

KEY STAGE 4 OPTIONS BOOKLET

2024



St Bede's
Catholic School
& Sixth Form College



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WELCOME

Dear Student

This is an important time for you as you make your choices for the subjects you will study for the next two years. Until now, you have had very little choice in what you study at school.

The subjects you take at this stage may influence the kind of careers or courses you are able to choose at the end of Year 11, so it is important that you and your family have all the information you need to make the right choices.

Courses are often reviewed and redeveloped; the information provided in this booklet gives information about courses currently on offer, you will be informed if any changes affect you.

This booklet is intended to provide you with the information you need to make the right decisions. It is a good idea to talk your choices over with as many people as possible. The more knowledge you acquire on which to base your decision, the better the decision is likely to be.

There are some subjects that all students study, known as the Core subjects:

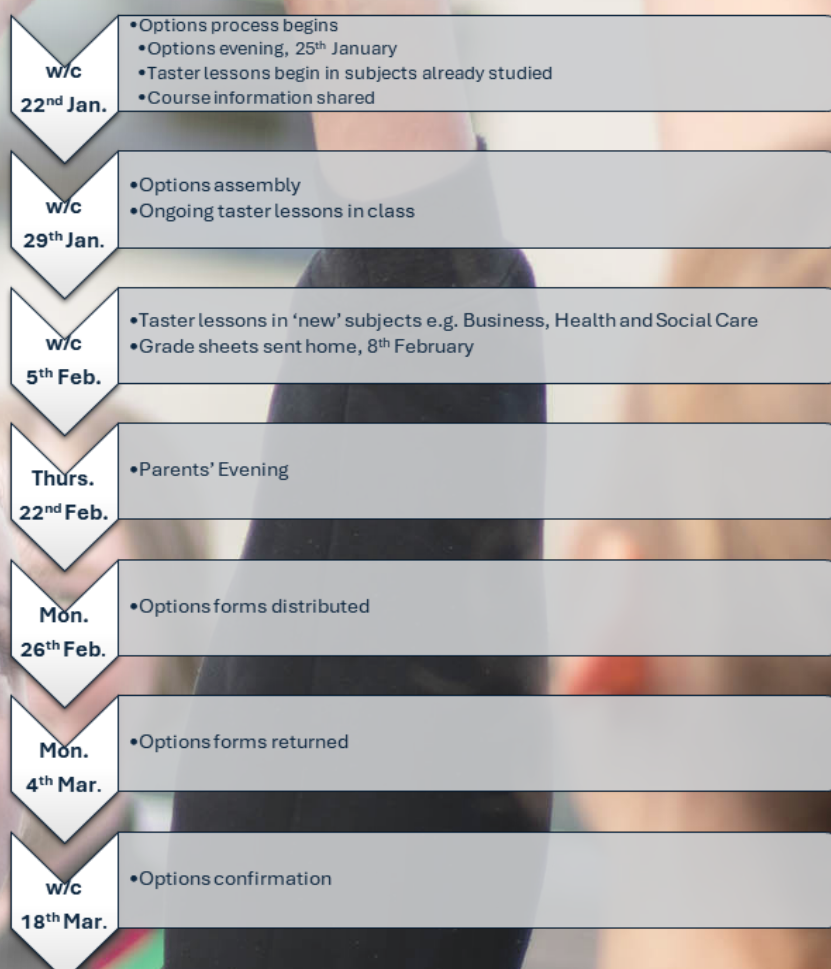
- English Language
- English Literature
- Maths
- RE
- Sciences
- PE
- PSHE

Getting your choices right at this stage really is important as it is more difficult to change once the forms have been submitted.

Please see, on the next page, an outline of the options process for this year. You will notice that the process involves a number of steps and a lot of time has been allocated to the process so that the most appropriate decisions can be made. As you can see, a number of staff are available for support at the various stages.

We hope you find this information useful. Further information can be found on our school website.

Mrs Windle
Deputy Headteacher



GCSE RELIGIOUS STUDIES

This is a core subject and will be studied by all students.

Subject Aims and Learning Outcomes

WJEC EDUQAS GCSE Religious Studies (Route B) will:

- Develop students' knowledge and understanding of religious and non-religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying.
- Develop students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- Provide opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their impact on human life.
- Challenge students to reflect on and develop their own values, beliefs and attitudes in light of what they have learnt and contribute to their preparation for adult life in a pluralistic and global community.

Subject content

Students will follow WJEC EDUQAS Route B (Catholic Christianity). This GCSE Religious Studies requires students to:

- Demonstrate knowledge and understanding of two religions, which will be Catholic Christianity and Judaism.
- Demonstrate knowledge and understanding of key sources of wisdom and authority including texts which support contemporary religious faith.
- Understand the impact of religion on individuals, communities and societies.
- Understand significant common and divergent views between and within religious beliefs.
- Apply knowledge and understanding in order to analyse questions related to religious beliefs and values.
- Construct well-informed and balanced arguments on matters concerned with religious beliefs and values.

Assessment

At the end of Year 11, students will sit three examinations, which will assess all of the subject content studied over the course.

