniques and experiences using digital media and explore a wide variety of ways of responding to a photographic design brief.

## How the course is structured

The course is designed so that individual students can develop a personal direction using their knowledge, photographic skills and creative techniques as a unique pathway to success.

Assessment is coursework only:

### **Unit One:** *Coursework Portfolio. 60% of total marks*

Coursework is produced in school during lesson time and students submit a portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study

### **Unit Two:** *Externally set task. 40% of total marks*

A final practical project created in the spring term of year 11 that is completed in school. This includes preparation time and a final 10 hour period of focused study.

# Photography (Art)



## What lessons will be like

Lessons take place in specialist studios where the emphasis is upon learning through experience, research and a range of creative practices. Teachers work supportively with students to facilitate a strong personal direction focusing upon individual strengths and each students unique potential.

Whilst all skills will be taught and demonstrated in lessons, a degree of computer-literacy is helpful, as the majority of coursework will be produced digitally.

A photographic studio and lighting is provided but it is vital that students complete some of the photography tasks outside school.

We have a wide selection of photographic equipment and cameras which can be borrowed during school hours.



## ASSESSMENT

### Externally Set Task

Students select one starting point from an externally set paper and develop their project ideas covering all assessment objectives. The final piece is created in supervised sessions of up to ten hours.

*40% of the final GCSE mark*

### Controlled assessments

Students submit a portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study

*60% of the final GCSE mark.*

## KEY FACTS

### Type of qualification

1 GCSE

### Restrictions

None

### The course would suit you if...

You have a keen interest in photography and the highly technical aspects associated with taking photographs and manipulating images using a range of software. You are interested in a career in the creative arts, journalism, photography or graphic design.

## MORE INFORMATION

Mr Taylor in Art -

[staylor@bournside.com](mailto:staylor@bournside.com)

# Physical Education



## What you will be learning and what lessons are like

The course aims to prepare learners for further study of PE or sports science course as well as other related subject areas such as biology, psychology and sociology. Learners will develop transferable skills that are in demand by further education, higher education and employers in all sectors of industry. In addition to this learners will develop increase knowledge to apply to their own sports and hopefully acquire a life long engagement in sport and physical activity.

Students' grades are determined by their performance in two written papers and a practical element consisting of 3 sports and a written piece of coursework. The course is split into three different components:

### **Component 1:** Physical factors affecting performance

Written examination: 1 hour

30% of the qualification

60 marks

Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Physical training

### **Component 2:** Socio-cultural issues and sports psychology.

Written examination: 1 hour

30% of the qualification

60 marks

Content overview

- Topic 1: Socio-cultural influences
- Topic 2: Sport psychology
- Topic 3: Health, fitness and well-being

### **Component 3:** Non-exam assessment (NEA)

Non-examined assessment: internally marked and externally moderated

40% of the qualification

Content overview

- Practical activity (3 sports) - 1 individual, 1 team and 1 choice of either team or individual sport. These are chosen from the list provided by OCR
- Analysing and Evaluating Performance (AEP)

# Physical Education



## How the course is structured

During the two year course students will have two main theory elements one on Physical factors affecting performance and a second on Socio-cultural issues and sports psychology. This will be combined with a practical elements involving performance in sport and coursework element.

Students will have 5 lessons a fortnight which will mainly comprise of theory teaching mixed with practical application. One of the five lessons will be used to assess the students practical sports. They will be assessed in three sporting activities: one individual sport, one team sport and one team/individual sport.

For pupils to achieve their best, they **MUST** be involved/taking part in extra-curricular sport in school and for clubs in their own time. It is important pupils know what their three practical sports will be, before starting the course.



## ASSESSMENT

### Examinations

Two examinations which take place in the summer of year 11

- Examination 1 - 30%
- Examination 2 - 30%

### GCSE OCR PE Specification

### Controlled assessments

Pupils performance in three sports will be assessed. Pupils can choose one individual sport, one team sport and one more from either group.

A written/typed coursework project known as a AEP (Analysing and Evaluating Performance). The NEA is worth 40% of the overall GCSE grade.

Click on the link below to read through the specification for the NEA where you can identify the sports you might want to be assessed in.

