



## **Bellerive FCJ Catholic College**

# **GCSE Pathways 2022-24**



Dear students, parents and carers

Welcome to the Year 9 Pathways Booklet, the purpose of which is to help you understand the transition from Key Stage 3 to Key Stage 4, which will take you to the end of Year 11 and your GCSE examinations in 2024.

In this booklet, you will find:

- **A summary of the potential KS4 pathways**
- **A summary of the compulsory subjects you will study in Year 10 and Year 11**
- **A summary of the option subjects on offer**
- **Advice and guidance to support you in making the right options choices**

You are now at the start of a crucial time in your school career so taking the time to think about your future and asking the right questions of the right people is very important. We hope that the Pathways evening will help you in this regard. As well as this evening, you have been thinking about options in PSHE lessons and in form time.

We hope this booklet is helpful in supporting you make the right choices. Discuss your thoughts with as many people as possible, especially parents and carers, before completing the options form. Please hand the form in to your form tutor **by Monday 14<sup>h</sup> March 2022**. **No forms will be processed until this deadline has passed so you don't need to rush your decisions.**

Your GCSE exams will be graded from 9-1.

- **Grade 9:** top A\* performers; about half of the 6.8 per cent who got A\*s in 2014 are likely to get it
- **Grade 8:** the rest of those who obtained A\* but did not qualify for a 9
- **Grade 7:** equivalent to an A grade pass
- **Grade 6:** covering those from two thirds above current C grade to top of existing B grade

- **Grade 5: international benchmark**, showing performance equals that of students getting top-grade passes in high performing countries in international league tables. Pitched at half or two thirds of a grade above the current C pass
- **Grade 4:** equivalent to a C grade pass
- **Grade 3:** equivalent to a D grade pass
- **Grade 2:** equivalent to an E grade pass
- **Grade 1:** equivalent to grade F and G passes

Please note that many new GCSE qualifications are based 100% on exam performance and do not have a coursework or controlled assessment component.

### **Key Stage 4 Curriculum Pathways**

Every student has their own individual strengths, so we have designed curriculum pathways to ensure that every student has:

- Access to the fullest possible range of subjects
- Access to courses that offer the best opportunities for them to achieve the highest possible grades
- Access to courses that best reflect their learning styles

Students are at liberty to consider all available pathways. We will be meeting with students on a 1-1 basis to ensure they have considered all the relevant information in making their final choices.

### **Separate Sciences Pathway**

- English and English Literature
- Science (see below)
- Mathematics
- RE
- Option: we advise taking the separate science option which will result in GCSEs in Chemistry, Physics and Biology
- Option: we strongly advise a Humanities subject (History or Geography)
- Option: we strongly advise a Language (French or Spanish)

### **English Baccalaureate Pathway**

- English and English Literature
- Mathematics
- RE
- Combined Science ( a combination of Chemistry, Physics and Biology worth 2 GCSEs)
- 3 option subjects: we strongly recommend a Humanities subject and a language as part of this

## **Core Curriculum Pathway**

- English and English Literature
- Mathematics
- RE
- Combined Science (a combination of Chemistry, Physics and Biology worth 2 GCSEs)
- Option subject 1
- Option subject 2
- Additional support in English and/or Maths

**Pathways identified above are simply recommendations: all students have equal access to all option blocks and the final decisions are made in partnership with parents and students.**

### **What happens next?**

Some option subjects may have more students opt for them than we can accommodate. Where subjects are oversubscribed, we will use additional criteria such as attendance and behaviour to decide how we allocate places. This will be done in the fairest way possible.

Students are asked to select 2 subjects in each option block in case of a situation such as this, so we advise students to ensure that the second choice subject in each block is one they would be comfortable in studying.

The options form must be handed to form tutors by **Monday 14<sup>th</sup> March 2022**. Forms which are handed in after the deadline will be processed after those who were handed in on time.

We aim to inform students of their final option subjects **during the summer term**.

## GCSE English Language & English Literature

**Qualification:** GCSE in English Language and GCSE in English Literature

**Exam Board:** WJEC/Eduqas.

### What will I study?

English Language GCSE: Pupils will study all aspects of English including reading, writing, and spoken language. Pupils study extracts from 20th/21st century literature and 19th and 21st century non-fiction writing. They will also learn to write in different styles for different purposes and audiences.

English Literature GCSE: Pupils will study a Shakespeare play, poetry from 1789 to the present day, a post -1914 Prose or Drama text, a 19th Century Prose text and unseen poetry from the 20th/21st century. Students are not permitted to take copies of the set texts into the examination.

### How is the course structured?

Students will study the two GCSEs together, not as exclusive subjects, as many of the skills overlap. There will be regular exam practice in class to prepare students for their final examinations. Teachers will give students detailed and regular feedback on how to improve their work.

### How will I be assessed?

English Language

Assessment will be in the form of 2 component examinations, which will assess reading and writing skills.

Component 1: 20th Century Literature Reading and Creative Prose Writing.

1 hour 45 minutes (40% of the qualification.)

Section A (20%) Reading

Understanding of one extract (about 60-100 lines) of literature from the 20th century assessed through a range of structural questions.

Section B (20%) Prose Writing.

One creative writing task selected from a choice of 4 titles.

Component 2: 19th and 21st Century Non – Fiction Reading and Transactional/Persuasive Writing.

2 hours (60% of qualification.)

Section A (30%) Reading

Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions.

Section B (30%) Writing

Two compulsory transactional/persuasive writing tasks.

Component 3: Spoken Language

Non-exam assessment. Unweighted.

One presentation/speech, including responses to questions and feedback.

Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade. Students will be awarded a Pass, Merit or Distinction.

English Literature

Assessment will be in the form of two written component examinations.

Component 1: Shakespeare and Poetry.

2 hours (40% of qualification.)

Section A (20%) Shakespeare.

One extract question and one essay question from the prescribed list.

Section B (20%) Poetry.

Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.

Component 2: Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry.

2 hours 30 minutes (60% of qualification.)

Section A (20%) Post – 1914 Prose/Drama.

One source - based question on a post 1914 prose/drama text from the prescribed list.

Section B (20%) 19th Century Prose.

One source – based question on a 19th century prose text from the prescribed list.

Section C (20%) Unseen Poetry from the 20th/21st Century.

Two questions on unseen poems, one of which involves comparison.

**What can these qualifications lead to?**

Clearly a good grade in English Language GCSE is a must for all pupils leaving school hoping to embark on any career in the world of work or apply for a place in Sixth Form. In Sixth Form, a good grade in English Language and English Literature will enable you to apply to study an A Level in English Language and/or Literature. Looking further ahead, these subjects are useful for those who intend to pursue a career in law, journalism, communications, media, management or teaching.