Component 1	Foundational Catholic Theology comprises: Origins and Meaning and Good and Evil.	1 ½ hour written examination 37.5%
Component 2	Applied Catholic Theology comprises Life and Death and Sin and Forgiveness.	1 ½ hour written examination 37.5%
Component 3	Judaism comprises: Beliefs and Practices.	1 hour written examination 25%

The qualification will be graded 9 – 1, with 9 being the highest grade.

Web address/link to the syllabus

<http://www.eduqas.co.uk/qualifications/religious-studies/gcse/>



St Bede's

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Lanchester

KEY SUBJECT CONTACT

Mr T Gillingham



GCSE ENGLISH LANGUAGE & LITERATURE

All students will study both GCSE English Language and GCSE English Literature as separate subjects.

Aims of the course

The aims of both courses are the same. You will learn to:

- communicate as effectively and accurately as possible in writing
- communicate as effectively as possible through the spoken word
- appreciate the subtleties of spoken and written English
- respond sensitively to literature from different ages and cultures
- appreciate the role of the media in society.

Why study English?

The key literacy and communication skills developed in this subject are of fundamental importance in life outside of school and in the workplace.

Course Breakdown

Both of the courses are assessed through formal examinations. Please find information about each of the examinations below:

English Literature Course Breakdown			
Unit	Title/Description	How will it be assessed?	% towards final grade?
1	Shakespeare and the nineteenth century novel Romeo and Juliet and A Christmas Carol	External assessment – 1hr 45mins	40%
2	Modern texts and poetry An Inspector Calls and Poems Past and Present	External assessment – 2hr 15mins	60%

English Language Course Breakdown All texts in the examination will be unseen.		
Paper 1: Explorations in Creative Reading and Writing	How will it be assessed?	% towards the final grade
Section A: Reading One literature fiction text	External assessment 1 hour 45 minutes	80 marks 50% of GCSE
Section B: Writing Descriptive or narrative writing		

Paper 2: Writers' Viewpoints and Perspectives	How will it be assessed?	% towards the final grade
Section A: Reading One non-fiction text and one literary non-fiction text	External assessment 1 hour 45 minutes	80 marks 50% of GCSE
Section B: Writing Writing to present a viewpoint		
Spoken Language	Internal Assessment	0% (separate Spoken Language endorsement)

Progression routes available after the course

Many students choose to go on and study English courses after GCSE, whether at A level or university. At St. Bede's, we offer both A Level English Language and A Level English Literature in Sixth Form. GCSE English qualifications are essential in any career, but there is a particularly clear link with areas such as the media, law, librarianship, museums, marketing and teaching.

Web address/link to the syllabus

English Language:

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance>

English Literature:

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance>



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KEY SUBJECT CONTACT

Mrs M Kelly

GCSE MATHS

Aims of the course

At St. Bede's, we aim to develop, maintain and stimulate students' curiosity, interest and enjoyment in mathematics; to develop students' familiarity with appropriate mathematical concepts, principles, methods and vocabulary; and most importantly, to develop students' understanding of mathematics in its widest context, its functionality, and to see how it relates to themselves outside school.

Course Breakdown

The course is divided into five areas: number, ratio, proportion & rates of change, algebra, statistics & probability and geometry & measure.

Mathematics GCSE has 100% external assessment, with two possible levels:

Foundation Level - target grades are 1 to 5.

Higher Level - target grades are 4 to 9.

The Mathematics GCSE is a linear course, meaning that all students will be assessed at the end of the course, in the Summer of Year 11.

Course Breakdown			
Paper	Title/Description	How will it be assessed?	% towards final grade?
1	Calculator	External assessment 1 hour 30 mins	33⅓%
2	Non-Calculator	External assessment 1 hour 30 mins	33⅓%
3	Calculator	External assessment 1 hour 30 mins	33⅓%

Progression routes available after the course

Many students choose to go on and study Maths or Maths-based courses after GCSE, whether at A level or university. At St. Bede's, we offer both Maths and Further Maths in the sixth form. We also currently offer the new Core Maths qualification. An A level in Maths would be extremely useful if you are considering the following careers:

Engineering - Forensics - Computer Science - Medicine - Physicists and chemists - Accountancy - Games software development - Banking

Web address/link to the syllabus

<https://ocr.org.uk/Images/168982-specification-gcse-mathematics.pdf>



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KEY SUBJECT CONTACT

Mrs L Lonsdale



GCSE COMBINED SCIENCES

Subject Aims and Learning Outcomes

Our modern Society is built on scientific progress; it has changed our lives and will continue to do so! For those students who are always asking 'why' and those who are see the value in explaining how things work, Science will satisfy their curiosity and inspire them toward a wide range of potential careers. Scientific Knowledge and understanding enables us to make informed decisions and take control of our lives, from our lifestyle and diet to the products that we buy and the policies we vote for. Students develop important skills for using information and inspire them to consider the vast range of careers linked to each subject.

In Combined Science students study a broad range of topics with associated practical investigations, allowing all to understand and appreciate the natural and synthetic world around us. GCSE Combined Science allows students to progress to A-level Sciences and beyond.