[OCR GCSE NEA Specification](#)

## KEY FACTS

### Type of qualification

1 GCSE

### Restrictions

None

### The course would suit you if...

This course is a fantastic opportunity for any students who are interested in the theory behind sporting performance and have excellent practical ability.

## MORE INFORMATION

Mr Winterbottom  
in the PE Block

# DT: Product Design



## About the subject

Our world is full of products that have been designed to meet the needs and wants of different groups of people. Look around you - everything you see has been designed by someone at some point. The design of products is a hugely important subject. From the moment you wake in a morning to the time you return to bed, your whole day will be influenced and affected by these products. They help to shape your lifestyle and also define you as the person you are.

A course in Product Design offers opportunities for you to identify and solve real problems by designing and making products in a wide range of contexts. It is an exciting practical subject offering the chance to work with a wide range of tools, equipment, machinery and materials.

All students are expected to use Computer-Aided-Design (CAD) and Computer-Aided-Manufacture (CAM) during the course of study.

## How the course is structured

In Year 10 you will study the course theory whilst working on a range of mini design and make activities. You will also be set regular homework that will extend and consolidate your learning.

During Year 10 you develop your designing and making skills and your knowledge of Product Design in order to prepare you for the coursework (NEA) and examination in Year 11.

In Year 11 you will focus on extended revision activities and the major GCSE coursework project.

## What you will be learning and what lessons are like

Core knowledge and understanding:

- D&T in our world
- Smart materials
- Electronic systems
- Mechanical components
- Materials

In-depth knowledge and understanding:

- Thermoforming and thermosetting polymers
- Natural and manufactured timber

Lessons will be a mixture of practical activities, theory-based lessons and CAD/CAM work. You will need to be committed to meeting deadlines and independent study and time management.



## ASSESSMENT

### Controlled assessments

1 exam worth 50%.

- 2 hours duration
- Sat in the summer of Year 11

Coursework task worth 50%.

- 35-hour design and make project

Students are required to submit:

- a design folio
- a final prototype
- all models and manufacturing aids.

## MORE INFORMATION

Mr Bashford or Mr Gibbons in the DT Block.

## KEY FACTS

### Type of qualification

1 GCSE

### Restrictions

Students can choose either DT:

Textiles OR DT: Product Design, but not both.

### The course would suit you if...

You like designing and making things and enjoy working with your hands. You are a good problem-solver and can organise your own time. You want to work in a design related industry such as engineering, architecture, industrial design etc.

# Psychology



## About the subject

Psychology is the fascinating scientific study of the mind and behaviour. This GCSE introduces you to key ideas in psychology, helping you understand why people think, feel and act the way they do. You'll explore real-life topics like memory, social influence and mental health, while developing skills in critical thinking, analysis and research. It's a great choice if you're curious about human behaviour and enjoy discussing ideas, debating theories and investigating evidence.

## How the course is structured

The AQA GCSE Psychology (8182) course is linear, meaning you'll study over two years and take all exams at the end. It's divided into two main papers:

- Paper 1: Cognition and Behaviour (focuses on individual processes like thinking and perceiving).
- Paper 2: Social Context and Behaviour (explores how people interact and broader influences).

Research methods are integrated throughout both papers, including how to design studies, analyse data and understand ethical issues.

## What you will be learning and what lessons are like

You'll cover engaging topics such as:

- Memory (how we remember and forget)
- Perception (how we see and interpret the world)
- Development (how we learn and grow, e.g. early brain development)
- Research methods (designing experiments and interpreting results)
- Social influence (why we conform or obey)
- Language, thought and communication
- Brain and neuropsychology (how the brain affects behaviour)
- Psychological problems (e.g. mental health issues like depression)

Lessons are interactive and varied! Expect discussions, learning about classic studies, designing your own simple experiments, analysing data and debating real-world applications. You'll apply ideas to everyday life and build practical skills.





## ASSESSMENT

**Exam Board:** AQA (Specification 8182)

**Course Length:** 2 years

**No Coursework:** 100% exam-based

**Graded:** 9-1 (9 is the highest)

- Two written exams (each 1 hour 45 minutes, worth 50% of the GCSE).
- Questions include multiple-choice, short answers and extended writing (essays).
- Tests knowledge, application, analysis and evaluation.
- Research methods questions appear in both papers, often based on scenarios.