## GCSE Mathematics

**Qualification:** GCSE Mathematics

**Exam Board:** Edexcel

### What will I study?

The content of the GCSE Mathematics is grouped into the topic areas of:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Statistics and Probability

In this GCSE Mathematics course you will start with the basics, learning to solve numerical problems and make calculations. In year 10 you will learn about number systems and progress to algebraic equations, formulae, graphs and functions. Statistics and probability will also be covered. In year 11 you will continue to build upon these skills, with the introduction of more geometry and measures topics.

### How will I be assessed?

The GCSE will be entirely assessed by written examination, which means that no coursework will be expected from any student. There will be three papers. Each paper lasts 1 hour 30 minutes and will be out of 80 marks. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.

You will sit either the Foundation tier (grades 1 to 5) or the Higher tier (grades 4 to 9). The content outlined for each tier will be assessed across all three papers.

The table below illustrates the topic area weightings for the assessment of the Foundation tier and the assessment of the Higher tier.

TOPIC AREA	FOUNDATION WEIGHTING	HIGHER WEIGHTING
Number	22-28%	12-18%
Algebra	17-23%	27-33%
Ratio, proportion and rates of change	22-28%	17-23%
Geometry and measures	12-28%	17-23%
Statistics	12-18%	12-18%



## **What skills will I develop during the course?**

Through studying Mathematics you will learn that it is about more than numbers: it's about thinking logically and being able to apply the principles you learn to everyday situations. It is about making decisions and solving problems.

GCSE Mathematics will teach you to collect and assess mathematical data and to use it to solve specific problems, then interpret and assess the results. You will develop techniques to extend upon the skills you learnt in years 7, 8 and 9 so that you can apply mathematical skills to real life situations.

## **What can the course lead to?**

Whether you plan to go on to work, A levels or other further studies, a good understanding of maths will be useful to you. Number skills are required in all sorts of everyday situations, such as trying to work out phone bills. Thinking like a mathematician will help to improve your problem-solving and decision-making skills.

A grade 5/6 or above in GCSE Mathematics (along with one in GCSE English) is often vital for entrance to training for any number of professions or careers. It is also very valuable as a supporting subject to many courses at GCSE, AS and A level and at degree level, especially in the sciences: for example, Biology, Physics, Chemistry, Geography, Psychology, Sociology, and medical courses.

The Institute of Mathematics and its Applications (IMA) runs an excellent website called *Maths Careers* which can be found at [www.mathscareers.org.uk](http://www.mathscareers.org.uk). It demonstrates the uses of mathematics in a number of jobs and professions in areas such as Environment, Health & Society, Business & Money, Entertainment, Science & Engineering and Sport.

If you are interested in taking Mathematics as one of your A level options, you will most probably need to have gained at least a grade 7 at Higher Tier. A level mathematics builds on work you have met at GCSE and also involves new ideas, which you can relate to real-life situations – it is interesting but challenging.

We also offer Level 3 Mathematical Studies (Core Maths) for those achieving a grade 5 or above who would like to do maths in sixth form but are not looking to do the full A-Level. This course offers a different approach to maths, looking at real-world applications such as statistics, personal finances and estimating the number of ping pong balls it would take to completely fill the sports hall!

**Science is a compulsory subject at Bellerive.** Our Science team have recommended that each student follows one of the following pathways in Science:

- Separate Sciences (GCSE Biology, Chemistry and Physics)
- Combined Science (a combination of all 3 Sciences – worth 2 GCSEs)

Teaching staff have made their recommendation based on their knowledge of the aptitude of each student. Please speak to the Science staff should you have any questions about these pathways

## GCSE Sciences

**Qualification:** GCSE Biology

**Exam Board:** AQA

### What will I study?

Y10: In Biology the topics studied are: Cell biology; Organisation; Infection and response and Bioenergetics.

Y11: In Biology the topics studied are: Homeostasis and response; Inheritance, variation and evolution and Ecology.

Pupils' skills in working scientifically are developed throughout the GCSE course.

### How will I be assessed?

This qualification is linear which means that all examinations will be sat at the end of Y11.

Biology GCSE – TWO 1 hour and 45 minutes examination, taken in the summer of Y11 (each worth 50% of the GCSE). Examinations will be at higher or foundation tier and will include multiple choice questions, structured, closed short answer and open response questions.

### What skills will I develop during the course?

Pupils will be assessed on their ability to: (i) Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures, (ii) Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures and (iii) Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

Pupils will complete a wide range of experimental work during the course but must complete the ten AQA 'Required Practicals' in Biology, as questions will be set on these on the written papers.

### **Is the course right for me?**

This course suits pupils who are fascinated about living things and how they function and interact. Pupils wishing to take Biology GCSE will have a keen interest in the subject and must be prepared to work very hard as there is extended Biology content and topics are covered in great depth.

### **What will the course lead to?**

Success in GCSE Biology at grade 6 or above allows progression onto Level 3 courses including GCE A' Levels in Biology. Many students taking A' Level Biology go on to study biological subjects at university including medicine, dentistry, biochemistry and nursing.

### **Who do I speak to for further information?**

Mr McBurney (Head of Biology)

<b>Qualification:</b> GCSE Chemistry
<b>Exam Board:</b> AQA

### **What will I study?**

Y10: In Chemistry the topics covered are: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes and Energy changes.

Y11: In Chemistry the topics covered are: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere and Using resources.

Pupils' skills in working scientifically are developed throughout the GCSE course.

### **How will I be assessed?**

This qualification is linear which means that all examinations will be sat at the end of Y11.

Chemistry GCSE – TWO 1 hour and 45 minutes examination, taken in the summer of Y11 (each worth 50% of the GCSE). Examinations will be at higher or foundation tier and will include multiple choice questions, structured, closed short answer and open response questions.

### **What skills will I develop during the course?**

Pupils will be assessed on their ability to: (i) Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures, (ii) Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures and (iii) Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures. Pupils will complete a wide range of experimental work during the course but must complete the eight AQA 'Required Practicals' in Chemistry, as questions will be set on these on the written papers.

### **Is the course right for me?**

This course suits pupils who are interested in the properties of materials and the scientific ideas behind them. Pupils must be able to apply ideas to new situations and be confident during experiment work. Pupils wishing to take Chemistry GCSE will have a keen interest in the subject and must be prepared to work very hard as there is extended Chemistry content and topics are covered in great depth.

**What can the course lead to?**

Success in GCSE Chemistry at grade 6 or above allows progression onto Level 3 courses including GCE A' Level in Chemistry. Many students taking A' Level Chemistry go on to study at university and take degree courses in Chemistry, Biochemistry and Chemical Engineering. A' Level Chemistry is a requirement of all medicine, dentistry and veterinary science courses.

**Who do I speak to for further information?**

Mr. Coupe (Head of Chemistry)

<b>Qualification:</b> GCSE Physics
<b>Exam Board:</b> AQA

### **What will I study?**

Y10: In Physics the topics studied are: Energy, Electricity, Particle model of matter and Atomic structure.

Y11: In Physics the topics studied are: Forces, Waves, Magnetism and electromagnetism and Space physics.

