

Year 10 and 11
Programme of Study

Bexley Grammar School
Core & Options
2024 – 2026





Year 9-10 Options - Introduction

The curriculum at Bexley Grammar School is designed to inspire and challenge our students at every level in the school. It is ambitious, preserving breadth while encouraging depth of exploration. Curriculum provision in Years 10 and 11 presents a range of exciting opportunities for students to refocus their learning. The option choices provided by the school give considerable scope for developing specialisms while maintaining an appropriately broad programme of study in preparation for the International Baccalaureate Diploma Programme (IBDP) in the Sixth Form.

Our Key Stage 4 curriculum is both rigorous and challenging with a substantial core of subjects designed to give our students a sound basis from which to launch their KS5 and higher education studies. The flexible options available, although limited in number, are important insofar as they may open doors for future study. Equally, rejecting a subject might make a specific course of study inaccessible in the future. We therefore encourage them to make use of all possible sources of advice. Students should aim to choose subjects in which they may expect to find both success and enjoyment and which are relevant to any known career plans or higher education requirements.

There will be a few students who already have fixed ideas about their future careers; there will be others who, without having a definite career in mind, feel that they wish to pursue a particular subject or combination of subjects to degree or equivalent level on completion of their Sixth Form studies. Students in both of these categories should check carefully that they do not omit a specialist subject which may later prove to be a requirement for their chosen career or higher education course. Advice is available from Mrs Ellis, Deputy Head (Curriculum & Assessment), relevant Heads of Department, Mrs Belton Owen (Director of Studies, Year 9) and Ms Caley-Gardiner (Careers and Higher Education Adviser).

Many, often most, Year 9 students, however, have few clear ideas about a future career; indeed there is much to be said for keeping an open mind at this stage to allow for a greater range of future choices. We know from experience with previous students that ambitions which seem fixed at this time may be subject to change over the next year or so. Although it is never too early to start thinking about a career, priority should be given to choosing a broadly-based range of subjects which keeps as many opportunities as possible open for the future.

I trust that this booklet, the activities in PSHCE and on Power Day and the Options Evening presentation, will support you in selecting your option choices.

H J Gilmore
Headteacher



Years 10 and 11 Programme of Study

The purpose of this booklet is to set out the Programme of Study which students, currently in Year 9, will start in September 2024.

The programme meets the requirements of the National Curriculum but will still allow individual students to have a degree of choice in the subjects to be studied over the next two years.

A summary of the Programme of Study is given below:

COMPULSORY - All pupils will continue to study:

- **English** (leading to two separate GCSEs in English Language and English Literature)
- **Mathematics** (leading to one GCSE)
- **Separate Sciences** (leading to three GCSEs: Biology, Chemistry and Physics)
- **Two Languages** (leading to two GCSEs)
- **Physical Education** (core)
- **Personal, Social, Health & Citizenship Education**

HUMANITIES OPTION - All students will choose one subject from:

- Ancient History
- Geography
- History

OPEN OPTIONS - The remaining two subjects may be chosen from the following:

- Art and Design
- Art Textiles
- Business Studies
- Computer Science
- Design and Technology
- Drama
- Economics
- Food Preparation & Nutrition
- Geography
- History
- Latin
- Music
- Physical Education
- Psychology
- Religious Studies



The following general points on subject choice are offered as guidance:

- Choices are best based on enjoyment and aptitude for a subject and, if known, future career aspirations. It is not a good idea to make choices based on the subjects that friends may be choosing. What is right for your friends may not necessarily be right for you. Also, your friends might change their minds!
- Thought should be given to selecting subjects so that an overall broad balance of subjects is maintained. **For instance, Design and Technology (DT) and Food Preparation & Nutrition cannot be chosen together.**
- The selection of a creative subject will enable some students to continue the study of a subject in which they have already shown some expertise and which provide a range of skills that employers seek in addition to specific career opportunities for the future. They also provide opportunities for personal development and future leisure activities, developing more rounded, successful individuals.
- **Planning for the Sixth Form**
You will be aware that Bexley Grammar School offers the IBDP (International Baccalaureate Diploma Programme) to enable BGS students to secure the most successful post-sixth form destinations in the borough and beyond.

The table overleaf lists the subjects that we plan to be available on the IB in September 2024, Most, but not all, IB subjects will be offered at higher and standard level and there are specific language and mathematics options to explain at the information evening or nearer the time, along with some interesting flexibilities that are not apparent when first looking at the table. Please seek advice if there are combinations you are interested in that do not appear to be possible – in some cases they may be. Each student will be able to choose strategically from thousands of possible combinations to create an individual programme when they choose their Sixth Form options in Year 11.



Advice from the School Academic Council

When choosing your options for GCSE, the Academic Council would like to share some advice:

When you're looking through this options booklet, it can be very tempting to look at your latest report and go entirely off that, but it should be remembered that you're going to be studying these subjects for at least two years and if you do enjoy them, it will be much harder to revise or focus on them. However, you should take subjects which you are successful in, this is an important part of your consideration. You need to remember that the entry requirements for most Sixth Forms will require a specific number of points in your top 8 GCSEs.

Although a lot of students do not consider it, you must also ensure your choices now do not close off doors for IB or A-levels.

Lastly, remember that these are your choices and you will be the one studying the courses. Discuss your thoughts with parents, but ultimately you are undertaking the two years of study.

Teddy
The Academic Council

Year 9 options are a great time for you to be able to focus yourself down to subjects that you really enjoy and want to learn more about in the future. When choosing these subjects, think about what you're most passionate about as you'll be doing these subjects for a couple of years.

Joseph
The Academic Council



IB subjects *expected* to be offered at KS5 for September 2026

1. English	<ul style="list-style-type: none"> English Literature Literature & Performance* 	
2. Language: Beginner subjects are available as an alternative for students who would like to learn a new language.	<ul style="list-style-type: none"> Chinese French German Italian 	<ul style="list-style-type: none"> Japanese Latin Russian Spanish
3. Individuals and Societies:	<ul style="list-style-type: none"> Business Management Economics** Geography Philosophy History 	<ul style="list-style-type: none"> Politics Psychology Social and Cultural Anthropology
4. Science:	<ul style="list-style-type: none"> Biology Chemistry** Computer Science** Design & Technology Food Science and Technology* 	<ul style="list-style-type: none"> Environmental Systems* Physics** Sports, Exercise & Health Science
5. Mathematics:	<ul style="list-style-type: none"> Mathematics 	
6. Arts and Electives: <u>or</u> a further choice from groups 2, 3 or 4 above.	<ul style="list-style-type: none"> Film** Music Theatre Visual Arts 	

* Indicates a subject that is only available at Standard Level. All other subjects will be available at both Higher and Standard Level.

** Indicates a subject that is only available at Higher Level.

Final note

We look to draw up a timetable which caters for every student's first choice of Option subjects. As you can appreciate, it is sometimes not possible to timetable every combination of subjects chosen and we may need to ask a few students to reconsider their choices, especially where numbers are limited in specific subjects.

Please complete the PROVISIONAL SUBJECT CHOICE form and submit by Tuesday 20th February 2024

Compulsory Subjects





English Language & English Literature



AQA Specification A

Our Examination Board for both these GCSEs is AQA and the courses comprise the following:

English Language

Unit 1 External examination:

Explorations in Creative Reading and Writing (50%)

Unit 2 External examination:

Writers' Viewpoints and Perspectives (50%)

English Literature

Unit 1 External examination:

Shakespeare and the 19th Century Novel (40%)

Unit 2 External examination:

Modern texts and poetry (60%)

Examinations:

In English Language, students are tested on their ability to read both literary and non-fiction texts and write in a variety of forms. In English Literature, students are assessed on their understanding and appreciation of an anthology of poetry and a range of literary texts. **All external examinations will be taken in the summer of Year 11.** Students will be assessed on the individual components of each paper throughout their study. In March, Year 10 students will take English Language Units 1 & 2 as a 'mock' examination (and again in February and March of Year 11) and Year 11 students will take English Literature Units 1 & 2 as a 'mock' in December. Students will be assessed on the individual components of each paper throughout their study. In April, Year 10 students will take English Language Unit 2 and one element of English Literature Unit 2 (Comparative Poetry) as a 'mock' examination. In Year 11 pupils will sit an amalgamation of the remaining components of English Literature Unit 1 and 2 as a 'mock' examination in November. Later in Year 11, pupils will sit English Language Unit 1 in February and English Language Unit 2 in March.