KEY SUBJECT CONTACT

Mr A Swales

Subject content

Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

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

Physics

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space physics



Assessment

Students sit 2 exams per discipline (6 exams in total). The full range of content is taught from year 9 to year 11. Students gain 2 GCSEs; all exams are sat at the end of year 11.

Web address/link to the syllabus

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/specification-at-a-glance>

GCSE SEPARATE SCIENCES

Subject Aims and Learning Outcomes

GCSE Separate Sciences allow students to delve deeper into the 3 Science disciplines. In addition to the topics in Combined Science above, students study many topics in greater depth alongside the extra topics listed below.

Selecting the Separate Science courses allows a greater freedom to study topics of interest and to extend learning and investigations around the topics that our students take a particular interest in. We continue to teach the nature, processes and methods of Science throughout the course using practical work and encourage curiosity and insight into the role of Science in our everyday lives. GCSE Separate Science allows students to progress to A-level Sciences and beyond.



KEY SUBJECT CONTACT

Mr A Swales

Subject content - Content in Addition to Combined Science

Biology

- Culturing Microorganisms.
- Monoclonal antibodies.
- Plant diseases.
- The brain & the eye.
- Control of body temperature, maintaining water balance.
- Plant hormones.
- Asexual reproduction, DNA structure, cloning, the theory of evolution, speciation, the understanding of genetics.
- Decomposition, the impact of environmental change, trophic levels in an ecosystem & food production.

Chemistry

- Transition metal properties.
- Nanoparticles.
- Yield and atom economy, concentrations of solutions.
- Titrations.
- Chemical cells and fuel cells.
- Reactions of alkenes and alcohols, synthetics & polymers.
- Identifying ions using spectroscopy.
- Using materials & the Haber process.

Physics

- Investigating insulators.
- Static electricity.
- Pressure in gases.
- Uses of radioactive emissions, & nuclear fusion.
- Moments, levers and gears, and pressure differences in fluids.
- Reflection of waves, sounds waves, using waves for exploration.
- Lenses and black body radiation.
- The National Grid & loudspeakers.
- Space physics.



Assessment

Students sit 2 exams per discipline (6 exams total). Students gain 3 GCSEs; all exams are sat at the end of Year 11.

Summary of Combined and Separate Science:

<u>Combined Science: Trilogy</u>	<u>Separate Sciences</u>
Students study Chemistry, Physics and Biology.	Students study Chemistry, Physics and Biology.
Pupils are graded from 9 to 1.	Pupils are graded from 9 to 1.
Pupils can progress onto A-level Sciences.	Pupils can progress onto A-level Sciences.
There are 2 exams for each Science (6 in total).	There are 2 exams for each Science (6 in total).
Each exam is 1 hour 15 minutes.	Each exam is 1 hour 45 minutes.
Pupils are awarded 2 Science GCSEs.	Pupils are awarded 3 GCSEs – 1 per Science.
	Pupils study a wider breadth of topics.

Access to higher education, including A-levels in Science does not require a pupil to study Separate Sciences. Entry to 6th form A-level Sciences courses requires the same grade regardless of which Science GCSE course is studied.

Web address/link to the syllabus

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463/specification-at-a-glance>
<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/specification-at-a-glance>
<https://www.aqa.org.uk/subjects/science/gcse/biology-8461/specification-at-a-glance>

GCSE ART & DESIGN

Subject Aims and Learning Outcomes

GCSE Art and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature.

This subject enables students to develop their ability to actively engage in the processes of Art and Design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

Students must complete two components:

Component 1: Portfolio 60 % of GCSE

Component 2: Externally Set Assignment 40% of GCSE

It is a strong foundation for further progression to Art and Design related courses such as A-level Art and Design and enhanced vocational and career pathways.

Subject content

This is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies. Students can work in appropriate art, craft and design materials and processes.

Drawing

Students must provide evidence of drawing in both their portfolio submission and externally set assignment.

Annotation

Students must record their ideas, observations and insights both visually and through written annotation using appropriate specialist vocabulary, as work progresses. Annotation must be explicitly evidenced in both Component 1 and Component 2. These can take different forms depending on intention.

Assessment

The examination/s, which will assess all of the subject content studied over the course, will be taken at the end of Year 11. The qualification will be graded 9 –1, with 9 being the highest grade. 100% of the final grade comes from practical assessment.

Web address/link to the syllabus

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/fine-art>



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KEY SUBJECT CONTACT

Mrs C Dunbar



GCSE BUSINESS

Aims of the course

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

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems.
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds.
- use an enquiring, critical approach to make informed judgements.
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business.
- develop and apply quantitative skills relevant to business, including using and interpreting data.

Why study GCSE Business Studies?

We are all affected by and depend on business in our everyday lives. Through studying this course you will gain an insight into how the business world operates. You will develop into a commercially-minded and enterprising individual who can think critically and draw upon business information to develop well-reasoned arguments and make justified decisions.