Pupils' skills in working scientifically are developed throughout the GCSE course.

### **How will I be assessed?**

This qualification is linear which means that all examinations will be sat at the end of Y11.

Physics GCSE – TWO 1 hour and 45 minutes examination, taken in the summer of Y11 (each worth 50% of the GCSE). Examinations will be at higher or foundation tier and will include multiple choice questions, structured, closed short answer and open response questions.

### **What skills will I develop during the course?**

Pupils will be assessed on their ability to: (i) Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures, (ii) Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures and (iii) Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures. Pupils will complete a wide range of experimental work during the course but must complete the ten AQA 'Required Practicals' in Physics, as questions will be set on these on the written papers.

### **Is the course right for me?**

This course suits pupils who are interested in how things work and the scientific principles behind them. Pupils must be able to apply ideas to new situations and be confident in the use of mathematics. Pupils wishing to take Physics GCSE will have a keen interest in the subject and must be prepared to work very hard as there is extended Physics content and topics are covered in great depth.

**What can the course lead to?**

Success in GCSE Physics at grade 6 or above allows progression onto Level 3 courses including GCE A' Level in Physics. Many students taking A' Level Physics go on to study at university and take degree courses in Physics, Astrophysics, Medical Physics or Engineering.

**Who do I speak to for further information?**

Ms Yates (Head of Physics)

<b>Qualification:</b> GCSE Combined Science
<b>Exam Board:</b> AQA

### **What will I study?**

Y10 and Y11:

In Biology the topics studied are: Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution and Ecology.

In Chemistry the topics studied are: 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 and Using resources.

In Physics the topics studied are: Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter and Atomic structure.

### **How will I be assessed?**

This qualification is linear which means that all examinations will be sat at the end of Y11.

In total there will be SIX examinations for Combined Science:

Biology 1 and Biology 2 – TWO 1 hour and 15 minutes examination, taken in the summer of Y11 (each worth 16.7% of the double GCSE). Examinations will be at higher or foundation tier and will include multiple choice questions, structured, closed short answer and open response questions.

Chemistry 1 and Chemistry 2 – TWO 1 hour and 15 minutes examination, taken in the summer of Y11 (each worth 16.7% of the double GCSE). Examinations will be at higher or foundation tier and will include multiple choice questions, structured, closed short answer and open response questions.

Physics 1 and Physics 2 – TWO 1 hour and 15 minutes examination, taken in the summer of Y11 (each worth 16.7% of the double GCSE). Examinations will be at higher or foundation tier and will include multiple choice questions, structured, closed short answer and open response questions.

### **What skills will I develop during the course?**

Pupils will be assessed on their ability to: (i) Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures, (ii) Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures and (iii)



Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures. Pupils will complete a wide range of experimental work during the course but must complete the AQA 'Required Practicals' for Combined Science (16 practicals in total), as questions will be set on these on the written papers.

### **Is the course right for me?**

The Combined Science course is the most appropriate course for most pupils at GCSE. It fulfils the requirements of the Ebacc, if it is passed at grades 5/5 or above. This course is 100% examination based.

### **What can the course lead to?**

Success in GCSE Sciences (Combined Science) at grades 6/6 or above allows progression onto Level 3 courses including GCE A' Levels in any of the Sciences (Biology, Chemistry and Physics).

Pupils who pass at grades 5/5 or above, may wish to consider the Level 3 Applied Science course.

### **Who do I speak to for further information?**

Mrs Hayward (Head of Science faculty)

## GCSE Religious Education

**Qualification:** GCSE Religious Studies

**Exam Board:** Eduqas

### What will I study?

Over the 2 years, you will study:

**From the study of Foundational Catholic Theology, the following content is covered:**

- Origins and meanings
- Good and evil

**From the study of Applied Catholic Theology, the following content is covered:**

- Life and death
- Sin and forgiveness

**From the study of Judaism, the following content is covered:**

- Beliefs and teachings
- Practices

### How will I be assessed?

**Paper 1 Foundational Catholic Theology:**

- 90 minute written exam
- 90 marks
- 37.5% GCSE

**Paper 2 Applied Catholic Theology:**

- 90 minute written exam
- 90 marks
- 37.5% GCSE

**Paper 3 Judaism**

- 60 minute written exam
- 60 marks
- 25% GCSE

### What skills will I develop during the course?

During the course you will develop a range of skills such as independent thinking. Through the completion of past paper questions you will be required to explain your opinions and the opinions of others and offer a critical approach to some issues.

**What can the course lead to?**

A good number of students move on to studying RS at A-Level. Gaining a GCSE or A-Level in Religious Studies can open up many career and study opportunities such as social work, teaching and law.

**Who do I contact for more information?**

Mrs J Rowlands, Curriculum leader for Religious Education

## GCSE Geography

**Qualification:** GCSE Geography

**Exam Board –** AQA

### **What will I study?**

#### Paper 1: Living with the physical environment

Includes - The challenge of natural hazards, Physical landscapes in the UK, and The living world.

#### Paper 2: Challenges in the human environment

Includes - Urban issues and challenges, The changing economic world, The challenge of resource management.

#### Paper 3: Geographical applications

Includes - Issue evaluation, Fieldwork, Geographical skills.

### **How will I be assessed?**

3 examinations – 1 x 1 hour 15 minutes (30% of final grade) and 2 x 1 hour 30 minutes (each being 35% of final grade).

### **What skills will I develop during the course?**

Skills feature strongly; examples include: presentation and analysis of information in a variety of formats (e.g. graphical, cartographic and images), discussion, decision-making and evaluation skills.

### **Is the course right for me?**

- Anyone with an interest in the topics covered in Year 7 to 9 and who has a desire to be informed about the world around them.
- You must be prepared to learn key words, concepts and examples given to you in the revision materials;
- You should also be prepared to undertake extended writing tasks and lots of past paper practice questions

### **What can the course lead to?**

A Level Geography is a facilitating subject aiding entry into Russell Group Universities for a wide range of courses. Both universities and employers value Geography for the content and skills developed whilst studying the course.

**Who do I speak to for further information?**

Mr. Lucas, Curriculum Leader for Geography

## GCSE History

**Qualification:** GCSE History

**Exam Board – AQA**

The GCSE History content comprises the following elements:

1. A period study: Germany, 1890–1945: Democracy and dictatorship.
2. A wider world depth study: Conflict and tension, 1918–1939.
3. A thematic study of Britain: Health and the people: c1000 to the present day.
4. A British depth study including the historic environment of Elizabethan England, c1568–1603

### **How will I be assessed?**

Paper 1: Understanding the modern world (50%)

- Section A: Period study: Germany, 1890–1945 Democracy and dictatorship.
- Section B: Wider world depth studies: Conflict and tension, 1918–1939.

Paper 2: Shaping the nation (50%)

- Section A: Thematic studies Britain: Health and the people: c1000 to the present day.
- Section B: British depth studies with the historic environment of Elizabethan England, c1568–1603.