Students will also complete one 'Speaking and Listening Assignment' - a 5 minute presentation on a topic of their choice - in Year 10. This is separate to the two GCSE qualifications and will appear on their certificate as a 'Pass', 'Merit' or 'Distinction'.



Mathematics



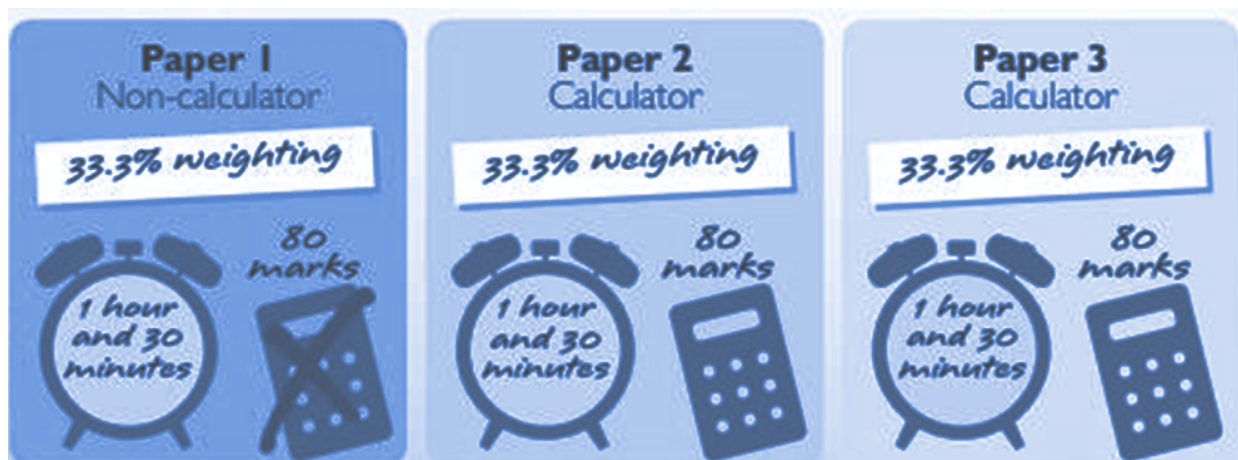
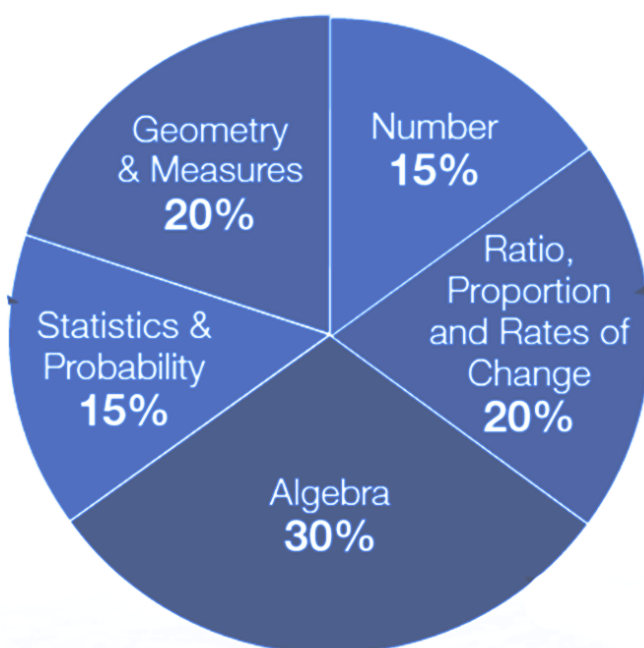
EDEXCEL Examining Board

All students studying Mathematics will follow the EDEXCEL GCSE Mathematics (9-1) course at the Higher Tier.

Full details of the programme of study are available via the Mathematics Key Stage link [here](#).

The course continues to develop all areas of Mathematics studied at Key Stage 3:

Higher



The GCSE grades available for the Higher Tier are grades 9-4.



Sciences: Biology, Chemistry & Physics



OCR Examining Board (Gateway Science Suite).

It is compulsory for all students to study **Biology, Chemistry and Physics** to the end of Year 11.

Each student attains **three separate GCSE grades, one for each science** (formerly known as the 'triple award')

For each subject, they will sit external examinations on all topics in the summer of Year 11.

They will have specialist teaching staff for a total of six lessons per week (2 lessons per subject).

During these courses, students study all of the topics outlined below.

These courses prepare students well for IB science courses in the Sixth Form. All students gaining a 7 grade in a science GCSE are eligible to undertake the 'Higher' course in that subject.

GCSE Science Topics:

Biology	Chemistry	Physics
B1: Cell level systems	C1: Particles	P1: Matter
B2: Scaling up	C2: Elements, compounds and mixtures	P2: Forces
B3: Organism level systems	C3: Chemical reactions	P3: Electricity
B4: Community level systems	C4: Predicting and identifying reactions and products	P4: Magnetism and magnetic fields
B5: Genes, inheritance and selection	C5: Monitoring and controlling chemical reactions	P5: Waves in matter
B6: Global challenges	C6: Global challenges	P6: Radioactive decay – waves and particles
B7: Practical skills	C7: Practical skills	P7: Energy
		P8: Global challenges
		P9: Practical skills



Physical Education



Physical Education is a compulsory subject during KS4. Pupils take part in a varied programme with the following learning objectives:

- Developing skills in physical activity
- Making and applying decisions
- Developing physical and mental capacity
- Evaluating and improving
- Making informed decisions about healthy, active lifestyles

The programme to reach these objectives during Key Stage 4 will include **Sport Education** which has wider aims:

- Promote inclusion in PE (quality of participation)
- Encourage pupil ownership of learning

Rationale

Sport Education is a pupil centred curriculum model which allows pupils to plan, manage and run their own sports 'season' (unit of work) as part of their PE curriculum. The teacher's role gradually becomes one of facilitator rather than director of activity. Teachers support pupils taking on different roles linked to the team and combine these activities with regular competition. The aim is for improved quality of participation and learning of the curriculum through greater ownership of their learning.

Pupil Roles

Player/Performer; Coach/Choreographer/Leader; Duty Manager; Official; Captain/Group Leader; Record Keeper.

Curriculum Links

During curriculum PE, the PE department offers the opportunity to complete a leadership award (Level 1 Sport Leaders Award). Pupils gain experience through sports festivals with local primary schools.

Example Activities by Term

Term	Activity	Example Activities
Autumn	1. Physical Education 2. Sports Education	Football, Netball, Touch Rugby, Volleyball, Dance, Dodgeball, Table Tennis, American Football
Spring	1. Exercising safely and effectively – Health Related Exercise 2. Sport Education (+ Leadership Year 10), Problem Solving	Speed (Sprints), Strength (Circuits), Endurance (Aerobics / Running), Power (Plyometrics), Flexibility (Yoga) Badminton, Basketball, Table Tennis, Outdoor and Adventurous Activities
Summer	1. Performing at maximum levels (+ Leadership Year 10) 2. Sport Education (+ Leadership)	Athletics Cricket, Rounders, Tennis, Lacrosse, Athletics

Languages





Latin



EDUQAS GCSE Latin

You may choose Latin to replace your second MFL (not your first), or you may choose it as well as your two MFLs, as an option. (This subject must be taken at GCSE to take Latin at IB Level.)

If you are fascinated by ancient languages or just languages in general, this is an unusual and interesting choice, which will allow you to read some of the world's best literature in the original language. Not many students nationally take this subject which gives our students the edge in terms of variety and discipline in their learning. Latin is a highly regarded subject not least for being the basis of many modern European languages but also in its own right.

What the course involves:

Component 1: Latin Language

This component makes up 50% of the qualification and tests students' comprehension of a text and their translation skills. You will improve your grammatical fitness and tone up on your syntax through reading an extensive range of Latin texts and authors. By about April in Year 10 the main sentence constructions have been met, then practised. We make a concerted effort to include texts of particular significance and interest, mainly looking at the mad world of Greek mythology.

Component 2: Latin Literature and Sources (Themes)

This component makes up 30% of the qualification and has a prescription of Latin literature, both prose and verse, on a theme, together with prescribed ancient source materials (e.g. paintings, mosaics, sculptures, buildings, graffiti) on the same theme. The theme that will be taught in the first instance is Love and Marriage. We often think of the Romans as a militaristic society, but what did they think about love? You'll hear from real Romans as they fall painfully in and out of love, get rejected, get married, and live happily ever after... or not... You will be using the same techniques as those involved in the study of English Literature, allowing you to develop your analytical skills further.