Course Breakdown

Theme 1: Investigating small business

Written examination: 50% of the qualification
1 hour 45 minutes

Theme 2: Building a business

Written examination: 50% of the qualification
1 hour 45 minutes

Progression routes available after the course

Through this course you will learn how all businesses are organised and how they operate, therefore, studying Business Studies is relevant to whatever career you choose whether it be in Retail, Finance, Manufacturing, Health, Education, Leisure, Travel or any other sector you can think of. If your dream is to become a successful entrepreneur then this course will be a great support for you as you will have knowledge of how businesses are set up and how they can be successfully managed. Once you have completed this course, you may be able to progress to Level 3 courses in St Bede's Sixth Form (A Level Business). You may also find this course useful if you are interested in applying for an apprenticeship or training in a business environment.

Web address/link to syllabus

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>



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KEY SUBJECT CONTACT

Mrs L Chapman-Ward



Malaysian Ringgit	8
EUR Euro	36
Australia Australian Dollar	24
England Pound sterling	52
Korea 대한민국 원 (: 1000)	23
New Zealand	22

VOCATIONAL BUSINESS/ ENTERPRISE

The course will lead to BTEC Tech Award in Enterprise.

Aims of the course

The aims of this course are to engage students, encouraging you to take responsibility for your own learning and develop skills essential for the modern workplace.

Why study Vocational Business?

We are all affected by and depend on business in our everyday lives. Through studying this course you will gain an insight into how the business world operates. You will discover the challenges which businesses of all sizes and experiences face and will be able to provide solutions through your developing knowledge of Marketing, Finance, Human Resources and Operations Management. You will also discover how to set up a small business which could help you if you are a budding entrepreneur. All of your studies will be based around local, national and international businesses which brings your studies to life. The majority of the course is assessed through coursework which you will complete in class.

Course Breakdown

BTEC Level 1 / Level 2 Tech Award Course Breakdown			
Unit	Title/Description	How will it be assessed?	% towards final grade?
1	Exploring Enterprises	Externally set assignment which is internally assessed and then externally moderated	30%
2	Planning and Presenting a Micro- Enterprise Idea	Externally set assignment which is internally assessed and then externally moderated.	30%
3	Marketing and Finance for Enterprise	Externally assessed synoptic exam.	40%

This course is equivalent to 1 GCSE and will be graded Pass, Merit, Distinction or Distinction*.

Progression routes available after the course

Through this course you will learn how all businesses are organised and how they operate, therefore, studying Business Studies is relevant to whatever career you choose whether it be in Retail, Finance, Manufacturing, Health, Education, Leisure, Travel or any other sector you can think of. Within the course you will also develop skills which will be vital to you becoming a successful employer or employee. If your dream is to become a successful entrepreneur then this course will be a great support for you as you will have knowledge of how businesses are set up and how they can be successfully managed. Once you have completed this course, you may be able to progress to Level 3 courses in St Bede's Sixth Form.

Web address/link to the syllabus

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/btec-l12-techawd-enterprise-spec.pdf>



KEY SUBJECT CONTACT

Mrs L Chapman-Ward



GCSE COMPUTER SCIENCE

Aims of the course

The Computer Science course is, above all else, relevant to the modern and changing world of technology. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. This course develops computational thinking, helping learners to develop the skills to solve problems and the design of systems that do so. These skills are the best preparation for learners who want a good grounding for other subject areas that require computational thinking and analytical skills.

Why study GCSE Computer Science?

- It's future-proofed, so when new technologies come on stream you will be able to understand and apply the fundamental principles and concepts of Computer Science to know how they work.
- You'll have a head start, you'll be building on what you already know – a bit like taking a GCSE in a long-held interest.
- You will learn to analyse problems through practical experience of solving problems, including designing, writing and debugging simple programs.
- You will think creatively, innovatively, analytically, logically and critically.
- It's relevant so whatever you choose to do later, the skills you learn will help you; at university, at work, and operating online.
- Pupils from all cultures and both genders can develop their interest in, enjoyment of, and critical reflection about current and emerging technologies and the impacts of digital technology to you and to wider society.

Course Breakdown

This qualification is taught over 120 guided learning hours (GLH). It has core/mandatory and optional specialist units. Students must complete all the core/mandatory units, and a choice of optional specialist units to reach a total of 120 GLH.

Course Breakdown			
Unit	Title/Description	How will it be assessed?	% towards final grade?
1	Computer Systems	The first component is focused on computer systems covering the physical elements of computer science and the associated theory.	50%
2	Computational Thinking, Algorithms and Programming	This component is focused on the core theory of computer science and the application of computer science principles.	50%
3	Practical Programming	All students must be given the opportunity to undertake a programming task during the course of their study.	

Progression Routes

GCSE Computer Science supports all subjects both at Sixth Form level and beyond. Courses closely linked include A-Level Computer Science, Vocational ICT, and Business Studies. Computer Science is relevant to all jobs and careers and employers are increasingly looking for candidates with high level Computing skills and qualifications. Potential jobs in the Computing and IT sector include Web Design, Software Developer, Network Security, Robotics Engineer, Cloud Developers, Data Scientists, Games Design, Network Engineer/Manager, Systems Analyst, Information Scientist, and IT Support Technician, as well as working in fields as far reaching as Science, Engineering, Medicine and Social Sciences amongst many others.