## KEY FACTS

### Type of qualification

GCSE (Grades 9-1)

– a full Level 2 qualification, widely recognised and valued by colleges, sixth forms and employers.

### Restrictions

- No prior study of psychology required.
- Involves some basic maths (e.g. percentages, graphs) and science skills, so confidence in these helps.
- Involves interpretation and written communication of research and theory

### The course would suit you if...

- You're interested in understanding people and behaviour.
- You enjoy science but prefer human-focused topics
- You like debating ideas, evaluating evidence and discussing real-life issues.
- You're considering careers in health, education, law, business or further psychology study.
- You want to develop transferable skills like analysis, problem-solving and communication.

## MORE INFORMATION

Contact [fmitchell@bournside.com](mailto:fmitchell@bournside.com) (Head of Psychology)

# Religious Studies



## About the subject

Why choose Religious Studies? The Religious Studies course gives students the opportunity to engage with a huge range of important questions about the way that people choose to live their lives and why, and how they would like the world to be. Many students find that upon finishing the GCSE, rather than having the answer to every question, they have a desire to learn even more about the issues. The Religious Studies course also develops a wide variety of academic skills, including the ability to clearly express themselves, both orally and in writing, whilst improving the students' understanding of what makes a 'good' answer by practising their ability to carefully consider, explain and write about different points of view. The Religious Studies GCSE prepares students to be successful in a variety of academic and career opportunities in an ever-changing world.

## How the course is structured

The GCSE course is split into two halves, each worth 50% of the final mark:

### 1. Religion and Ethical Issues

In this area, we debate our understanding of four major themes from a variety of major issues affecting the world today. This includes topics such as Peace and Conflict; how we should we respond to Crime and Punishment; and how much value we should put on Human and Animal Life; as well as comparing modern with traditional views on Relationships and Families, to decide the best way to live your life.

### 2. Religious Beliefs, Teachings and Practices

In this area we take an in-depth look at two different religions: Christianity and Hinduism. We will explore Christian beliefs about God and Jesus, forms of worship such as prayer, festivals and the role of the church in the international community amongst other key ideas. We will also explore Hindu beliefs on gods and reincarnation, forms of worship such as meditation and lifestyle such as the four paths to yoga, amongst other key ideas.

Each half of the course is assessed by examination at the end of year 11.

# Religious Studies



## What you will be learning and what lessons are like

Religious Studies is taught through a mixture of discussion and debate, video clips and programmes, group activities and individual written work. Students are encouraged to consider the issues carefully, to give a reasoned opinion and to listen to the opinions of others.



### ASSESSMENT

#### Examinations

Two written examinations at the end of year 11, each worth 50% of the course.

### KEY FACTS

Type of qualification  
1 GCSE

Restrictions  
None

### The course would suit you if...

... you are interested in learning more about the world around you and want to give your opinions on important issues. Religious Studies will be especially helpful for people who are looking to develop reasoning and writing skills that are highly valued by Sixth Forms, colleges and employers alike.

### MORE INFORMATION

Mr Playfair, Head of Religious Studies. Email [tplayfair@bournside.com](mailto:tplayfair@bournside.com)

# Triple Science



## About the subject

There are two options for studying Science in Year 10 and Year 11.

Most students will study **AQA Combined Science**, leading to two GCSEs with a 17-point grading scale from 9-9, 9-8 to 2-1, 1-1. This will include content from the three Sciences: **Biology**, **Chemistry** and **Physics** with equal weighting to each science. This qualification is offered at **Higher tier** (grade 4-9) and **Foundation tier** (Grade 1-5). The same content is covered at both tiers, but more detail is required to achieve the top grades in the Higher tier.

Students that most enjoy Science can choose to study **3 AQA Separate Sciences (Triple Science option subject)**, leading to 3 GCSEs in Biology, Chemistry and Physics. Students have to study all 3 Sciences. Studying Separate Science means you will have extra time and extra content to learn as well as the Combined Science content in the three areas of science. This qualification is offered at **Higher tier** (grade 4-9) and **Foundation tier** (Grade 1-5). The same content is covered at both tiers, but more detail is required to achieve the top grades in the Higher tier. Students will gain 3 separate GCSEs with a grade from 9 to 1.