Component 3B: Roman Civilisation

This is worth 20% of the final grade. Through the use of primary sources, you will learn about the inhabitants of a Roman household (men, women, children, slaves, freedmen & freedwomen) and how they were treated in the context of Roman society. The sources (in English) tell us about the differences between rich & poor, men & women, slaves & freedmen, and you will explore how, despite the 2000 year gap, our society is not so different today.

Emphasis in Latin teaching has changed a great deal over the last few years. The course works on the assumption that the objects of learning Latin are to read as soon and as fluently as possible what the Romans wrote covering both literature and history, and to understand Roman life and ideas. Naturally, those with sufficient interest and aptitude may go on to study Latin at IB and even read for a University degree in Classics or Latin.

Candidates who have gained these qualifications in Latin may benefit when applying for some university courses. Such courses may include: English, History, and Modern Language courses, Law, Philosophy, Theology and Archaeology. A high proportion of our students choose to continue their Classical studies at top universities.

The majority of careers look for particular skills, such as:

- Understanding the wider issues and thinking outside the box;
- Excellent communication;
- Logic, precision & problem solving;
- Linguistic skills.

Latin offers all of these.



Modern Languages



We believe that the study of languages is not only important to improve job prospects or to facilitate travel but also to get to know and understand other cultures, reflecting upon your own in doing so, and consequently broadening your horizons. Did you know that only 6% of the world's population speaks English as their mother tongue? And that 75% don't speak English at all? Speaking additional languages also enables students to stand out when applying for university, whatever the course applied for, and helps them to develop a range of transferable skills for the world of work in today's global workplace. **It is for this reason that students at Bexley Grammar study two Modern Foreign Languages. Those wishing to continue studying three languages, may choose Latin in their option column.**

Content

In KS4, pupils extend their linguistic knowledge through studying a variety of topic areas in some depth, for example media, education and the environment. I. Students quickly acquire the language they need to communicate their likes, dislikes, experiences and hopes, making language learning useful and motivating. They are also exposed to a diverse range of culture from overseas: songs, short stories, films, art, food and local customs and traditions.

Our specialist language teachers make the study of languages enjoyable and enable students to use the language confidently and effectively, developing their language learning skills and their awareness of the nature of language. Teachers also use a variety of strategies to allow pupils to converse spontaneously in the target language, making the language classroom an immersion experience. Our language laboratory, interactive whiteboards as well as partnerships with schools abroad support the aims of the GCSE courses. Students also have the opportunity to visit the target language country to experience the culture 'first-hand' and practise the skills they've acquired. In Year 9, students have the opportunity to travel to Germany or France. In Year 10, we offer trips to Sardinia and Spain and biennial trips are offered to Russia, Japan and China.

Assessment

Pupils in Year 9 are well underway consolidating and building on the GCSE content, which will be assessed through end of course exams. In Years 10 and 11 they continue to develop the skills required for the GCSE exams, building upon what they know. They will receive regular feedback through end of unit assessments, which have been designed to replicate the style and content of the GCSE exam, so that they are already familiar and confident with exam technique and material.

Pupils can be entered for either Foundation Tier or Higher Tier, but they must take the same tier for each paper. Students cope very well with the language curriculum and it is only in special circumstances that students have not felt confident to sit the Higher examinations. In these situations the decision as to which tier pupils will be entered for will be made by the class teacher in conjunction with the student in Year 11.

French, German, Spanish ~ AQA Examining Board (new 2026 specifications)

Pupils will begin the new style GCSE in Year 10, which will be assessed through end of course exams. They will develop the skills required for the exams during the two years they are studying the GCSE course. Through end of unit assessments, they will receive regular targeted feedback.

Skill	% of GCSE	How Examined	Extra Details
Writing	25%	Exam at the end of Year 11	<p>Higher Tier Pupils respond to three tasks:</p> <ul style="list-style-type: none"> - The first task requires students to translate some sentences from English into the target language; - The second task requires students to respond to three bullet points and write around 90 words in the target language; - The final task requires students to respond to two bullet points and write around 150 words in the target language. <p>Pupils must demonstrate their ability to produce two clear, well-developed pieces that includes a range of tenses and structures used accurately.</p> <p>Foundation Tier Pupils respond to four tasks:</p> <ul style="list-style-type: none"> - The first task requires pupils to write five sentences about a picture stimulus (black and white); - The second task is a short text of around 40 words in response to 4 bullet points; - The third task is a translation of short sentences from English into the target language; - The final task is a structured writing task. Students respond to three compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions.
Speaking	25%	Exam at the end of Year 11	Pupils will undertake three tasks. In the first part of the exam they will take part in a short role play with the teacher in response to prompts in the target language. This will be followed by a reading aloud task and unprepared conversation. The final part of the exam is an unprepared discussion of two photos. The Higher Tier exam will last a maximum of 12 minutes and the Foundation Tier exam will last a maximum of 9 minutes.
Listening	25%	Exam at the end of Year 11	Pupils may be entered at Foundation or Higher Tier. The paper consists of two sections: <ul style="list-style-type: none"> - Section A: students will respond to a set of questions in English or non-verbally; - Section B: Students will transcribe words within four written statements (dictation task).
Reading	25%	Exam at the end of Year 11	Pupils may be entered at Foundation or Higher Tier. The paper consists of two sections: <ul style="list-style-type: none"> - Section A: students will respond to a set of questions in English or non-verbally; - Section B: students will translate 5 sentences from target language into English.

Italian ~ AQA Examining Board (2018 specification)

Skill	% of GCSE	How Examined	Extra Details
Writing	25%	Exam at the end of Year 11	<p>Higher Tier Pupils respond to three tasks. The first task requires students to respond to 4 bullet points and write around 90 words in the target language. The second task requires students to respond to two bullet points and write around 150 words in the target language. The final task is a translation of a short text from English into the target language.</p> <p>Pupils must demonstrate their ability to produce a clear, well-developed piece that includes a range of tenses and structures used accurately.</p> <p>Foundation Tier Pupils respond to four tasks. The first task requires pupils to write four sentences about a picture stimulus. The second task is a short text of around 40 words in response to 4 bullet points. The third task is a translation of 5 short sentences from English into the target language. The final task is a structured writing task. Students respond to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions.</p>
Speaking	25%	Exam at the end of Year 11	Pupils will undertake three tasks. In the first part of the exam they will take part in a short role play with the teacher in response to prompts in the target language. This will be followed by the description of a picture stimulus with additional follow up questions. The final part of the exam is a general conversation. The Higher Tier exam will last a maximum of 12 minutes and the Foundation Tier exam will last a maximum of 9 minutes.
Listening	25%	Exam at the end of Year 11	Pupils may be entered at Foundation or Higher Tier. They will respond to questions in both English and the target language.
Reading	25%	Exam at the end of Year 11	Pupils may be entered at Foundation or Higher Tier. They will respond to questions in both English and the target language.

Chinese, Russian & Japanese ~ EDEXCEL Examining Board

Pupils can be entered for either Foundation Tier or Higher Tier, but they must take the same tier for each paper. The decision as to which tier pupils will be entered for will be made by the class teacher in conjunction with the student in Year 11.

Skill	% of GCSE	How Examined	Extra Details
Writing	25%	Exam at the end of Year 11	<p>Higher Tier The paper consists of two questions and one translation from English into the target language. Question 1 assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point using the informal register. Question 2 assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader using the formal register. Question 3 requires students to translate a short paragraph from English into Russian. The individual sentences are ordered by increasing levels of difficulty.</p> <p>Foundation Tier Pupils respond to four tasks. The first task assesses students on their ability to write, to describe and to express opinions. The second task assesses students on their ability to note down key points and convey information. Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Question 4 requires students to translate five sentences from English into the target language. The sentences are ordered by increasing levels of difficulty.</p>
Speaking	25%	Exam at the end of Year 11	Pupils will undertake three tasks. In the first part of the exam they will take part in a short role play with the teacher in response to prompts in the target language. This will be followed by the description of a picture stimulus with additional follow up questions. The final part of the exam is a general conversation. The Higher Tier exam will last a maximum of 12 minutes and the Foundation Tier exam will last a maximum of 9 minutes.
Listening	25%	Exam at the end of Year 11	Pupils may be entered at Foundation or Higher Tier. They will respond to questions in both English and the target language for the Russian exam, and to questions in English for the Japanese and Chinese exam.
Reading	25%	Exam at the end of Year 11	Pupils may be entered at Foundation or Higher Tier. They will respond to questions in both English and the target language for the Russian exam, and to questions in English for the Japanese and Chinese exam.