Web address/link to the syllabus

<http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>



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KEY SUBJECT CONTACT

Mr A Brook



GCSE DANCE

Aims of the course

GCSE Dance is designed to encourage students to develop their creative, physical, emotional and intellectual capacity. This specification recognises the role of dance in young peoples lives and students will study a range of dance styles and style fusions. Apart from the solo, students can choose whichever style they want in which to perform and choreograph, providing it meets the criteria. The study of anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

Course Breakdown

The GCSE anthology underpins learning across each of the three core areas (performance, choreography and dance appreciation). The anthology consists of six short professional dance works. There is a filmed interview with the choreographer or company associate, which explores the choreographic approach of the choreographer and the defining characteristics of each work. Students must study all six works. These include:

- different dance styles and dance fusions
- a selection of established and emerging choreographers
- different numbers and combination of dancers
- a variety of choreographic approaches
- different choreographic structures
- variety of types of performance environment
- a variety of aural settings
- inclusive dance
- dance influenced by other cultures

Assessment

Component 1: 60% of overall GCSE. Performance and Choreography. Non-exam assessment.

Performance - 30% of GCSE

set phrases through a solo performance (approximately one minute in duration). Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration).

Choreography - 30% of GCSE

solo or group choreography a solo (two to two and half minutes) or a group dance for two to five dancers (three to three and a half minutes).

Component 2: 40% of overall GCSE. Dance appreciation exam assessment.

- assessment of:
- knowledge and understanding of choreographic processes and performing skills.
 - critical appreciation of own work.
 - critical appreciation of professionals work.

Based on students own practise in performance and choreography and the GCSE dance anthology.

You must train and perform in dance to a high standard outside of school to be able to score highly in the practical element of this course (worth 60%)

Web address/link to the syllabus

<https://www.aqa.org.uk/subjects/dance/gcse/dance-8236/specification-at-a-glance>



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KEY SUBJECT CONTACT

Mr C Hewitt



GCSE FOOD PREPARATION AND NUTRITION

Why study Food Preparation and Nutrition?

The GCSE Food Preparation and Nutrition course will equip students with the knowledge, understanding, and skills required to cook and apply the principles of food science, nutrition and healthy eating. The specification will encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

Subject content

The GCSE specification will be broken down into the following areas:

- a) Food, nutrition and health
- b) Science
- c) Safety
- d) Food choice
- e) Food provenance

The specification also allow students to become competent with a variety of preparation and cooking techniques. The specification requires students to study and apply skills when planning, preparing, cooking and presenting a selection of recipes, modifying recipes, or creating new recipes, to meet particular requirements.

Assessment

The examination/s, which will assess all of the subject content studied over the course, will be taken at the end of Year 11. The qualification will be graded 9 – 1, with 9 being the highest grade.

Course Breakdown

Unit	Title	How will it be assessed	%
1	Food preparation and nutrition	External exam 1 hr 45 min	50%
2	Food investigation Food preparation	Practical work with photographic evidence. Written report	50%

Web address/link to the syllabus

<http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

Please note

A vocational Food qualification may be offered as an alternative to the GCSE qualification.



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KEY SUBJECT CONTACT

Miss J Ward



GCSE GEOGRAPHY

Subject Aims and Learning Outcomes

The GCSE in Geography will provide the opportunity for students to understand more about our world, the challenges we face and our place within it. Geography is a subject for our times. It is multidisciplinary in a world that increasingly values people who have the skills to work across the physical and social sciences. These skills also encourage ways of seeing and thinking that make geography eminently employable. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens. The course will allow students to:

- develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.
- gain an understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts.
- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses.
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding.

Subject content

Living with the physical environment – natural hazards, the living world and physical landscapes of the UK.

Challenges in the human environment – urban issues and challenges, the changing economic world and resource management.

There will also be a synoptic issues evaluation and two fieldwork opportunities to investigate urban regeneration in Newcastle upon Tyne and river processes in the local area.

Assessment

The examinations, which will assess all of the subject content studied over the course, will be taken at the end of Year 11. The qualification will be graded 9 – 1, with 9 being the highest grade.

Paper 1 – Living with the physical environment. 35 % of GCSE

Paper 2 – Living with the human environment. 35% of GCSE.

Paper 3 – Geographical Applications (Fieldwork and Skills). 30% of GCSE

Web address/link to the syllabus

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



KEY SUBJECT CONTACT

Miss L Turland



VOCATIONAL BTEC TECH AWARD IN HEALTH AND SOCIAL CARE

Why Study Health and Social Care?

About 3 million people in the UK work in health and social care, which is equivalent to 1 in every 10 people. The demand for people to fill these vital jobs will continue to increase. Our rationale is to provide a dynamic, knowledge rich KS4 option, which will help learners to develop key transferable skills and knowledge such as self-evaluation and research skills.

In this subject we:

- Allow students to acquire the skills, knowledge and independence required to work in this industry and provide the best possible care for people under their supervision.
- Teach our students about providing physical, emotional and social support to help people live their lives.
- Challenge students through the wide range of real-life scenarios that they will face which prepares students for their life beyond school.
- Focuses on their wellbeing through preparing them emotionally and psychologically by building their confidence, self-esteem and beliefs in their own abilities.