In Y10 all students will be taught in mixed-ability groups of either Combined or Triple Scientists, covering the Higher tier content. Assessments in Year 10 will be covering the full range of grades allowing us to put students into the correct tier for assessments and Mock exams in Year 11.

There is no coursework in GCSE Science. But you will be completing **Required Practicals** in your lessons, the ideas of these practicals will be assessed in your exams and help you develop a set of practical skills and knowledge. In Combined Science there are 24 Required Practical tasks across the three Sciences and in Triple Science there are 30 Required Practical tasks with 10 per science.

Although many of our Triple Science students do continue on to study a Science at A level, it is perfectly possible to study A levels in Science having studied Combined Science. If you are not sure if you should choose Triple Science as an option, please speak to your science teacher.

# Triple Science



## What you will study:

### Biology

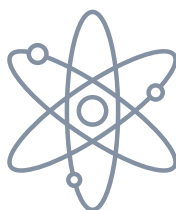
1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

### Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

### Physics

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics



## ASSESSMENT

### Combined Science:

#### Total Exams: 6

- Biology: 2 x 1hr 15 min (70 marks)
- Chemistry: 2 x 1hr 15 min (70 marks)
- Physics: 2 x 1hr 15 min (70 marks)

### Separate Science (Triple Science) option:

#### Total Exams: 6

- Biology: 2 x 1 hr 45 min (100 marks)
- Chemistry: 2 x 1 hr 45 min (100 marks)
- Physics: 2 x 1 hr 45 min (100 marks)

### Controlled assessments

None

## KEY FACTS

You will have to study Science at GCSE, but you have two routes to choose from.

### Type of qualification

2 GCSEs for Combined Science in your allotted Science time (9 hrs over 2 weeks)

3 GCSEs of 3 Separate Sciences, this is the Triple Science option subject. You will study this in your allotted Science time AND your option subject time (14 hrs over 2 weeks).

# Sociology



## What is this course about?

Sociology is the study of society, people and behaviour.

As a Sociology student you will analyse how society functions and why human beings behave in particular ways. In the first year, students will study a range of topics based on the Family and the Household, including the nature of Childhood, Family diversity, Social change and wider societal changes such as the impact of divorce. Students will also investigate Education with Research Methods including topics such as the Function of Education, and issues such as Gender, Class and Ethnic difference in achievement and wider contemporary issues including Government policies. Throughout the course you will learn about different Sociological Perspectives and examine how Sociologists go about gathering data.

In the second year we will explore Crime and Deviance, you will begin the unit by examining different sources of crime data, identify the changing patterns of offending and research sociological explanations of crime and discussing the repercussions of crime on society. Time will also be devoted to assessing the effectiveness of crime reduction strategies. The final unit, Social Stratification, is very synoptic unit bringing together topics studied throughout the course whilst exploring class, poverty, the welfare state, power and inequality.

The teachers on this course have designed and implemented a wide range of activities to suit every learning style. As part of the course expect to take part in lots of discussion work, watch documentaries, listen to podcasts and keep up to date the news and current affairs. You will be continually assessed to support your learning and ensure that you reach your potential with the highest grades that you are capable of.

## How will I be assessed?

This course is 100% exam-based across two papers:

- **Paper 1:** Families and Households, Education and Research Methods.
- **Paper 2:** Crime and Deviance, Social Stratification and Research Methods.





## What could this course lead on to?

Many students studying Sociology go on to active careers within the services, police, teaching, nursing midwifery, social work, probation and prison services, counselling, management, human resources. Sociology lends itself to most careers, because it is about society and its people, employers welcome Sociologists as they can show an understanding of this.

## Extra-curricular opportunities

Opportunities to develop research skills within Sociology, plus extra-curricular visits to Shrewsbury Prison, local courts and universities. Along with guest speakers and lecturers from across the curricula spectrum which all add to the whole learning experience.



## ASSESSMENT

### Examinations

This course is 100% exam based, across two papers.

- Paper 1 assesses: Families and Households, Education and Research Methods.
- Paper 2 assesses: Crime and Deviance, Social Stratification and Research Methods.