Humanities





Ancient History



OCR Examining Board

Ancient History is part of the humanities block where students can choose one topic. The course naturally follows on from Years 7-9 Latin, but without the requirement of having to study a language. It focuses on the history of the Persian, Greek and Roman worlds rather than the civilisations.. It is an eBacc subject, and regarded as one of the most academic subjects available: engaging with ancient sources is challenging, but also highly rewarding.

The course studies some of the most exciting history of the ancient world, focusing on key individuals and events that helped shape ancient history. Our understanding and learning is drawn from literary primary evidence written by authors such as Livy, Plutarch, Herodotus and Suetonius as well as ancient Persian and Egyptian archaeological evidence.

The topics that will be covered in the subject are currently:

Topic 1: Greece and Persia

A. The Persian Empire, 559–465 BC

This is a compulsory period of study focusing on the Persian Empire under Cyrus the Great, Cambyses II, Darius I and Xerxes I. We look at how they built their empire and how they interacted with the people they conquered, especially the Greeks.

This will be followed by a depth study on the following Greek topic:

B. Athens in the Age of Pericles, 462-429BC

This depth study explores the development of Athenian politics and society under the influence of a remarkable citizen, Pericles. By examining the art, architecture and literature of fifth century Athens, we are able to investigate how Pericles made Athens the cultural icon of the ancient world.

Topic 2: Rome and its neighbours

A. The foundations of Rome: from kingship to republic, 753–440 BC

This is a compulsory longer period study focusing on the kings of Rome and the early Roman Republic, with an emphasis on the most exciting and interesting events and characters, such as Romulus and Remus, Tarquinius Superbus and Lucius Junius Brutus.

This will be followed by a depth study on the following Roman topic:

B. Cleopatra: Rome and Egypt, 69–30 BC;

This depth study focuses on how Cleopatra interacted with the Roman Empire. We look at her relationships with Julius Caesar and Mark Antony as well as her leadership of Egypt and how she became reliant on Rome to keep her in power and how that led to her eventual downfall.

Assessment

These 4 topics will be assessed by written examination with the period studies being worth 27.5% of the final mark and the depth studies being worth 22.5% of the final mark. There are also marks for Spelling, Punctuation and Grammar. There is no coursework.



Geography



AQA Examining Board

"Geography is the subject which holds the key to our future" Sir Michael Palin - Royal Geographical Society.

Introduction

Geography is a modern syllabus that looks at some of the more pressing changes happening across our planet and invites students to consider the world around them. Students who choose this subject will benefit from the close ties it has with other academic subjects both creative and scientific.

Geography provides an excellent academic basis for all students and will serve you well, particularly as Geography is a subject recognised and recommended by Russell Group Universities. This is because in addition to excellent subject knowledge you will develop a high level of intellectual, personal and transferable skills including ICT, fieldwork and problem solving

Fieldwork

Year 10 Geographers will have the opportunity to take part in field work days providing an excellent basis for pupils to get to grips with Geography in the field with days studying the Epping Forest ecosystem and the sustainable redevelopment of Queen Elizabeth Park, Stratford. This will ensure you are well equipped for IB Geography including at KS5 potential overseas fieldwork options: Iceland or the Azores.

The Syllabus

Current, exciting case studies will be studied for each topic which will allow you to access the top grades in your exams. Learn about earthquakes, volcanoes and tsunamis; how do people cope and why do they live in such dangerous environments? How do rivers shape the land, what makes rivers work and can we control them? A particularly important issue given the increasing frequency of floods within the UK. A thought: England is sinking and the oceans are rising - what could you do? Why does the world's population keep growing? Why are some countries rich and others poor?

Paper 1: Living with the Physical Environment

Tectonic and Weather Hazards
Landscapes, Rivers and Coasts
The Living World

Paper 2: Challenges in the Human Environment

Urban Issues
Economic World
Resource Management

Paper 3: Geographical Application

Issues Evaluation
Fieldwork Questions
Geographical Skills



History



Edexcel Examining Board

“Those who do not remember the past are condemned to repeat it”
George Santayana

Introduction

History for GCSE offers a wide range of learning experiences focusing on modern and early modern periods from the past and how the events which took place at these times continue to have an impact on the world today. You will have the opportunity to develop higher order learning skills of analysis and evaluation by considering not only how events took place but the reasons why they occurred together with how they have been interpreted by historians.

History is recognised by universities and employers as a subject with intellectual integrity and rigour with its emphasis on skills development alongside knowledge. By continuing with your studies in the subject you will enhance your capabilities in these areas in preparation for IB History if you want to carry on with the subject at KS5. The skills developed through the study of History are transferable and may be applied to a wide range of other subjects as well as being highly suitable for the world of employment.

Syllabus

Paper 1: The History of Medicine in Britain 1250 to the Present (30%)

- Medicine in Britain 1250 to the Present
- Medicine on the Western Front in WWI

Paper 2: The Cold War and Early Elizabethan England (40%)

- Superpower Relations and the Cold War 1941 to 1991
- Early Elizabethan England 1558 to 1588

Paper 3: Weimar and Nazi Germany 1918 to 1939 (30%)

- The Weimar Republic 1918 to 1929
- Rise of Hitler and Nazi Germany 1929 to 1939

Extra Curricular Provision: Day and Residential Trips

During Enrichment Week in Year 10 you will visit two museums in London to extend key aspects of your studies for GCSE History. These are the Imperial War Museum with key exhibitions about the First World War and the Holocaust as well as others on World War II and the Cold War. In addition you will visit the Science Museum with its new exhibition in the Wellcome Galleries on the History of Medicine.

In addition you will have the chance to join a 6 day residential trip to Berlin in Germany and Krakow in Poland (up to 40 places are available for this trip which takes place in May of Year 10) to deepen your understanding of key aspects of your studies on 20th century history. These relate to Nazi Germany, the Holocaust and the Cold War by visiting some of the key places of importance such as the Reichstag, the Brandenburg Gate, the remains of the Berlin Wall and Auschwitz in this very significant part of Europe.

Free Option Subjects

Please note that Latin, Geography & History can also be selected in free options. For subject specifications please refer to Languages (page 12) & Humanities (page 19).





Art



AQA Examining Board

GCSE Art is not just about creating; it's about discovering your own voice, building confidence, and developing skills that extend beyond the canvas. It's a chance to let your creativity run wild and shape a world that reflects your vision.

So, if you're passionate about expressing yourself through Art and eager to explore the limitless possibilities of your imagination, GCSE Art is the perfect platform to unleash your artistic potential. Think it's too hard?? You only cover a maximum of 3 projects over the two years! That's 6 months to complete one topic. You can work in a variety of media, developing skills in areas such as painting, drawing, printmaking: including silk screen printing, lino printing, mixed-media, collage, digital and lens-based photography, 3 dimensional work and computer generated art such as digitised images.

Why choose Art?

- 93% of Secondary School students said that studying a creative subject impacts positively on their mental health and wellbeing. (Enhancing creative education, 2022).
- In the year from October 2019 to September 2020 the Creative Industries accounted for 2.2 million jobs (DCMS 2021).
- Studying Art helps to create a broad and balanced curriculum, which is an excellent foundation for whatever you want to do afterwards.
- Did you know that you can study two subjects within specific degrees? For example, the UCL (University College of London) offers exciting three-year interdisciplinary programmes which link with the Arts, Social Sciences and Sciences.
- You will learn transferable skills (analysing and problem solving) opening a range of careers not just within the creative industries.
- At the end of your studies in school, you can apply for a one year free Art Foundation course to help you further explore the Arts as a career.

Possible Career Choices: Architect, Graphic Designer, Photographer (Estate agents, weddings, advertisements etc), Interior Designer, Medical Illustrator, Advertising Art Director, Art Therapist, Commercial Art Gallery Manager, Community Arts Worker, Conservator, Exhibition Designer, Publisher, Video Game designer, Museum Curator, Animator and many more.

Is GCSE Art the right option for me?