Each paper is worth 50% of the overall course of study.

Both are written exams to be completed in 2 hours.

There are 84 marks (including four marks for spelling, punctuation and grammar on each paper).

### **What skills will I develop during the course?**

You will be asked to display skills of chronological understanding, independent thinking and analysis. You will be required to show your understanding in a range of written tasks with the emphasis on explaining and justifying your answers.

### **Is the course right for me?**

If you opt for GCSE History, you must be prepared for the written demands of the subject. Ideally you will have a keen interest in History and should be prepared to ask and answer a range of complex historical questions. This subject also requires independent revision and reading outside of lesson time.

### **What can the course lead to?**

Many students progress to A Level History and qualifications in History will open up career opportunities in law, journalism, teaching and a wide range of other professions.

### **Who do I speak to for further information?**

Mrs Harding, Curriculum Leader for History

## GCSE Ancient History

**Qualification:** GCSE Ancient History

**Exam Board – OCR**

### What will I study?

Greece and Persia

The compulsory period study focuses on the Persian Empire under Cyrus the Great, Cambyses II, Darius I and Xerxes I. Students develop their understanding of the unfolding narrative of substantial developments and issues associated with this period.

Students study one depth study from the three on offer:

- From Tyranny to Democracy, 546—483 BC
- Athens in the Age of Pericles, 462—429 BC
- Alexander the Great, 356—323 BC.

Rome and its neighbours

The compulsory longer period study focuses on the kings of Rome and the early Roman Republic, with an emphasis on the most interesting events and characters.

Students study one depth study from the three on offer:

- Hannibal and the Second Punic War, 218—201 BC
- Cleopatra: Rome and Egypt, 69—30 BC
- Britannia: from conquest to province, AD 43 — c. 84.

### How will I be assessed?

- Paper 1 – 1 hr 45 min written examination
- Paper 2 – 1 hr 45 min written examination

### What skills will I develop during the course?

You will be asked to display skills of chronological understanding, independent thinking and analysis. You will be required to show your understanding in a range of written tasks with the emphasis on explaining and justifying your answers.

### Is the course right for me?

GCSE Ancient History is a challenging and very well respected qualification. You must be prepared for the significant written demands of the subject. Ideally you will have a keen

interest in the ancient world and should be prepared to ask and answer a range of complex historical questions. This subject also requires independent revision and reading outside of lesson time. The course will suit pupils who have good writing and analytical skills.

**What can the course lead to?**

Many students progress to A Levels in Ancient History and Classical Civilisation. A qualification in Ancient History will open up career opportunities in law, journalism, teaching and a wide range of other professions

**Who do I speak to for further information?**

Mr McMenamin, Deputy Headteacher.

**This subject may run as an after school class, led by Mr McMenamin and subject to sufficient interest and pupil commitment**



## GCSE Modern Foreign Languages

**Qualification:** GCSE French

**Exam Board:** AQA

### What will I study?

Identity and culture

Relationships with family and friends, Marriage/partnership, Technology in everyday life, Social media, Mobile technology, Free-time activities, Music, Cinema and TV, Food and eating out, Sport, Customs and festivals in French-speaking countries/communities

Local, national, international and global areas of interest

Home, town, neighbourhood and region, Social issues, Charity/voluntary work, Healthy/unhealthy living, Global issues, the environment, Poverty/homelessness, Travel and tourism

Current and future study and employment

My studies, Life at school/college, Education post-16

### How will I be assessed?

- \* Linear exam – no controlled assessment
- \* 25% of marks for each of the four skills
- \* Oral assessment completed by class teacher in April of exam year
- \* Foundation and Higher Tier papers

### What skills will I develop during the course?

1. Languages are a life skill

Knowledge of a foreign language is not just another GCSE grade – it is a concrete and demonstrable life skill, like being able to drive a car or touch-type, and it is a skill highly valued by employers.

2. Languages teach you communication skills and adaptability

Learning how to interact with speakers of other languages means you are less likely to be stuck in one mode of thinking. It can help you see things from a range of perspectives, develop your problem-solving skills, and make you more adaptable, resourceful and creative.

### 3. Languages teach you cultural awareness

The ability to operate cross-culturally is becoming just as valued by employers as straight language skills.

### 4. Languages give you a sense of achievement

Learning a language combines the intellectual with the practical as no other subject does. You need to be able to think on your feet, but when you can find exactly the right foreign word or phrase, you get a real sense of achievement.

### 5. Languages are a social skill

Languages are very sociable. If you enjoy being with people and communicating with them, the chances are you'll enjoy being able to do this in a foreign language too.

### 6. Languages give you the edge in the job market

Today there is a global market for jobs. It is not necessary to be completely fluent in a foreign language to be an asset to any potential employer. Knowing how to meet and greet people from other countries and cultures is a valued skill.

### 7. Learning languages gives you greater opportunities to travel and work abroad

There are many opportunities to travel or work with organisations abroad where some knowledge of a foreign language is a clear advantage.

### 8. Languages combine well with virtually any subject for further study

The range of combined degrees and further education courses involving a language is limitless – from Accountancy with Russian to Theatre Studies with Italian. Many universities even offer funding for students to continue or extend their language knowledge by travelling or working abroad during the vacations.

### **Is the course right for me?**

You need to already enjoy KS3 French if you want to succeed at KS4. You must enjoy speaking and writing in French. The course is interesting and challenging and you have to be willing to attend an extra hour of tuition after school or lunch time with the French assistant in Year 10 and Year 11.

**What can the course lead to?**

Many students study A Level French and then continue to study it with other disciplines at degree level. Your job prospects will be considerably better if you possess a language at GCSE or beyond. Look at the skills you acquire by studying languages above!

**Who do I speak to for further information?**

Mrs Lavelle, Curriculum Leader for MFL

<b>Qualification:</b> GCSE Spanish
<b>Exam Board:</b> AQA

### **What will I study?**

Identity and culture

Relationships with family and friends, Marriage/partnership, Technology in everyday life, Social media, Mobile technology, Free-time activities, Music, Cinema and TV, Food and eating out, Sport, Customs and festivals in Spanish-speaking countries/communities

Local, national, international and global areas of interest

Home, town, neighbourhood and region, Social issues, Charity/voluntary work, Healthy/unhealthy living, Global issues, the environment, Poverty/homelessness, Travel and tourism

Current and future study and employment

My studies, Life at school/college, Education post-16

### **How will I be assessed?**

Linear exam – no controlled assessment

25% of marks for each of the four skills

All assessment done in April/May

New grading structure from 1 to 9

Foundation and Higher Tier papers

### **What skills will I develop during the course?**

1. Languages are a life skill

Knowledge of a foreign language is not just another GCSE grade – it is a concrete and demonstrable life skill, and in today's global society, it is a skill highly valued by employers.

2. Languages teach you communication skills and adaptability

Learning how to interact with speakers of other languages means you are less likely to be stuck in one mode of thinking. It can help you see things from a range of perspectives, develop your problem-solving skills, and make you more adaptable, resourceful and creative.