Subject Content

- Learners will 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 events like illness or parenthood.
- Learners look at how people access the local health and social care services provided and the support that is given in the local community to overcome barriers. There will be the opportunity to demonstrate and apply the key care values to scenarios.
- Learners develop skills in measuring and interpreting data about someone's physiological health to design a care plan that will allow them to analyse and improve their health and wellbeing.

Course Breakdown

The course is split up into units.

Course Breakdown			
Unit	Title/Description	How will it be assessed?	% towards final grade?
1	Human Lifespan Development	Internal set assignment Approx. 6 hours	30%
2	Health and Social Care Services and Values	Internal set assignment Approx. 6 hours	30%
3	Health and Wellbeing	External exam 2 hours	40%

This course is equivalent to 1 grade A*-C at GCSE and is graded Level 1 or Level 2 Pass, Merit, Distinction or Distinction*.

Progression routes available after the course

Through this course you will learn about the Health and Social Care 'world', therefore, studying Health and Social Care is relevant to a career within Health and Social Care. With further training or study, you could move into careers such as nursing, social work, teaching, childcare and residential care management. There will be opportunities to experience Health and Social Care roles in order to better understand some of the topics you will be studying. Successful students have gone on to Further and Higher education, apprenticeships, and employment.

Web address/link to the syllabus

<http://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>



St Bede's

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KEY SUBJECT CONTACT

Mrs R Roe



GCSE HISTORY

Subject Aims and Learning Outcomes

The GCSE in history will support students in learning more about the history of Britain and that of the wider world. The study of history at GCSE should inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful and active citizens. The discipline of history and a knowledge and understanding of the past will also help them to understand their own identity and significant aspects of the world in which they live, and provide them with the basis for further wider learning and study.

Subject content

GCSE history comprises of studies on three time scales: short (depth study), medium (period study) and long (thematic study) and topics encompassing Medieval, Early Modern and Modern history.

Students will study:

Anglo-Saxon and Norman England c. 1060-1088 (Period Study)

Weimar and Nazi Germany: 1918-1939 (Depth Study)

American West 1835-1895

Migrants in Britain (Thematic Study)

Assessment

Paper 1: Migration in Britain, c800-Present day and The British Sector of the Western Front, 1914-18: Injuries, treatment and the trenches.

1 hour 15 mins and worth 30%

Paper 2: American West 1835-1895 and Anglo-Saxons and Norman England c. 1066-1088

1 hour 45 mins and worth 40%

Paper 3: Weimar and Nazi Germany 1918-1939

1 hour and 20 mins and worth 30%

Web address/link to the syllabus

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>



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KEY SUBJECT CONTACT

Miss C Proudlock



VOCATIONAL CREATIVE iMEDIA

Aims of the course

To inspire and enthuse you to become technology savvy – producers of technology products and systems, rather than just consumers of them

To give you the opportunity to gain a broad understanding and knowledge of, and skills in, the Information Technology sector and some aspects of the creative industries, e.g. computer games development, multimedia designer and web development.

To give you the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the Information Technology sector and some aspects of the creative industries.

Why study Creative iMedia?

Because of the highly practical nature of the course, learning is exciting and fun, topics are relevant and tailored to your interests. This is a qualification which will allow you to demonstrate both your creative and technology related skills, providing you with a qualification which is valuable to any field.

These qualifications will assess the application of creative media skills through their practical use. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The qualifications will encourage independence, creativity and awareness of the digital media sector.

Course Breakdown

Units include:

Course Breakdown	
Unit - Both are Mandatory	Assessment Method
RO93 Creative iMedia in the media industry	External assessment
RO94 Visual identity and digital graphics	Internally assessed and externally moderated
Optional Unit:	
RO97 Interactive digital media	Internally assessed and externally moderated

3 x Assignment Units

1 x External Exam

The course is graded Pass, Merit, Distinction or Distinction*.

Progression Routes

This course supports all subjects both at Sixth Form level and beyond.

IT is relevant to all jobs and careers and employers are increasingly looking for candidates with high level IT skills and qualifications. Potential jobs in the IT sector include Web Design, Software Developer, Games Design, Network Engineer/Manager, Systems Analyst, Information Scientist, IT Support Technician.

Web address/link to the syllabus

<https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/>

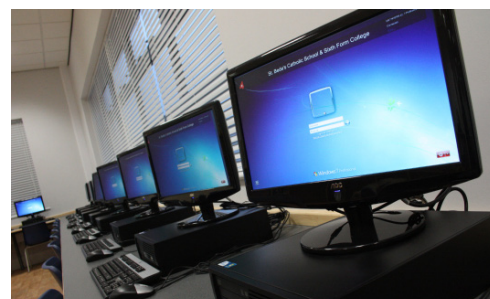


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KEY SUBJECT CONTACT

Mr A Brook



GCSE MFL (SPANISH)

Subject Aims and Learning Outcomes

Please note that the GCSE specification is being updated for students beginning the course in September 2024. We understand that the course content and its assessment will be very similar to that outlined below.