If you think some of these statements apply to you, choosing GCSE Art would be a good decision:

- I enjoy the subject & love to be creative...
- I look forward to a subject that helps me think 'outside the box'...
- I am open to new ideas to do well...
- I feel confident with different art materials...
- I enjoy trying new art techniques...
- I am able to do things more than once until they work...
- I've got a good imagination...
- I want to pursue a career where I need to think creatively/use my hands/design/create/inspire others...
- I want to learn more about art and culture in this country and around the world...

What can I expect from the course?

Course Content

1. 'Controlled Assessment' (Portfolio of coursework) (60% of the total mark)

You will cover a maximum of 3 projects over two years. There is no written exam in Art.

2. Externally Set Task (Exam) (40% of the total mark)

In addition to the assessment component, an external task is set by the Examining Board. You will have approximately 12 weeks or more to prepare for your exam afterwards you will then sit a 10 hour supervised exam in which you will produce one final piece of work.

How is my work Assessed?

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Art and Design specifications and all exam boards.

The exams and non-exam assessment measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Within each project students explore themes and materials that are linked to the four Assessment Objectives.

If further information is required, please contact Miss Harrison.



Business Studies



AQA Examining Board

“A business is successful to the extent that it provides a product or service that contributes to happiness in all of its forms” said Mihaly Csikszentmihalyi, a leading academic. Sounds easy doesn't it? Well it isn't as simple as that, otherwise we would all be billionaires!

The course looks at four core Business Studies areas (Marketing, Finance, People and Operations Management) as well as some of the headline Economics topics related to the World and national economies. The subject provides a window on the commercial world, and investigates topics ranging from corporate structure, organisation and motivation to the product life cycle, promotion and differentiation of products such as the iPhone, Coca Cola and Mini Cooper.

The key features of this GCSE are:

- A course that is “very different” from other subjects taken by Year 9 students to date.
- An active, investigative, problem-solving approach to the subject.
- An emphasis on the relevance of Business Studies to real-world commercial issues.
- A modular course of 6 units. In addition to units focussing on Marketing, Finance, People and Operations, two introductory units in Year 10 are entitled “Business in the Real World” and “Influences on Business”. This subject is examined in Year 11.
- This is a course which can provide an excellent foundation for either Economics or Business Studies in the International Baccalaureate.

Business is a very popular subject and many students continue their studies of this subject into the Sixth Form and beyond. Qualifications in the above subject provide a good grounding for future pathways into Higher Education and careers in the world of work. Many of our Sixth Formers go on to study this subject at Russell Group Universities (top Universities in the UK) whilst others go on to take apprenticeships in the City with for example, big accountancy companies. Parents and students like the practical aspects and real world focus of this subject and appreciate that it complements the study of many other subjects in the school's syllabus in the Sixth Form.

The subject is taught by staff with considerable and varied experience in the academic and commercial world. We continue to increase our use of a wide range of media and resources in order to help students access the curriculum.

Sometimes students are concerned that, because they have not taken the subject before, they do not know what to expect.

If you are concerned or have any questions, please contact Mrs Harris for information about exactly what is required.



Computer Science



Edexcel Examining Board

The CEOs of Google and Microsoft are in agreement with the Secretary of State for Education. Together they enthuse about the practical benefits and improved thinking skills that the study of Computer Science develops and they urge more students to study it. Studying Computer Science will improve logical thinking and problem solving skills, these are two areas that are really important to employers, especially when our everyday life is becoming more and more technological.

The Edexcel GCSE in Computer Science will provide students with an in-depth understanding of how Computer Systems work. Students will learn in detail about both the Hardware and Software in Computer Systems and will learn the programming skills necessary to develop their own software applications.

The course will be beneficial for students who are interested in pursuing a career in Mathematics, Medicine, Computer Science (such as software development or cyber security), Economics, Design and Technology or the Sciences.

Subject Content

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Fundamentals of cyber security
7. Ethical, legal and environmental impacts of digital technology on wider society
8. Aspects of software development

Assessment

Paper 1: Paper 1: Principles of Computer Science, 50% of GCSE

Computational thinking, understanding of binary, data representation, – understanding of hardware and software components of computer systems Networks, awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment,

Paper 2: Application of Computational Thinking, 50% of GCSE

Problem solving with programming. Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice.

For any further details please contact Ms Damodadan, Mr Villazon or Mr Powell.



Design & Technology



AQA Examining Board

What is Design & Technology?

Design and technology is everywhere and in everything. Even the production of this page would not have been possible without the design and manufacture of a product to type and to print. DT is essential to everyone's future. Imagine what would happen without creative minds developing new products and solutions to essential everyday problems and desires? Science & maths are the theory, but this is where the theory impacts reality. Design and Technology is part of group 4 at IB and can be used as one of the Science options you must take at that level.

Do you want a well-paid and exciting job?

Design and technology feeds into two major sectors of employment.

- The creative industries are a huge and expanding sector of employment in the UK, worth around £15.5 billion per year, and one of very few sectors to have continued to grow during the recession. Companies are desperate for young designers with fresh ideas.
- UK engineering (mechanical/electrical/civil/structural) is world renowned for excellence, and another of very few sectors where employment is expanding. What you might not know is that the skills people gain leading to this profession also makes them incredibly good managers and chief executive officers. *In fact over a third of the country's highest paid managers are qualified engineers.*

Possible career paths:

Professional Engineers, (Civil, Aeronautical, Automotive, Mechanical), Architects, Surveyors, Product or Industrial Designers, Graphic Designers, Industry or Fashion Journalists, Trend Forecasters, Buyers, Business and Entrepreneurship, as well as jobs in Marketing, Advertising, or Sales.

Thoughts from the UK Education Department: "The UK needs to recruit 83,000 Engineers a year over the next 10 years to compete economically, the subjects that keep young people's options open and unlock the door to all sorts of careers are the STEM subjects (Science, Technology, Engineering and Maths);"

So, what will you do?

Alongside the theory, you will complete a variety of mini projects that implement your understanding of the materials and topics you are learning, then for your major project, you will design and make a product of your own choosing from one or a combination of those materials. Amongst other processes, you will develop your expertise of using more advanced equipment and machinery, laser cut and form parts; 3D print; turn materials on centre and wood lathes, cast metals and mould plastics.

The course mirrors real world practice, in that it aims to encourage students to design and make high quality products while fostering an awareness of the need to consider sustainability and the environmental and social impact of the design and manufacture of their product. The modern use of robotics and automation are key considerations throughout the course.

How you are assessed:

Written exam: 2 hours - 100 marks = 50% of GCSE

- **Section A – Core technical principles** (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- **Section B – Specialist technical principles** (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.
- **Section C – Designing and making principles** (50 marks) A mixture of short answer and extended response questions.

Non-exam assessment (NEA): 30–35 hours approx - 100 marks = 50% of GCSE

- **Substantial design and make task**

Core Technical Principles for GCSE Design & Technology:

- **New and emerging technologies:** Industry - e.g. The design and organisation of the workplace including automation and the use of robotics / Enterprise / Sustainability / People - e.g. changing job roles due to the emergence of new ways of working driven by technological change / Culture - e.g. Changes in fashion and trends in relation to new and emergent technologies / Society / Environment - e.g. continuous improvement; efficient working / Production techniques and systems - e.g. automation; computer aided design (CAD); computer aided manufacture (CAM); flexible manufacturing systems (FMS); just in time (JIT); lean manufacturing / How the critical evaluation of new and emerging technologies informs design decisions
- **Energy generation and storage:** Arguments for and against the selection of fossil fuels, nuclear power or renewable energy
- **Developments in new materials:** Modern Materials - e.g. Graphene, Metal foams and Titanium. Alterations to perform a particular function eg Coated metals, Liquid Crystal Displays (LCDs) and Nanomaterials / Smart materials / Composite Materials / Technical Textiles
- **Systems approach to designing:** Inputs / Processes - e.g. The use of programming microcontrollers as counters, timers and for decision making, to provide functionality to products and processes / Outputs
- **Mechanical devices** - The functions of mechanical devices to produce linear, rotary, reciprocating and oscillating movements
- **Materials and their working properties.**

Specialist Technical Principles

- Selection of materials or components
- Forces and stresses
- Ecological and social footprint
- Sources and origins
- Using and working with materials; stock forms, types and sizes
- Scales of production
- Specialist techniques and processes
- Surface treatments and finishes.

For any further details please contact Ms Chan.



Drama



AQA Examining Board

Why choose Drama?