### 3. Languages teach you cultural awareness

The ability to operate cross-culturally is becoming just as valued by employers as straight language skills.

### 4. Languages give you a sense of achievement

Learning a language combines the intellectual with the practical as no other subject does. You need to be able to think on your feet, but when you can find exactly the right foreign word or phrase, you get a real sense of achievement.

### 5. Languages are a social skill

Languages are very sociable. If you enjoy being with people and communicating with them, the chances are you'll enjoy being able to do this in a foreign language too.

### 6. Languages give you the edge in the job market

Today there is a global market for jobs. It is not necessary to be completely fluent in a foreign language to be an asset to any potential employer. Knowing how to meet and greet people from other countries and cultures is a valued skill.

### 7. Learning languages gives you greater opportunities to travel and work abroad

There are many opportunities to travel or work with organisations abroad where some knowledge of a foreign language is a clear advantage.

### 8. Languages combine well with virtually any subject for further study

The range of combined degrees and further education courses involving a language is limitless – from Accountancy with Russian to Law with Spanish. Many universities even offer funding for students to continue or extend their language knowledge by travelling or working abroad during the vacations.

### **Is the course right for me?**

If you opt for GCSE Spanish, you must be prepared for the demands of the subject. Not only will you be expected to work very hard in class and at home but you will also be expected to attend a further hour of Spanish speaking practice after school each week. The course requires a great deal of revision of grammar and vocabulary along with preparation for both the speaking and writing elements of the course.

### **What can the course lead to?**

Many students progress to A Level and qualifications in Spanish can be useful in banking, broadcasting, civil service, export sales and marketing, insurance, international public relations, retailing, secretarial work and tourism.

**Who do I speak to for further information?**

Mrs Marquez, Head of Spanish.

## BTEC Business

Qualification: BTEC Tech Award in Enterprise Level 1 / Level 2 award

Exam Board: Edexcel

### What will I study?

With BTECs, students develop knowledge and understanding by applying their learning and skills in a work-related context. BTECs are skills-based qualifications that will help students to develop the practical real-world knowledge, experience and skills that they need to progress and succeed throughout their academic and professional life.

**Units offered include:** Unit One: Exploring Enterprises (Portfolio) Unit Two: Planning for and Pitching an enterprise activity (Portfolio) & Unit Three: Promotion and Finance for Business (External Examination)

### How will I be assessed?

This BTEC Award has 2 units that the centre assesses (internally) and a unit that Pearson sets and marks (external examination).

### What skills will I develop during the course?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge, understanding and skills required to research, plan, pitch and review an enterprise idea that includes:

- development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving
- knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise
- attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on performance of an enterprise idea and own use of skills.

### What can the course lead to?

The Pearson BTEC Level 1/Level 2 Award in Business provides a good foundation for learners in post-16 education, or to entry level job roles within the sector.

Achievement at level 2 provides a suitable foundation for further study within the sector through progression on to other vocational qualifications at level 3, such as the Pearson BTEC Level 3 Nationals in Business. The underpinning knowledge and practical and vocational skills learnt will also enhance and support the progression to a relevant competency-based course, such as the Pearson BTEC NVQ Level 2 in either Business Administration or Team Leading, or the Pearson BTEC NVQ Level 3 in either Business Administration or Management, or their corresponding apprenticeships.

Learners who achieve the qualification at level 1 may progress to level 2 or onto a competency-based qualification, such as the Level 2 NVQ in either Business Administration or Team Leading. Alternatively learners may also consider progression to general qualifications such as GCSE Business or GCSE Applied Business.

**Who do I speak to for further information?**

Mrs Taylor, Teacher in charge of Business and ICT



## Design Technology and Art

**Qualification: GCSE Art and Design (Fine Art)**

**Exam Board: AQA**

### **What will I study?**

Students will develop knowledge, understanding and skills relevant to their chosen title through practical, critical and contextual study, that encourages research of original works and practice. Students may work in any medium or combination of media.

They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.

Students will learn through practical experience and demonstrate knowledge and understanding of appropriate techniques and working methods.

Students must, over time, reflect critically upon their own work and its effectiveness in meeting the assessment objectives.

### **How will I be assessed?**

This GCSE Art and Design is made up of two units:

**Unit 1: Personal Portfolio: 60%** - internally set project and marked by teachers and external examiners

**Unit 2: Externally set Assignment: 40%** - externally set theme and marked by teachers and external examiners

Both units are assessed using four Assessment Objectives. These can be summed up as: Research, Experiment, Develop and Present.

Each unit is assessed separately out of 96 marks. 24 marks for each Assessment Objective. GCSE Art will be assessed using 1-9 mark scheme

### **What skills will I develop during the course?**

The main aim of the course is to develop your visual language skills, skills that are relevant to a wide variety of creative job opportunities. You will develop a wide range of practical skills through experimenting with appropriate media, materials and techniques to explore the potential of ideas. Students will carry out appropriate research from primary and contextual sources, so developing research skills vital to a wide range of subjects in further education. They will analyse and evaluate their own and the work of other artists gaining additional transferable skills.

### **Is the course right for me?**

You should have a commitment to, and love of Art and feel motivated to develop your visual skills and express your ideas in working through projects and assignments. You will have enjoyed exploring art materials and processes at Key Stage 3 and will be keen to develop your knowledge of contemporary and historical Art and Design. You will be creative, enthusiastic and imaginative; willing to experiment and take risks in your work. You will need to be committed to completing tasks in your own time.

### **What can the course lead to?**

A level Art and Design is the logical progression from GCSE. You could also progress to the Product Design course here at Bellerive before looking for further opportunities in a creative field such as Fashion Design, Fashion Illustration or Promotion, Jewellery Design, Buying and Marketing or Interior Design, Graphic Design, Illustration and careers in Advertising.

### **Who should I speak to for further information?**

**Mr Carney** – Curriculum leader for Art, Design and Technology

**Miss Rossiter** – Teacher of Art

**Qualification:** GCSE Food Preparation and Nutrition

**Exam Board:** EDUQUAS

### **What will I study?**

- Food commodities
- Principles of Nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

This course provides you with the opportunity to:

- demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes

### **How will I be assessed?**

Assessment : **50% - Non-examination Assessment** (made up of two assessments – see below) + **50% - A written examination paper** (1 hour, 45 minutes)

**Assessment 1** is worth 15%. This will be based on a scientific food experiment which will assess your knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

**Assessment 2** is worth 35%. This will involve you preparing, cooking and presenting a menu.

**What skills will I develop during the course?**

This course will equip you with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It will encourage you to cook and enable you to make informed decisions about food and nutrition in order to be able to feed yourself and others affordably and nutritiously, now and in later life.

**Is the course right for me?**

If you are interested in cooking, baking, dealing with food and learning one of the most valuable life skills then you will love this course.