GCSE in a modern foreign language should enable students to:

- develop their ability to communicate coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts.
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, including literary texts.
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- broaden their horizons, encouraging them to step beyond familiar cultural boundaries and develop new ways of seeing the world.
- be encouraged to make explicit links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge.
- develop language learning skills to prepare them for further language study and use in school, higher education or in employment.



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KEY SUBJECT CONTACT

Mr M Watson



Subject content

GCSE MFL will require students to understand and use language across a range of contexts, appropriate to their age, interests and maturity levels

- Students will be expected to use language for a variety of purposes and with a variety of different audiences, including for personal, academic and employment-related use.
- Students will be expected to understand different types of spoken language, including recorded input from one or more speakers in public and social settings and recorded material from authentic sources and the media, appropriate to this level.
- Students will be expected to deduce meaning from a variety of written texts, including some unfamiliar language and short narratives.
- Language contexts will be organised in a specified number of broad themes, addressing relevant matters relating to 1. Identity and culture: relationships, technology, free time activities and foreign culture customs 2. Local, international and global areas of interest: the local area, social issues, global issues and travel and tourism 3. Current and future study and employment: my studies, life at school, education post-16 and career ambitions.
- In reading and listening exams, students will be required to identify the overall message, key points, details and opinions from items such as instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters, newspapers, magazines, literary texts, email and websites. These will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. Literary texts will include a mix of contemporary and historical sources.
- The content, contexts and purposes of a GCSE specification in a modern language will provide an appropriate foundation for Advanced Level study and a suitable preparation for Higher Education or employment.

Assessment

There will be examinations in listening, speaking, reading and writing, which will assess all of the subject content studied at the end of Year 11. Each examination will be equally weighted (25% of the final result). The qualification will be graded 9 – 1, with 9 being the highest grade.

There are two tiers; Foundation for grades 1-5 and Higher for grades 4-9, tiers of entry will be finalised in Year 11.

Web address/link to the syllabus

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8692>

GCSE MUSIC

Subject Aims and Learning Outcomes

The GCSE in Music will support students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills. The course will encourage students to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts and reflect on how music is used in the expression of personal and collective identities. Students will be supported in their development of musical fluency, providing access to further study of music at AS and A level as well as developing key skills such as independence, teamwork, analysis skills, literacy, evaluation skills, confidence and creativity.

Subject content

The new GCSE specification in music will require students to demonstrate knowledge and understanding of the musical elements, musical contexts and musical language.

Students will be required to apply the knowledge and understanding in the above areas as appropriate through the skills of:

- Performing
- Composing
- Appraising

Assessment

The examination/s, which will assess all of the subject content studied over the course, will be taken at the end of Year 11. The qualification will be graded 9 – 1, with 9 being the highest grade. 60% of the grade will come from a practical assessment with the remaining coming from a written examination.

Web address/link to the syllabus

https://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Pearson_Edexcel_GCSE_9_to_1_in_Music_Specification_issue4.pdf



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KEY SUBJECT CONTACT

Mr B Shaller



GCSE PE

Subject Aims and Learning Outcomes

The GCSE should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to physical education. It should encourage creativity and decision making skills to enable them to plan effectively for performances and to respond to changing situations. It should prepare learners to make informed decisions about further learning opportunities and career choices.

The GCSE course should encourage candidates to:

- become increasingly physically competent through being actively engaged in a range of physical activities
- become increasingly effective in their performance in different types of physical activity as player/performer.
- develop their ability to engage independently and successfully in the processes of different types of physical activity
- develop and maintain their involvement in physical activity as part of a healthy active lifestyle.

Subject content

The GCSE specification follows on from the Key Stage 3 Physical Education programme of study by providing students with exciting opportunities to lead a healthy and active lifestyle by choosing from a variety of roles and activities in which to participate in physical activity.

Student's practical ability will be assessed across three sports activities as a player/performer. Candidates will be expected to carry out an analysis of performance that will show a clear action plan to develop and enhance performance.

Two written papers will be sat at the end of the two year course where students will be assessed on the ability to recall facts and apply these facts to sporting situations and scenarios.

Assessment

The examinations, which will assess all of the subject content studied over the course, will be taken at the end of Year 11. The qualification will be graded 9 – 1, with 9 being the highest grade. 40% of the final grade will come from a non exam assessment. This includes practical assessments in three sports activities and a written analysis and evaluation of performance in the activity. The remaining 60% comes from two written papers.

All students applying for this course should have a keen interest in sport and should be playing/performing regularly at a competitive level.

It is strongly recommended that you play at least one of the sports on the practical list to school team standard or equivalent (e.g regularly play football or netball for a club side) in order to be able to score well in the practical element of this course (worth 30%)

Students must be assessed in three practical activities: one team activity, one individual activity (this cannot be a repeat of their team sport) and a third activity from either list.