Drama will provide you with excellent communication, presentation, teamwork, evaluation, creativity and independent learning skills. When you study the IB you will need all of these skills to be successful (regardless of which subjects you choose) and these skills will serve you well in any profession. It is these skills that businesses are desperate for in candidates - *44% of surveyed businesses felt the biggest skills gap in their company was the lack of soft skills such as communication, critical thinking, creativity, and collaboration (Adecco, 2013)* Drama is not just for actors, its skills will make you a leading candidate in studying Law, Teaching, English Literature. Whatever you go on to do in life, the skills listed above will serve you well in any future career and will make you come across better in job interviews.

The subject is also 60% coursework, which is all practical work (with write ups) this means there is less pressure on your final exam and you are able to refine the work you are assessed on.

With commitment and confidence, you can be successful in this subject as well as perform, see and discover many excellent plays from a variety of creative dramatists. See our youtube channel for playlists showcasing the exciting work our current Drama students are producing – www.youtube.com/bgsdrama.

Assessment

- Practical work (2 Performances and Devising Log) 60%
- Written Exam 40%

The Course

During the course you will undertake 2 assessed performances; in Year 10, there will be a **Devised Performance** (Meaning you work in a group to create your own play collaboratively) which will respond to a stimulus set by the teacher. Alongside this there is a '**Devising Log**' where you include research, character work, how you created together and analyse your final performance. In Year 11, there will be a **Scripted Performance**, where the final performance at the end of the year is staged in the evening to your parents and friends.

There will also be practical exploration of **Blood Brothers by Willy Russell** as well as **A production in the West End; such as Harry Potter And The Cursed Child, The Play That Goes Wrong or Everybody's Talking About Jamie**.

Most lessons are practical, but bear in mind **this is an academic course** and you will need to prepare for a written exam.

The Written Exam

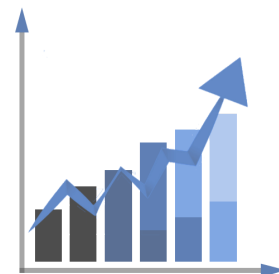
The written exam is 105 minutes long and will ask you about specific extracts from one of the above listed plays. The second section of the exam will give you a choice of writing about the performance of a **West End production** you saw in London.

Workload and Rehearsals

Some of the homework for Drama involves rehearsing outside of lessons. *This should only be in the weeks leading up to a performance exam* . However, you will rarely be expected to stay after 4.40 pm. As the subject has assessed coursework there will be 2 or 3 weeks in year 10 and in year 11, where you may feel there is more pressure on your workload, but conversely there will also be periods where you don't need to do any written work for weeks. Also, you will be working in a group and the workload can be shared amongst you and you can all be there to support one another. Please do not let working outside of lessons put you off- some think these are the best parts of the course!



Economics



OCR Examining Board

J205 OCR is the exam specification for this course commencing 2021

When a journalist asked former US President Bill Clinton what the key issues in his Presidential election campaign were, his reply was: “It’s the economy, stupid!” In his very blunt way, Bill Clinton had summed up everyday life for every person in the world. All life revolves around the subject of economics; whether you are the ex-President of the United States, a baby in West Africa or a student at Bexley Grammar School. Have you ever wondered, why are train fares so expensive? Why do footballers get paid more than nurses? Why would anyone pay £1000 for the new iPhone 15 Pro Max when it will become cheaper in a few months? The study of economics will explain why.

The GCSE Economics course develops a knowledge and understanding of market and non-market solutions to economic problems which face us all. It looks into the central problem of the allocation of scarce resources, the role and failure of market activity; as well as macroeconomic topics such as the management of the UK economy and the influence of the European and International Markets on our economy.

The key features of this OCR GCSE are:

- A challenging, academic and rewarding course that will be new to Year 10 students.
- A course that is directly relevant to the real world.
- An active, investigative, problem-solving approach to the subject.
- No reliance on coursework.
- The OCR exam consists of two exam papers of equal length (90 mins) and an assortment of Multiple Choice questions, data response and 6 mark evaluation and analysis style questions. All of these are well practised in and out of class ready for the final assessment!
- A course which provides a good foundation for Economics in the International Baccalaureate.

As mentioned, this is a challenging course and one which can lead directly to the study of the subject in the Sixth Form. Further on, the subject is viewed highly by the Russell Group, the top universities in the UK, and many of our Sixth Formers go on to study this subject at these universities.

The subject is taught by staff with considerable and varied experience in the academic and commercial world. We continue to increase our use of a wide range of media and resources in order to help students access the curriculum.

Sometimes students are concerned that, because they have not taken the subject before, they do not know what to expect. **If you are concerned or have any questions, please contact Mrs Harris, Mr Dhir or Mr Cheuk for information about exactly what is required.**



Food Preparation & Nutrition



AQA Examining Board

What is Food Preparation and Nutrition?

This new GCSE is an exciting and creative course which aims to nurture culinary skills and gives a strong understanding of nutrition. The course focuses on practical skills to ensure students develop a thorough understanding of nutrition, food provenance and the science behind the characteristics of food materials.

What will I learn during the course? Lots!

Here are a few examples:-

- General practical skills including knife skills, deboning chicken, filleting fish, preparing fruit and vegetables.
- Dough and Raising agents · Setting mixtures · Nutritional needs and health including micro and macronutrients · Energy needs, Nutritional analysis, Diet, nutrition and health
- Technological developments associated with better health · Cooking of food and heat transfer · Selecting appropriate cooking methods
- Functional and chemical properties of food · Raising agents · Food safety, Food spoilage and contamination · Buying and storing food · Factors affecting food choice
- British and international cuisines · Sensory evaluation · Food labelling and marketing and food provenance
- Environmental impact and sustainability of food

What will the assessment be like?

Non Exam Assessment: 50% of the total GCSE marks. There are two parts which contain both written and practical elements. · Task 1 (NEA Non Exam assessment) A food science investigation worth 15% of the final grade · Task 2 (NEA Non Exam assessment) A food preparation assessment worth 35% of the final grade

Examination: 50% of the total GCSE marks.

Is the course right for me?

There is a notable change in content in order to stretch and challenge the most able of students and this relatively new course better prepares students for IB Experimental Sciences in the Sixth Form. Students and parents may be interested to know that Food Prep and Food Science (KS4, KS5) is a challenging and rigorous qualification in which a wide range of real world skills are developed. Both Oxford and Cambridge University offer degrees and academic research in this field as our world technologies and needs develop exponentially within this field.

Possible career paths Nutritionist, Food Innovator, Food Chemist, Agricultural Food Scientist, Nutritionist, Food Management, Chef, Food Marketing, Food Blogger, Food Presenter, Food Reporter, Food Forensics, food security or Restaurateur.

Who do I need to see to find out more?

For any further details please contact Ms Chan.



Music



EDEXCEL Examining Board

What is GCSE Music all about?

GCSE Music is about making, listening to, and analysing music. It covers performing, composing and listening in a wide variety of musical styles – popular music, world music and classical music.

Is GCSE Music for me? Yes if...

- **Yes!** If you currently enjoy Music lessons .
- **Yes!** If you have instrumental/singing lessons, or if you intend to start lessons.
- **Yes!** If you like performing & putting together performances with your friends.
- **Yes!** If you like writing music on Cubase, writing songs, and are interested in learning more 'tech-ie' (!) techniques/skills.
- **Yes!** If you like listening to different styles of music and discussing and analysing them.
- **Yes!** If you think you might want to study Music in the Sixth Form at this school or another (having studied GCSE is a compulsory requirement at most schools).

Will I enjoy this course?

You will enjoy this course if you want to study a subject that is both creative and academic, and that:

- involves performing;
- involves listening to all kinds of music;
- involves composing or arranging music;
- gives you the opportunity to play/sing with others, e.g. rock groups, bands, orchestras or choirs;
- gives you the opportunity to learn more about and use music technology.

Which styles of music will I study?

Throughout the course you will listen to a wide range of music, and study in detail 12 set works. These cover a wide range of musical styles, and include:

- **Instrumental Music 1700 - 1820** - you will study works by Bach and Beethoven
- **Vocal Music** - you will study Purcell's 'Music for a while' and Queen's track 'Killer Queen'
- **Music for Stage & Screen** - you will study 'Defying Gravity' (from the album of the cast recording of Wicked) and J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)
- **Fusions:** Afro Celt Sound System: Release (from the album Volume 2: Release) and Esperanza Spalding: Samba Em Preludio (from the album Esperanza)

You will do lots of listening around these key tracks and listen to lots of different styles of music from all over the world!