**What can the course lead to?**

This course would be helpful in the following careers:

Hospitality and Catering Industry

Teaching

Dietitian / Nutritionist

Chef

**Who do I speak to for further information?**

Mrs Sharpe or Miss Rider

**Qualification:** BTEC Level 1 / Level 2 Tech Award in Health and Social Care

**Exam Board:** Edexcel

### **What will I study?**

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

You will also learn about the different health and social care services, and about 'care values' and their importance in making sure that the people who use these services get the care they need. You will be able to demonstrate these care values practically. You will develop skills in interpreting data about someone's state of health in order to design a plan that will allow them to improve their health and wellbeing. This new qualification is the same size and level as a GCSE, and is aimed at everyone who wants to find out more about health and social care. This course will give you the opportunity to develop skills, knowledge and techniques, and to review your own performance in demonstrating 'care values'.

### **How will I be assessed?**

You will carry out tasks during the course. Your teacher will mark these, which will give you an idea of how you are getting on. Towards the end of the course you will do one larger task, where you use the knowledge, skills and techniques you have learned to design a health improvement plan. All the work you do throughout the course prepares you for this larger task, which is sent away to be marked.

### **Components of work covered**

#### **Component 1**

##### **Human Lifespan Development**

*Weighting: 30%*

Aim: to understand how we grow and develop throughout our lives.

Assessment: internally assessed assignments

During Component 1, you will:

- explore how individuals develop physically, emotionally, socially and intellectually over time
- investigate how various factors, events and choices may impact on individuals' growth and development
- discover how people adapt to life events and cope with making changes.

#### **Component 2**

##### **Health and Social Care Services and Values**

*Weighting: 30%*

Aim: get to know how the Health and Social Care sector works and the care values that underpin it.

Assessment: internally assessed assignments

During Component 2, you will:

- learn which health and social care services are available
- identify why people might need to use these services
- discover who's involved in providing these services
- explore what might stop people from accessing the services they need
- look at the care values the sector has to make sure people get the care and protection they need.

### **Component 3**

#### **Health and wellbeing**

*Weighting: 40%*

Aim: help improve someone's health and wellbeing.

Assessment: Externally assessed task, in which students create a health and wellbeing improvement plan for someone based on a brief.

During Component 3, you will:

- learn what 'being healthy' means to different people
- explore the different factors that might influence health and wellbeing
- identify key health indicators and how to interpret them
- assess someone's health using what they've learned
- create a health and wellbeing improvement plan for that person which includes targets and recommendations of support services available
- reflect on the potential challenges the person may face when putting the plan into action.

### **What skills will I develop during the course?**

The practical transferable skills that you will master during your studies such as self-reflection, communication, teamwork and problem solving will support your progress in the present and the future.

### **What can the course lead to?**

With a BTEC Tech Award in Health and Social Care, you are able to explore, challenge and realise your potential. During the course, you will see whether the industry is one that you would like to be in, where you could go, and gain the knowledge and skills that you need to succeed in your next steps. After completing the course, you could continue on to further vocational and academic study at level 2 and level 3 (which is offered here in sixth form), as well as apprenticeships and traineeships.

### **Who do I speak to for further information?**

Mrs Allerston

<b>Qualification:</b> GCSE Design Technology
<b>Exam Board:</b> AQA

### **What will I study?**

The new specification from September 2017 will focus on new and emerging technologies.

**During year 10**, you will learn how to design and make a range of small scale products which show your creativity, originality and practical skills. You will use a wide range of workshop materials, tools and equipment to model and manufacture your ideas using card, metal, acrylic and wood. You will also develop your skills in drawing by hand and using “2D Design” CAD software to create your products using CAM outputs including the Laser Cutter.

**During Year 11** you will focus on your “Controlled Assessment” task. You will design and make a product from a list set by the examination board. Your A3 folder or portfolio will reflect your excellent ICT skills and provide evidence of your independent research, planning, sketching, manufacturing and evaluation.

**During Y10 and Y11**, theory lessons are based on the course text book endorsed by the AQA examinations board and divided into three sections ; *‘Design and Market Influences’*, *‘Processes and Manufacture’* and *‘Materials and Components’*.

### **How will I be assessed?**

Assessment : **50% - Controlled Assessment Task** (coursework) + **50% - An examination paper** (2 hours). GCSE assessments will be 1-9

### **What skills will I develop during the course?**

You will develop your skills in using ICT and CAD CAM as well as researching, sketching, designing, modelling, making, learning, presenting, criticising, time-planning, and analysing.

### **Is the course right for me?**

If you like practical work or you are interested in using ICT to come up with new ideas and then making them, you could be a future Architect, Interior or Graphic Designer, an Engineer or Product Designer. You must be committed to the subject and prepared to complete work in your own time

### **What can the course lead to?**

This GCSE course leads directly to the A Level course in Product Design in Bellerive FCJ sixth form. You may then wish to study Architecture, Engineering or Design at university. There is a huge demand to encourage girls to take up careers in well paid engineering jobs.

**Who do I speak to for further information?**

**Mr Carney** – Curriculum leader for Art, Design and Technology



## GCSE Computer Science

### **What will I study?**

You will study 6 topics: Problem solving, Programming, Data, Computers, Communication and the Internet and the Impact of technology and emerging trends. These topics will be taught over Year 10 and Year 11.

### **How will I be assessed?**

You will be assessed by a 2 hour written examination in Year 11 on the Principles of Computer Science. This examination will be 75% of the total mark available.

You will also complete a controlled assessment using the computer for Practical Programming. This assessment will be 25% of the total mark available.

### **What skills will I develop during the course?**

You will:

- Develop knowledge and understanding of the fundamental principles and concepts of Computer Science
- Develop and apply computational thinking skills to analyse problems and design solutions across a range of contexts
- Gain practical experience of designing, writing, and testing computer programs that accomplish specific goals
- Develop the ability to reason, explain and evaluate computing solutions
- Develop awareness of current and emerging trends in computing technologies
- Develop awareness of the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues
- Communicate computer science concepts and explain computational solutions clearly and concisely using appropriate terminology.

### **Is the course right for me?**

This is a challenging course which requires high level thinking and problem solving skills and very good mathematical capability.

The qualification has been recognised in the Ebacc measure in performance tables from 2015.

**What can the course lead to?**

Students can progress from this qualification to a GCE in Computing. Career opportunities in a range of areas within Computer Science and ICT will continue to grow. (Computer Programmers, Database Analysts, Software Engineers, Networking and teaching.

**Who do I speak to for further information?**

Mr Fyfe

## ICT

**Qualification:** BTEC Technical Award Digital Information Technology

(Level 1/2 course: GCSE Equivalent 9-1)

**Exam Board:** Edexcel

### What will I study?

BTEC Tech Awards are new Key Stage 4 BTECs, designed specifically for 14-16 year olds in schools, they are graded across levels 1 and 2, so every student's achievement is recognised. Overall grades awarded either as a Level 1/2 Pass, Merit, Distinction, Distinction\* and have equivalent 1-9 grade grades assigned to them.