## KEY FACTS

### Type of qualification

1 GCSE

### Restrictions

None

## MORE INFORMATION

Mrs Daniels in G Block.  
jdaniels@bournside.com

## What previous Sociology students said:

"I didn't even know what Sociology was when I started but I became so interested and fascinated that I achieved a Grade A and am now studying at University."

"I learned so much about human behaviour, it was fascinating."

"I loved studying GCSE and A Level Sociology and now I am going to study it at University."



## About the subject

Languages are an essential life skill. You can continue with French, German, Spanish or Mandarin to GCSE level. Whichever you choose, you will be improving your opportunity of an exciting future career in our global economy. No less important is the understanding it gives in accessing and understanding other cultures.

Success at GCSE will allow you to follow our A level courses. Many popular university degree courses such as Computing, Accountancy, Business Studies and any of the sciences may be combined with a language. Travel and tourism is a popular career for linguistics as well as working at GCHQ and international roles in the UK and abroad.

We are pleased to offer a full GCSE course for students keen to build on their language skills gained in years 7 – 9. Entry levels will depend upon progress made over the two years, but Foundation and Higher level papers will be available in French, German, Spanish and Mandarin. Please talk to Mr Bass or your Languages teacher to find out more about your suitability for this option and the chance to study an exciting and increasingly more widely-spoken language.

## Why study French, German, Spanish or Mandarin at GCSE?

- **Access to foreign countries**, their culture, their community, and their job market. Also to universities, of whom a sizeable number want to see that candidates who apply have studied a Languages GCSE.
- **Become part of the European and Global community.** Only 6% of the world's population speak English as a first language. Learning a foreign language can open up a whole new world.
- **Communicate**, make new friends and develop job and commercial opportunities both abroad and in the UK. Give yourself a competitive edge in the UK labour market, where only 8% of companies can deal with an email enquiry in a language other than English.
- **GCHQ** offer you the chance to learn and work with a huge range of languages. That opportunity can start with a modern foreign language GCSE. Spanish enables access to the cultures and expanding commercial opportunities in South America, as well in Spain itself.





## What you will be learning and what lessons are like

As well as studying in greater depth topics already covered in years 7 – 9, pupils will have the chance to explore areas including mobile technology, global issues such as the environment and their future career choices and ambitions.

You will be encouraged to access a wide range of media such as the internet, languages software, TV and the radio to enhance the materials used in class. In addition, you will also develop your independent study and reasoning skills. All of which will help you to develop into a confident and successful linguist.

## How the course is structured

Assessment covers all four skills of listening, speaking, reading and writing. All four areas are assessed through external examinations at the end of Year 11.



### ASSESSMENT

#### Examinations

Listening, reading, speaking and writing examinations are worth 25% each of the GCSE award. Entries are at Foundation level (grades 1 to 5) or Higher level (grades 4 to 9).

#### Controlled assessments

There will be no Controlled Assessments or coursework in Modern Languages for pupils who start their GCSE in September 2024.

### MORE INFORMATION

Mrs Avila in K13

### KEY FACTS

#### Type of qualification

1 GCSE

#### Restrictions

You must have studied this language in Year 8 and 9.

#### This course would suit you if...

You have enjoyed languages and thrive on challenge and want to use, and further develop, your language skills in a wide range of situations. If you are thinking of taking more than one language at GCSE we regularly have pupils who study 2 of the languages we offer.

# BTEC Sport



## About this course

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, whilst also developing a range of relevant practical, communication and technical skills.

The qualification is 120 GLH, which is the same size and level as a GCSE, is aimed at everyone who wants to find out more about the sport industry. This qualification is taught over 120 guided learning hours (GLH). It has mandatory and optional units.

The 3 mandatory units are:

- Fitness for Sport and Exercise
- Practical Performance in Sport
- Applying the Principles of Personal Training
- 1 optional unit\* from (30 GLH) which we have selected:
  - Sports Performer in Action

## What you will be learning and what lessons are like

This BTEC First gives a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Classroom teaching is only part of the learning process as students need to reinforce the links between the theory and practical application and therefore students take part in both theory and practical lessons. The split is 4 classroom/IT based lesson with 1 practical lesson over a fortnight.