How does it follow on from what I have learned before?

You will improve your skills in performing and composing different types of music. You will listen to a wide variety of music, study some of the examples listed above in detail, and learn more about how and why it was written and/or performed.

What about exams?

There is one 1 hr 45 minutes exam in the summer of Year 11, which is worth 40% of your final mark. You will listen to extracts of your set works on CD and answer questions on the pieces you have studied throughout the course. You'll also hear a piece of unfamiliar music which you're asked to comment on. You will write a short piece of extended writing comparing one of your set works with an unfamiliar piece of music.

Is there any coursework?

30% of your final mark is for performance: you will submit one solo piece (around Grade 4 standard is needed to achieve a 9 but you don't need to have taken any exams) and one ensemble performance (in a small group, e.g. a flute quartet, rock band etc.) They can be in any style of music. We have had classical trumpet, pop vocal, musical theatre vocal, jazz bass, Indian classical vocalists in the last few years. You will have several opportunities to record during the course, and the best recordings are sent off.

30% is for composition: you will complete several compositions during the course, in various musical styles, and the best two will be submitted as coursework (each is worth 15%). You will use Cubase or Sibelius to compose your compositions, and we send a 'mix-down' of the audio on a CD, plus a score to the examiners at the end of the course. If you are interested in music technology, you may use computer sequences, multitrack recorders, digital recording, and sampling in the preparation and presentation of compositions.

What other skills might I develop?

In particular, GCSE Music offers opportunities to develop wider key skills in working with others (e.g. taking part in rehearsals, performing), and discipline in regular practice of your instrument. You develop confidence in performing in front of an audience! A study by the University of Nottingham concluded that Music students develop ALL 7 of the key skills which define employability in the course of their studies & related musical activities:

1. Communication	2. Self-management	3. Teamwork	4. Problem-solving
5. Application of IT	6. Business/Customer awareness	7. Application of numeracy	

What could I do next with GCSE Music?

GCSE Music is a good preparation for further musical study and a solid foundation for IB Music offered by the school, as well as other post GCSE Music qualifications. If you think you might like to study Music in the Sixth Form at BGS, then you need to take it at GCSE!

You may wish to take GCSE Music simply for its own sake, and because you enjoy Music; this is certainly enough! Alternatively, you may wish to go into a job where it is useful to have had experience of Music or where you will need to use some of the skills developed during this course. These might include careers in the music industry, publishing, entertainment and teaching or any job which involves communication and expressive skills.

However, students and parents alike may be interested to know that Music at KS4 and KS5 is respected as a challenging and academic qualification, even by the most demanding, high-profile universities, due to the wide range of skills it demands that students develop. Both Oxford and Cambridge University offer a Music degree, reflecting the respect with which the subject is held; it's not just a creative wishy-washy subject!

Of students graduating with a Music degree, **50%** go on to careers in completely unrelated fields: Science, IT, Welfare, Business, Administration or Public Service. **25%** become teaching or education professionals, and **25%** find employment in Artistic, Literary and Media occupations. In 2014, more Music graduates were in work/further study only 6 months after graduation than graduates of English, Maths, History, Classics, Philosophy, and even vocational courses such as Architecture, Engineering and Computer Science!



Physical Education (GCSE)



AQA Examining Board

GCSE Physical Education gives students the opportunity to further develop the skills, knowledge and understanding previously acquired at Key Stage 3.

Following the GCSE course, the PE department offers IB Sport and Exercise Health Science at both standard and higher levels to Sixth Form students. This is a very useful option if you are considering a career or further studies in sports science, PE teaching, sports coaching, sports development, sport and leisure, sports injury, nutrition or physiotherapy. You **must** ask your PE teacher for advice on whether you would be a suitable candidate based on your sporting performance. Students who are considered to have suitable practical options will be issued with a letter inviting them to select this course for GCSE.

Course Structure: 60% Theory 40% Practical.

Assessment:

Course Component	Content	Assessment Type	Assessment Content
Paper 1: The human body and movement in physical activity and sport	Applied anatomy and physiology Movement analysis Physical training Use of data	Written exam: 1 hour 15 minutes 78 marks 30% of GCSE	Mixture of multiple choice/objective test questions, short answer and extended answer questions
Paper 2: Socio-cultural influences and well-being in physical activity and sport	Sports psychology Socio-cultural influences Health, fitness and well-being Use of data	Written exam: 1 hour 15 minutes 78 marks 30% of GCSE	A mixture of multiple choice/objective test questions, short answer questions and extended answer questions
Non-exam assessment (NEA): Practical performance in physical activity and sport	Practical performance in 3 different activities (1 team, 1 individual and 1 free choice) Analysis and evaluation of performance to bring about improvement in one activity	Assessed by teachers Moderated by AQA 100 marks (25 marks per activity + 25 marks for AEP) 40% of GCSE	For each 3 activities, students are assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity) For analysis (15 marks) and evaluation (10 marks)

Practical activities:

As a guide – in order to achieve a high GCSE grade for your practical performances, you should be a regular attender at a club outside school. You should play for a school team in that sport, if we have one.

Full list of practical activities:

Team Sports	Individual Sports
Association Football Badminton Basketball Camogie Cricket Dance: acceptable dances include: Ballet, Ballroom, Contemporary/Modern, Hip-Hop, Jazz, Salsa, Street, Tap Gaelic Football Handball Hockey Hurling Lacrosse Netball Rowing Rugby League Rugby Union Squash Table Tennis Tennis Volleyball Specialist activity* Blind Cricket Goal Ball Powerchair Football Table Cricket Wheelchair Basketball Wheelchair Rugby	Amateur Boxing Athletics Badminton Canoeing Cycling Dance Diving Golf Gymnastics Equestrian Kayaking Rock Climbing Rowing Sculling Skiing Snowboarding Squash Swimming Table Tennis Tennis Trampolining Specialist activity* Boccia Polybat

*The specialist activities are available only to those students with a physical disability, and in line with entry criteria set out by that activity's National Governing Body.



Psychology



AQA Examining Board

Psychology is established as a very popular option at Bexley Grammar School, and we teach the AQA syllabus that was introduced in 2017. It is not a requirement that students wishing to study IB Psychology should take the GCSE, although it makes the transition quite a bit easier, especially with this new specification covering more of what will be taught within the IB.

Psychology is a science. This means that there is, alongside the topics (detailed below), a clear focus on rigorous methodology and the analysis of data. The traditional science that Psychology is most closely linked to is Biology, and it is important that you are aware of this as you consider your options. Psychology *isn't* about mind-reading, but about trying to understand all aspects of behaviour in a better way, in part through considering the biology behind behaviours.

The course comprises two papers, both of which are sat at the end of Year 11:

Paper 1: Cognition and Behaviour (1h 45m exam, worth 50% of the final mark)

Topic 1: Memory

Here we consider the different types of memory, the processes involved and the ways psychologists have tried to explain how we learn through our experience of the world.

Topic 2: Perception

This covers the mental processes connected to the way we perceive the world around us, focusing on illusions as a means of understanding how we organise sensory information. Different theories and studies will be used to unpack one of the most influential of all our cognitive processes.

Topic 3: Development

How do our brains develop, and where does intelligence come from? Simple neuroscience and psychological theories combine to help us understand how we came to be the people we are today.

Topic 4: Research Methods

An understanding of how research works and how to interpret findings is crucial to an appreciation of the theories and studies that make up the discipline of psychology. This part of the course helps to develop that understanding.

Paper 2: Social Context and Behaviour (1h 45m exam, worth 50% of the final mark)

Topic 1: Social influence

Other people have a significant impact on the way that we behave. This topic looks at some of the reasons for and some of the consequences of this influence.

Topic 2: Language, thought and communication

The way we think and communicate arguably makes us different from all other animals. In this topic we consider the ways in which human thoughts and language set us apart, and why, given our linguistic ability, non-verbal communication is still so much a part of the way we interact with others.

Topic 3: Brain and neuropsychology

This is the really biological part of the course. You encounter the nervous system, neurons, different regions of the brain and what they do. Fascinating for some students, something to be aware of for the less biologically-inclined.

Topic 4: Psychological problems

This is a big topic, in terms of the amount and the type of material covered. Mental health is considered in terms of how it affects both individuals and society. There is also a focus on depression and addiction as two mental illnesses.