This qualification consists of three components:

- Component 1: Exploring user interface design principles and project planning techniques. (Internally assessed, coursework element)
- Component 2: Collecting, presenting and interpreting data. (Internally assessed, coursework element)
- Component 3: Effective digital working practices. (Externally assessed, examination, synoptic element)

### How will I be assessed?

The course will be assessed by a number of internally assessed coursework tasks. You will be required to sit a synoptic examination which will cover all aspects of previously learnt knowledge. Due to the structure of the course you are able to sit the examination twice, the highest grade forming part of your overall qualification.

### What skills will I develop during the course?

You will develop and practice a combination of research, planning, analytical, and developmental skills, using them fully to create high quality end products. You will learn about and develop your own computer interface for a given problem. You will then discuss and evaluate your progress identifying further improvements.

### Is the course right for me?

BTEC qualifications are ideal for students who want the opportunity to explore and acquire a broad understanding and knowledge of the creative digital industries, and the ability to apply that knowledge in practical contexts. The course has a high coursework content which is worked on right through Year 10 and partly into Year 11. This course allows you to

develop lifelong skills suitable for use in any subject which may lead to a career in the creative and new media industry.

**What can the course lead to?**

This course can lead ICT study at Bellerive Sixth Form and other further education colleges in order to progress into careers in teaching, game making, programming, multimedia and web design. The subject of ICT compliments many other subjects as it is a major skill requirement in university, industry and other professions.

**Who do I speak to for further information?**

Mr Fyfe

## GCSE Music

**Qualification:** GCSE Music

**Exam Board** - Eduquas

### What will I study?

- Western Classical tradition
- Musical Theatre
- Jazz and Blues
- Film Music
- Rock and Pop
- Fusion

Set works include: Mozart 'Eine Kleine Nachtmusik' and Rainbow 'Since You Been Gone'

Y10: In Year 10 you will study one of the set works listed above and 3 of the 6 musical styles. You will also compose a piece of music in your chosen style using any instruments and/or voices. You will be asked to perform at least 3 solos during year 10 on your chosen instrument or voice.

Y11: In year 11 you will study the second set work and the other 3 musical styles. You will also compose a second piece of music. You will continue to develop your performing skills throughout year 11 including solo and group pieces.

### How will I be assessed?

Composing 30% (coursework)      Performing 30% (coursework)

Listening and Appraising 40% (Examination)

### What skills will I develop during the course?

You will develop your confidence as a performer throughout the course. You will also learn to use music technology when composing and notating music. Your listening skills will also improve and you will learn to describe and analyse music in some detail. Studying music at GCSE also helps your skills in team work, cooperation, responsibility, discipline and social skills.

### Is the course right for me?

GCSE Music is for those pupils who show a real passion for music and performing. Students have to perform solo for their exam, so the course is suited to those who are prepared to

sing or play their instrument in front of a small group. To achieve the highest grades (9- 5), pupils are expected to play or sing a minimum of Grade 3 pieces. Most songs from musicals are at least this level, and very often higher. In addition, you must be prepared to participate in extra-curricular activities, such as Glee Club, Guitar Club or Orchestra as these benefit your examination grade. If you are in any doubt, please speak to Ms Winstanley.

### **What can the course lead to?**

Taking music would assist in creating a broad and balanced curriculum for you to follow. As well as an academic subject, Music helps with your skills in teamwork, self-confidence, responsibility and self-discipline. These are key skills to have whether or not you pursue a career in Music. If you want to take A Level Music or Music technology, studying Music at GCSE is strongly advised. A Music GCSE can lead to careers within the music industry, such as broadcasting, music journalism, music therapy, concert promotion, sound technician, performing and teaching. It is also thought that music skills are advantageous for those seeking a career as a primary school teacher!

### **Who do I speak to for further information?**

Ms Winstanley, Curriculum leader for Music

## GCSE PE

**Qualification:** GCSE

**Exam Board** - Edexcel

### What will I study?

**This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being.**

**Component 1:** Fitness and Body Systems; applied anatomy & physiology, movement analysis, physical training and use of data.

**Component 2:** Health and Performance; health, fitness & well-being, sport psychology, socio-cultural influences, use of data.

**Component 3:** Practical Performance; skills during individual and team activities, general performance skills. **The assessment consists of students completing three physical activities from a set list. One must be a team activity, one must be an individual activity and the third is a free choice.**

**Component 4:** Personal Exercise Programme (PEP); aim and planning analysis, carrying out and monitoring the PEP, evaluation of the PEP. **The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.**

### How will I be assessed?

**The course consists of two externally-examined papers and two non-examined assessment components.** 60% written examinations (two papers covering the topics from components 1 & 2), 30% practical performance and 10% PEP.

### What skills will I develop during the course?

You will develop practical skills, tactical knowledge and awareness and knowledge and understanding of rules in the practical activities, analytical skills, leadership and officiating skills.

In the theory element of the course you will develop your literacy and writing skills to improve your proficiency in deciphering and answering the questions on the written examination.

**Is the course right for me?**

If you opt for GCSE PE, you must already demonstrate an outstanding practical participation and effort record and you must have experience in regularly participating in extra-curricular clubs (either through the departmental provision or through out-of-school interests). You need to be enthusiastic about sport and physical activity, whilst demonstrating commitment, self-discipline and determination. You need to be prepared to complete independent research and revision to consolidate your learning in the theory element of the course.

**What can the course lead to?**

Many students progress to A Level PE and qualifications in PE will open up career opportunities in teaching, the fitness industry, physiotherapy, sports psychology, coaching, sports analysts, officiating and a wide range of other professions

**Who do I speak to for further information?**

Ms Power



## GCSE Drama

**Qualification:** GCSE Drama

**Exam Board -** AQA

GCSE Drama encourages students to develop critical thinking skills and become effective and independent learners. With the focus on working imaginatively, collaborating creatively and communicating effectively, GCSE Drama helps students develop an understanding of many creative and challenging activities.

The GCSE Drama specification requires students to complete two units:

**Unit 1-** 40% - 1 hour 30 mins - 80 marks – 40%

The written exam comprises of three sections:

A – Practical work completed during the course

B – Study and performance of a scripted play

C – Study of a live theatre production seen

The written paper assesses Assessment Objectives 1 and 3, with relative weightings of 20% and 20% respectively.

Externally set and marked

**Unit 2-** 60% controlled assessments will be taken in two options Acting and Theatre in Education both short plays will be performed live to a moderator. Candidates will also complete a portfolio consisting of knowledge, understanding and processing of the candidates performances and work in class.

Practical Work 120 marks – 60%

Candidates are required to present practical work for two controlled assessment options, each with a weighting of 30% (60 marks each).