One of the important aspects of our approach is to instil in learners the experience of the world of work. We aim to enrich and extend learning through the use of learning materials, classroom exercises and internal assessments.

This may include:

- vocationally-specific, workplace case-study materials
- visiting speakers and the assistance of local employers
- visits to local workplaces
- inviting relevant experts or contacts to speak to learners about their involvement in the Sport at different levels and in different ways
- visits to employers in the sport sector

# BTEC Sport



## How will I be assessed?

The BTEC Level 1/2 in Sport includes one externally assessed unit- Fitness for Sport and Exercise, and 3 coursework based assessed units. This is onscreen test taken under examination conditions. This will help learners as they progress, by providing independent assessment of learning alongside their portfolio-based evidence which is internally assessed and moderated.

The remaining units are internally assessed. Internal assessment enables learners to develop a wide range of skills and provides evidence towards meeting the unit assessment criteria which will be shared with them. Evidence for assessment can be generated through a range of activities, including written work, practical performance and verbal presentations.

## Where will this take me?

If you are interested in taking your study of sport further, the subject-specific knowledge and skills that will be developed through studying this qualification, will give students a strong foundation for academic or vocational study at level 3 (A level) and/or access to apprenticeships or further education courses in the area of sport and leisure.



## ASSESSMENT

### Examinations

The BTEC Level 1/2 in Sport includes one externally assessed unit- Fitness for Sport and Exercise.

### Controlled assessments

3 coursework-based assessed units.

## MORE INFORMATION

Please talk to any of your PE teachers, or Mr Winterbottom or Mrs Sherman-Tame.

owinterbottom@bournside.com  
jshermantame@bournside.com

## KEY FACTS

**Type of qualification**  
Equivalent to 1 GCSE

**Restrictions**  
None

**The course would suit you if...**  
If you are interested in taking your study of sport further. This course is assessed mainly by coursework with one online exam element and will suit students who would prefer a more coursework based assessment style as opposed to formal written examinations.

# Astronomy



## EXPLORE THE STARS...

Ever since early humans began navigating the land and seas by making maps of the stars in the night sky, astronomy has been a fundamental part of our history. It helps us to understand the earth and find our way around it. Cities and great religious monuments have been built based entirely on the predictable movements of the sun, moon and stars. Studying the movements of other planets in our solar system enabled us to understand our place in the universe, where we come from and, perhaps most importantly, where we may be going.

Astronomy has been called a humbling and character-building experience. It encourages us to understand both how small we are, and at the same time appreciate how unusual, precious and delicately balanced our world is.

In this subject, you will explore the structure and makeup of the earth, moon, sun and other planets. You will learn how to identify constellations, galaxies, comets and satellites both with the naked eye and with a telescope. You will learn about the vastness of space, how to calculate enormous distances between planets and stars. You will discover the great strides humanity has taken in space exploration and study, from the development of bigger and better telescopes for observing other worlds, to the search for extra-terrestrial life.

Are we alone? Where does the universe come from? Where is the universe heading? Examine possible answers to these questions and more in Astronomy.

## What you will be learning and what lessons are like

Astronomy lessons will take place after school once per week, and last for 1.5 hours. This gives us a chance, particularly in the winter months, to do some telescopic and naked-eye astronomy together. Each lesson will cover content across 16 topics. Lessons will be split into an opening recapping the previous week's work, followed by either a demonstration or theory, after which students will be given space to work and practice these new skills.

Over the course of the year students will be required to build an observation portfolio alongside identifying notes of their observations so as to track their improving skill in identification of celestial objects. This will also assess their ability to make predictions on stars' positions in the sky at a given time, predictions which include a mathematical element.

# Astronomy



## Topics covered:

1. Planet Earth
2. Celestial Observation
3. The Lunar Disc
4. Exploring the Moon
5. Exploring the Solar System
6. Solar System Observation
7. Early Models of the Solar System
8. Planetary Motion and Gravity
9. Solar Astronomy
10. The Earth-Moon-Sun System
11. Time and the Earth-Moon-Sun Cycles
12. Formation of Planetary Systems
13. Exploring Starlight
14. Stellar Evolution
15. Our Place In The Galaxy
16. Cosmology



## ASSESSMENT

### Paper 1: Naked Eye Astronomy

Examination on topics such as Earth and Moon and basic Solar System observations. Assesses ability to identify celestial objects and make predictions of their trajectories, without use of a telescope.