The course covers a wide range of psychological issues and, where possible, will include activities and experiments in class. There will also be a lot to learn about how to think and write in a 'psychological' way, for despite its links to Biology, Psychology is at the same time very different from it. Taking Psychology at GCSE will give you challenge, reward and a new way of viewing the world about you. Are you ready?

If further information is required please contact Mr Asker or Ms Gowdie.



Religious Studies



“To understand the world, you need to understand religion. Religion is so intertwined in our history, society and culture”

AQA Examining Board

Learning about different faiths, cultures and lifestyles is one of the many lessons that an RS GCSE qualification offers. In fact, no other subject provides the same opportunity to learn about different communities from around the world. Studying RS gives students a chance to develop an understanding of different cultures and an empathy for people from all walks of life. It equips students with an understanding of important moral and ethical issues. It also enables students to think critically about issues such as gender inequality, racial discrimination, poverty and crime.

In addition, learning to debate, even making the case for a point of view that you disagree with, is another one of the many invaluable skills that GCSE RS will offer you. You will learn to build and interrogate arguments and how to question and evaluate narratives and theories. In a world where important issues are often affected by fake news and conspiracy theories, it is vital to be able to formulate an informed opinion.

These are essential skills in any career, from medicine to law, from business and finance to sports, from hospitality to beauty and leisure. More importantly, these are essential skills as a human being. In life, you will come into contact with people from many backgrounds and you will face important choices about what is right or wrong.

With the introduction of the new GCSE specifications, it is a requirement that 50% of the RS course must be devoted to the in-depth study of two religions. We will focus on Christianity, as the official religion of the United Kingdom, and on Islam, as the second-biggest world religion and one that is receiving a lot of attention in the media around the world in the 21st Century. The remainder of the course focuses on different moral, ethical and philosophical issues, such as the death penalty, whether a war is ever justified, family diversity including same-sex families.

A written examination is taken for each component in the summer of Year 11. Each component contributes 50% to the final mark.

Students should expect to enjoy active discussion and eye opening lessons. The course also links closely with other subjects, including Personal, Social, Health and Citizenship Education, and contributes actively to students' Spiritual, Moral, Social and Cultural development, as well as enhancing other GCSE options including History, English and Science. Students move on to a variety of Sixth Form choices and career options having studied GCSE Religious Studies, including Philosophy, Psychology, Religious Studies, Anthropology, Politics, Law, Teaching and Medicine, for which the coverage of relevant social issues and development of discursive, analytical and reflective skills are highly useful and valued.

The units are:

Component 1: The study of religions: beliefs, teachings and practices	Component 2: Thematic studies
<p>Christianity: Beliefs and Practices</p> <p>Covering key beliefs such as The Trinity, Incarnation, Salvation;</p> <p>Sacraments, such as the Eucharist;</p> <p>Different forms of worship (prayer, service in the community);</p> <p>Festivals: Christmas and Easter.</p>	<p>Relationships and families, including:</p> <ul style="list-style-type: none"> ➤ sexual relationships before and outside of marriage; ➤ contraception and family planning; ➤ Same-sex marriage and cohabitation. ➤ Divorce, including reasons for divorce, and remarrying. ➤ Gender equality
<p>Islam: Beliefs and Practices;</p> <p>Covering key beliefs such as the Six Articles of Faith, the Nature of Allah, Angels, Prophets;</p> <p>Practices such as The Five Pillars;</p> <p>Festivals: Eid-UL-Fitr and Eid-UL-Adha</p>	<p>Religion and life, including:</p> <ul style="list-style-type: none"> ➤ The origins of the universe, including: <ul style="list-style-type: none"> ○ religious teachings about the origins of the universe; ○ the relationship between scientific views, such as the Big Bang theory, and religious views.. ➤ The use and abuse of the environment; ➤ The use and abuse of animals, including: <ul style="list-style-type: none"> ○ animal experimentation; ○ the use of animals for food. ➤ The origins of life, including: <ul style="list-style-type: none"> ○ religious teachings about the origins of human life; ○ the relationship between scientific views, such as evolution, and religious views. ➤ The concepts of sanctity of life and the quality of life. ➤ Abortion, including situations when the mother's life is at risk. ➤ Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. ➤ Euthanasia. ➤ Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.
	<p>Religion, peace and conflict, including:</p> <ul style="list-style-type: none"> ➤ Reasons for war; ➤ Violence, including violent protest. ➤ Terrorism. ➤ The just war theory, including the criteria for a just war. ➤ Nuclear weapons, including nuclear deterrence. ➤ Religious responses to the victims of war including the work of one present day religious organisation.
	<p>Religion, crime and punishment, including:</p> <ul style="list-style-type: none"> ➤ Reasons for crime, including: <ul style="list-style-type: none"> ● poverty and upbringing ● mental illness and addiction ● greed and hate ● opposition to an unjust law.

	<ul style="list-style-type: none">➤ View about different types of crime, including hate crimes, theft and murder.➤ The aims of punishment, including:<ul style="list-style-type: none">● retribution● deterrence● reformation.➤ The treatment of criminals, including:<ul style="list-style-type: none">● prison● corporal punishment● community service.➤ The death penalty.
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If further information is required please contact Ms Contini.



Textiles



AQA Examining Board

Always wanted to make your own clothes? Or love printing your own t-shirts? From making your own hats to beautiful garments, this course is for those who love fashion! This is a two year course which has two components. Students must complete BOTH components in order to achieve the final GCSE.

In Component 1 (Portfolio of Work) (60%) and Component 2 (Externally Set Assignment) (40%) students are required to work in **one or more** area(s) of textile design, such as those listed below:

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

They may explore overlapping areas and combinations of areas.

The main area of the course focuses on experimenting with a range of processes and techniques to produce work / samples based on a chosen theme. Each student must demonstrate how their research has been inspired their development of ideas. Students are encouraged to explore a range of techniques and processes throughout the course.

- weaving
- felting
- stitching
- appliqué
- construction methods
- printing.

The Art Textiles course is designed to help students with a creative flair for Textiles experiment freely with a variety of hands-on processes and techniques in order to help build a portfolio to enable them to study Fashion further. To do this students can use the following media and materials to help them develop ideas.

- inks
- yarns
- threads
- fibres
- fabrics
- textile materials
- digital imagery.

Homework is set, marked and integrated into this course as an important aspect of developing ideas. Sketchbooks are also an integral part of the course and every student is expected to use these regularly, both for homework and classwork and as a means of recording visual information, which may be useful for later work. A minimum of 2 completed sketchbooks by the end of the course is obligatory.

Possible Career Paths: Clothing/Textile Technologist, Colour Technologist, Interior and Spatial Designer, Fashion Designer, Textile Designer, Printmaker, Product Designer, Retail buyer etc.

If further information is required, please contact Mrs Smith or Miss Harrison.



Years 10 and 11 Curriculum Provisional Subject Choice Form 2024- 2026

Pupil Name: Form:

- A. All pupils will continue to study:
English (Language and Literature)
Mathematics
Triple Science (ie. three separate Sciences)
Physical Education (Core)
Personal, Social, Health & Citizenship Education
- B. **Languages** – Pupils continue to study their first MFL (begun in Year 7). They should pick **one** from their current Year 9 second language or Latin*: Chinese, French, Italian, Japanese, Latin, Russian, Spanish.

Language 2	Write here:
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- C. **Humanities** – please select (tick) **one subject** from the list below:

Tick

Ancient History	
Geography	
History	

- D. **Free Options** - Please select (tick) **two option subjects** from the list below together with a reserve (R) choice which will be used if the first choice is not available. **Forms without a reserve choice will not be accepted.**

Two ticks and one R

Option Choice	
Art & Design (Ar) [#] or Art Textiles (Tt) [#]	Write one subject here;
Business Studies (Bs) [#] or Economics (Ec) ^{** & #}	Write one subject here;
Computer Science	
Drama	
Design and Technology (Dt) [#] or Food Prep. & Nutrition (Fd) [#]	Write one subject here;
Geography	
History	
Latin	
Music	
Physical Education	
Psychology	
Religious Studies	

Guidance Notes:

* Only languages studied in Year 9 can be taken in Year 10.

If applicable, please indicate which subject you would like to study.

** Pupils wishing to study Economics must have a solid understanding of Mathematics.

The School cannot guarantee all option choices.

**Where combinations are not possible, pupils will be offered
an alternative from the revised choice available.**

Please complete the electronic PROVISIONAL SUBJECT CHOICE form and submit by Tuesday 20th February 2024