Team activities			Individual activities		
Association football	Badminton	Basketball	Amateur boxing	Athletics	Badminton
Camogie	Cricket	Dance	Canoeing	Cycling	Dance
Gaelic football	Handball	Hockey	Diving	Golf	Gymnastics
Hurling	Lacrosse	Netball	Equestrian	Kayaking	Rock climbing
Rowing	Rugby League	Rugby Union	Rowing	Sculling	Skiing
Squash	Table tennis	Tennis	Snowboarding	Squash	Swimming
Volleyball			Table tennis	Tennis	Trampolining

Web address/link to the syllabus

<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification-at-a-glance>



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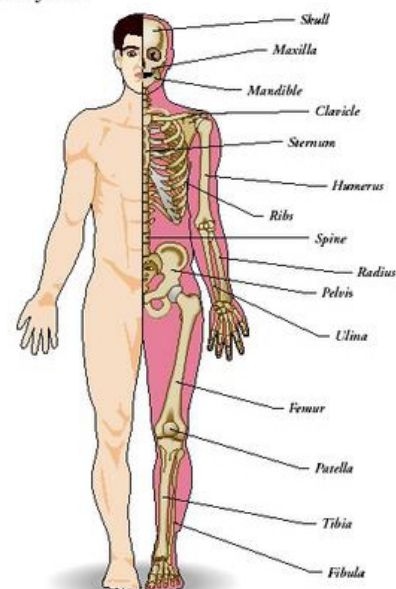
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KEY SUBJECT CONTACT

Mr C Hewitt



Skeletal System



GCSE DESIGN AND TECHNOLOGY: MATERIALS

Why Study GCSE Design and Technology with Product Design?

Do you like challenges?

People who work in Product Design do. They like to create solutions to problems and they like to create new ways of doing things. The importance of good product design is widely recognised and therefore there is a growing need for multi-skilled designers.

Produce products such as: MP3 docking stations, prototypes of electronic gadgets such as trackers and digital memo pads.

Materials:

- Is a 'hands on' subject.
- Leads to many career options.
- Equips students with essential skills such as resourcefulness and creativity as well as helping students to develop analytical skills - Universities and employers look upon these attributes very favourably in today's competitive climate.
- Uses excellent facilities.

Aims of the course

At St Bede's, we aim to prepare our students to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from wider influences on design and technology, including historical, social/cultural, environmental and economic factors. GCSE Design and Technology students work creatively when designing and making exciting 'real life' products.

Subject Content

Students will study an overview of different material areas in Design and Technology. They will then focus on one material area. They will then be able to produce practical outcomes using specialist techniques and processes. Throughout their work students must be able to apply relevant mathematic and scientific knowledge.

Course Breakdown

Product Design - Course Breakdown			
Unit	Title/Description	How will it be assessed?	% towards final grade?
1	Written Paper	Exam	50%
2	Non-exam assessment: Design and Making in Practice	Coursework	50%

Progression routes available after the course

Possible careers include:- Industrial and product design, architecture, interior design, exhibition and theatre design, digital media, film, transport and consumer goods.

Web address/link to the syllabus

http://web.aqa.org.uk/qual/newgcscs/dandt/new/product_overview.php

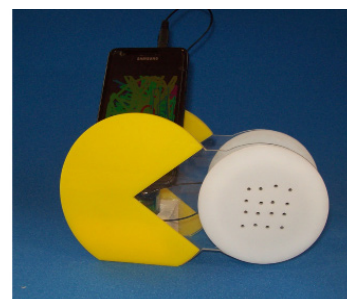


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KEY SUBJECT CONTACT

Miss J Ward



GCSE DESIGN AND TECHNOLOGY: TEXTILES

Why Study GCSE Design and Technology with Textiles?

This is the option to pick if you want to design soft furnishings and interiors or try your hand at fashion design. Using the latest computer controlled machines you can make complex and high quality garments, soft furnishings and accessories. Learning the latest skills and techniques are an integral part of the course and you will be skilfully guided through all aspects of the course.

Textiles:

- Is a 'hands on' subject
- Leads to many career options
- Equips students with essential skills such as resourcefulness and creativity as well as helping students to develop analytical skills - Universities and employers look upon these attributes very favourably in today's competitive climate
- Uses excellent facilities

Aims of the course

At St Bede's, we aim to prepare our students to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from wider influences on design and technology, including historical, social/cultural, environmental and economic factors. GCSE Design and Technology students work creatively when designing and making exciting 'real life' products.

Subject Content

Students will study an overview of different material areas in Design and Technology. They will then focus on textiles where they will be able to produce practical outcomes using specialist techniques and processes. Throughout their work students must be able to apply relevant mathematic and scientific knowledge.

Course Breakdown

The course is split into two units: Coursework 60% and Exam 40%.

Textiles - Course Breakdown			
Unit	Title/Description	How will it be assessed?	% towards final grade?
1	Written Paper	Exam	50%
2	Non-exam Assessment: Design and Making in Practice	Coursework	50%

Progression routes available after the course

Anyone studying Textiles at GCSE could go on to further study.

This option is an ideal choice for a career in - fashion, theatre design, interior design, buying and marketing.

Web address/link to the syllabus

http://web.aqa.org.uk/qual/newgcscs/dandt/new/textiles_overview.php



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KEY SUBJECT CONTACT

Miss J Ward



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