### Paper 2: Telescopic Astronomy

Examination on topics such as stellar evolution and formation of planetary systems that must be observed and documented with a telescope.

## FOR MORE INFORMATION

Mr D James, Teacher of Physics | [djames@bournside.com](mailto:djames@bournside.com)

## KEY FACTS

### Type of qualification

1 GCSE

### The course would suit you if...

You have enjoyed studying science or geography and enjoy discovering more about our universe. You should also be ready to apply your maths skills.



## About Latin at Bournside

### Have you ever considered how words in English started out?

Latin GCSE allows you a chance to delve into the exciting world of fantastic storytellers, you will have the opportunity to study first-hand accounts of historical events, Roman witchcraft and superstitions, entertainment days and Gladiator battles.

Studying Latin is very different from learning any other language and has many other benefits: it can help improve grades in other subjects and give a good foundation for careers as diverse as science, medicine, computer sciences and law.

### Why study Latin GCSE?

#### Improve your English

Learning about Ancient Rome will enrich your understanding of language structures and widen your English vocabulary, it will also support you in learning another Modern Foreign Language. One of the biggest advantages of studying Latin is that it can help students build a stronger English vocabulary. Latin is the basis for many English words and phrases, including technical and scientific terms. By studying Latin, students can learn the roots of these words and understand their meanings more deeply, which can help them improve their reading comprehension and writing skills.

#### Improve your logical thinking

Studying Latin is deeply rewarding beyond the benefits it has for the study of other subjects. Latin is very logical language, and it suits people with analytical mindsets as well as those with a natural flair for languages. Translating a Latin sentence is a great fun intellectual exercise like assembling a jigsaw or breaking a code.

#### Improve your future studies

Studying Latin is beneficial to students who intend to go on to study unrelated subjects such as law, science and medicine. Since medical terminology, mostly derived directly from Latin, is essential for everything in the medical field, learning Latin is extremely valuable for those students who would like to become doctors and or work in healthcare; it is also beneficial for students who intend to study law, given the numerous Latin terms and phrases in legal discourse. Latin also benefits students wanting to go onto computer science fields. Computer programming uses its own set of languages, and its rules are a lot easier to understand having studied Latin, because Latin students have already learnt how to work out core meanings, identify patterns and think of solutions.



## How the course is structured

Throughout the course everyone will study Latin Language and Literature. For Language you will read Latin stories and you will be able to translate into English. You'll also learn to identify a wide range of linguistic features and be able to pick these out of Latin texts. The stories we read follow the members of a Roman family, who are often depicted in real historical events. We aim to be able to read Latin independently and these humorous and interesting stories are at the core of our lessons.

For the Literature element, you will study a range of authentic texts and pictures fitting into the theme of Magic and Superstition. You'll be able to discuss writing techniques and talk about what the stories tell us about beliefs in Ancient Rome.

The third element will be Roman Civilisation, this is a historical study of buildings, pictures, written texts etc to help you understand how the Romans lived, what they believed in and how their society worked.



## ASSESSMENT

### Examinations

There are three exams at GCSE.

Latin Language- is worth 50% of the qualification and lasts 1 hour 30 minutes. The exam consists of short comprehension questions, a translation into English and a grammar-identifying exercise.

Latin Literature and Sources- is worth 30% of the qualification and lasts 1 hour 15 minutes. This exam consists of a range of comprehension questions and is an open-book assessment.

Roman Civilisation - is worth 20% of the qualification and last 1 hour it consists of a range of comprehension questions and longer written tasks

## KEY FACTS

### Type of qualification

1 GCSE

### Restrictions

Latin is an additional subject that can be studied on top of your 4 optional subjects. Lessons take place after school.

### The course would suit you if...

If you are interested in History and have an analytic mind and an interest in language in general.

## MORE INFORMATION

Mrs Avila in K13



## Inspiring lives through learning

We are:

**Ambitious**

**Curious**

**Proud**

**Purposeful**

**Respectful**

**Supportive**

**Cheltenham Bournside School**

Warden Hill Road  
Cheltenham  
GL51 3EF

01242 235555