Controlled assessment options:

1. Devised Thematic Work
2. Acting

3. Improvisation
4. Theatre in Education
5. Physical Theatre

Each controlled assessment option assesses Assessment Objectives 1 and 2 with the following weighting:

1. Process and understanding of skills development (AO1)c– 7.5%
2. Final presentation: either performance or demonstration/artefact(s) (AO2) – 22.5%, Internally assessed and externally moderated.

This two unit specification enables students to increase skills in:

- Knowledge and understanding of style, genre and social context
- Performance techniques – interpretation, improvisation, voice, physicality, stage relationships with others
- Collaboration and communication skills
- Enquiring and reflective minds
- Independent thinking and working.

GCSE Drama provides a solid foundation for vocational opportunities and further Drama and Theatre Studies or Level 3 BTEC Performing Arts.

**Further information is available from Mrs Bass**



We would advise you to think carefully and seek advice before making your choices, but there are some good general principles to think about.

It is worth taking some time to think about your decision, as the choices you make now can affect your future direction.

Talk to a range of people to get different views. At school, your subject teachers, form tutor, or careers teacher (Miss Power) or Careers adviser (Paula Woodruff-Turner) should be able to help. Speak to your parents, carers or relatives for a variety of opinions.

### **Enjoyment and interest**

Do you enjoy a subject? Do you find it interesting? If so, it is a good reason to consider studying it to GCSE. You may well want to take it on to A level and, perhaps, even further. Enjoyment and interest together are the most important factors behind your choices. You are more likely to do well in subjects you are determined to do well in.

### **Aptitude and ability**

It follows logically that you should think seriously about further study of subjects you are good at. Some people are lucky enough to be good at everything! But for others, perhaps the majority, there will be some academic areas where your talents are more obvious and it is towards these that you should think of leaning. When it comes to choosing, parents and pupils should consider carefully the strengths and weaknesses of the pupil, not only what will be required to enter further/higher education and specific employment.

The way courses are marked may also affect your choices. This is usually a mix of exams, controlled assessment (work completed on your own at school), and coursework, but the amount of marks awarded for each area can vary. If you don't like exams for example, you may prefer a more coursework-based subject.

Choosing a balance of subjects may help to keep your future options open.

### **Bellerive sixth form and further study**

It's also worth looking ahead, as decisions you make now may narrow your choices later. University courses have set entry requirements and may require certain subjects at A-level. In the same way, you may need a GCSE in a subject to study it at A-level. Check carefully as this is not always the case and you can start some subjects from scratch at A-level and university. Research if the subject you are interested in is also available at A-Level here at Bellerive, speak to Mrs Walker and subject staff to see what the subject would be like at to study at A-Level.

The Russell group of leading universities have produced some options advice. We have included this with this booklet. This information can also be accessed through this link:

<http://www.russellgroup.ac.uk/informed-choices/>

Trades and professions also have recognised routes to qualifying, so it may help to work backwards when deciding what to do next.

So while the world of work may seem distant at this point in time, you may want to give some thought to your future career plans now.

### **Keeping doors open**

But don't worry if you don't know what you want to do in the future. For most students in Year 9 it's actually pretty rare to find someone with their life plan mapped out for them already. So pick subjects that keep doors open. During your Pathways evening, go and speak to Tracey Hazelwood and see what advice and guidance she can offer you.

In making your choices, you should take the following factors into consideration:

## **10 GOOD reasons to choose an option**

- 1 You like it or find it interesting
- 2 You're good at it
- 3 You need it or it's useful for your future career
- 4 You can develop new skills by doing it
- 5 You think you will do well in it and cope with the demands of the course
- 6 It will give you satisfaction
- 7 Your teachers think it is a suitable choice for you.
- 8 It will combine well with other options and help your general education
- 9 You like the method of assessment and learning
- 10 It's something you would like to become good at

## **10 BAD reasons to choose an option**

- 1 Your friends are doing it
- 2 You think you should do it - even if you don't want to
- 3 Your parents think it's a good idea - but you don't
- 4 You know someone who's done it and they say it's great
- 5 It is thought of as a cool option by most people
- 6 You can't think of anything else to choose
- 7 You think it will be easy
- 8 It sounds good even though you haven't found out about it
- 9 You really like the teacher you've got now
- 10 You think it will impress people now or later on

## Subject Related Careers Ideas

**Design and Technology**, are relevant subject for many different careers:

Engineering, Industrial Design and Architecture. Food technology can provide a good background for work in Catering, day and residential care, Health services and so on. However, note that to become a dietician or food scientist, it's important to do well in science.

### Geography

Can provide a useful background for careers and courses in areas such as exporting and importing, Travel and Tourism, Logistics, Planning, Land Management, Surveying, Geology and Conservation.

### Modern Foreign Languages

Being able to communicate in a Modern Foreign Language is increasingly useful for careers in Travel and Tourism Industry, Technology and Engineering, as well as many aspects of Business (Translator and Interpreter) and Care.

### Information and Communication Technology

ICT skills are important for all career areas, it is not essential to gain a GCSE or A level in the subject to enter a career related to ICT but if it is something you enjoy it would be a useful selection.

### History

History provides a good background for all arts and social science careers. It is useful for careers in Archaeology, Heritage, Archive and Museum work. The skills you learn from studying history include investigating, researching documents, examining evidence and presenting arguments. These are valuable in a great number of careers, including Law, Journalism, Politics and Management.

### Art

This GCSE is important for anyone wishing to study the subject after year 11, or who is aiming for a career in art and design – Fine Art, Graphics, Textiles and Fashion Design, Photography, and three-Dimensional Design (Furniture, Jewellery, Exhibitions etc). Architecture, Industrial Design, Floristry, Make-up work and Beauty Therapy all need an understanding of design and visual effect.

### Physical Education

Useful if you are interested in Teaching or Coaching, Sport Science, Sport Development work, Sports Journalism. Has quite strong links with Biology and how the body works along with some aspects of Psychology as to why people participate in sport.

### Music

The GCSE is good preparation for A-Level Music which may lead on to careers in performing, composing, lecturing, teaching, music therapies, jobs in the music industry etc.

For more advice and guidance, visiting some of the websites below may give you some more in-depth information and assist you with your final decision.

### **School website**

<http://www.bellerivefcj.org/learning/careers/>

### **Careers Connect**

A whole host of information on careers, career choices and interactive careers software  
[www.Careersconnect.org.uk](http://www.Careersconnect.org.uk)

### **Careers Box**

**Careersbox** - the national online careers film and video library. Real people, real jobs to help young people and students make decisions.  
[www.careersbox.co.uk](http://www.careersbox.co.uk)

### **i Could**

Need inspiration for your career? **icould** includes 1000 films of personal career stories, across all careers. Use the career wizard to find out what jobs could suit you.  
[www.icould.com](http://www.icould.com)

### **National Careers Website**

The National Careers Service website provides careers advice and information on a wide range of jobs, training course resources and funding.  
[www.Nationalcareersservice.direct.gov.uk](http://www.Nationalcareersservice.direct.gov.uk)

