



BOURNEMOUTH SCHOOL



Year 8
GCSE Options Information
September 2023

This booklet provides you with essential information about the GCSE subjects that students are able to choose from at Bournemouth School. It takes you through subject specific information that will be of use now and whilst your son is studying for his GCSEs.

This booklet should be used in conjunction with the 'Options Companion' that was made available in November at the Year 8 Parents' Information Evening. The companion guides you through the process of selecting GCSE options subjects at Bournemouth School.

We believe that the companion and this booklet give students all of the necessary information to make a considered choice of subjects. Students will then be able to follow a GCSE programme of study that is right for them. However, should there be any questions or if any clarification is needed, please do not hesitate to contact us.

Students pick four GCSE options in total. They must pick one language (French, German or Spanish) but may choose to study two. They must also pick either History or Geography but may choose both.

Key Dates in the Process

Year 8 Parents' Information Evening	Tuesday 24 th November 2022
Options booklet issued	Friday 13 th January 2023
Year 8 Parents' Evening	Tuesday 24 th January 2023
Year 8 options Assembly and options choices form issued	Wednesday 25 th January 2023
Deadline for return of options choices form	08:30 - Friday 3 rd February 2023

Key Advice

- Pick subjects that they enjoy
- Pick subjects in which they are likely to achieve high grades
- Consider all of the subjects carefully
- Read the content for each subject carefully
- Consider the skills that will be developed as well as the knowledge that will be gained
- Do not pick subjects based around one particular career choice at this stage
- Do not pick subjects based around a particular teacher or what his friends are doing

If you have any questions about the process of selecting subjects, please contact Mrs Ateaue (kateaue@bournemouth-school.org). For subject specific questions please contact the Heads of Department (their e-mail addresses are on the last page of this booklet). For advice about your son's subject combinations, please contact your child's form tutor in the first instance.

Core Subject: AQA English Language

Course Code: 8700

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

The course develops students' abilities to listen, speak, read and write in a variety of different styles and contexts for varying audiences and purposes. The diversity of our curriculum also provides a platform for our students to develop their own voice and be able to express their opinions in a safe learning environment.

Course Assessment

The English Language exam consists of two papers, both of which are assessed in May/June of Year 11.

Paper 1: Explorations in Creative Reading and Writing

How it is assessed: Written Examination: 1 hour and 45 minutes; 80 marks; 50% of GCSE Language.

- Section A: Reading - one literature fiction text
- Section B: Writing - descriptive or narrative writing

Paper 2: Writers' Viewpoints and Perspectives

How it is assessed: Written Examination: 1 hour and 45 minutes; 80 marks; 50% of GCSE Language.

- Section A: Reading - one non-fiction text and one literary non-fiction text
- Section B: Writing - writing to present a viewpoint

Non-Examination Assessment: Spoken Language

A formal presentation will be undertaken and assessed with students expected to respond to questions. Whilst the marks no longer contribute to their overall Language GCSE, students will still receive a discrete mark for this alongside their GCSE grade.

Students are given end of unit tests for each module to create a clear picture of where they currently are and how they can progress further.

Higher Education and Careers

The competences acquired through English Language are those needed in all professions.

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

The course enables students to read and respond to a wide variety of texts, from contemporary poetry to historical work from our long literary heritage, with understanding and confidence and, we hope, with real enjoyment and appreciation. Our aim is to prepare students for the world that awaits them, to develop their knowledge of the world, creating perceptive, thoughtful and considerate young people. We strive to instil not only a love of the written word in lessons, but a love of literature beyond their school years.

The exam consists of two papers, both of which are constituted as follows and are assessed in May/June of Year 11.

Paper 1: Shakespeare and the 19th Century novel

How it is assessed: Written Examination: 1 hour 45 minutes; 64 marks; 40% of GCSE Literature.

- Section A: Shakespeare – students answer one question on *Macbeth*. They write in detail about an extract from the play and then about the play as a whole.
- Section B: The 19th-century novel - students will answer one question on *Dr Jekyll and Mr Hyde*. They write in detail about an extract from the novel and then about the novel as a whole.

Paper 2: Modern texts and poetry

How it is assessed: Written Examination: 2 hours 15 minutes; 96 marks; 60% of GCSE Literature.

- Section A: Modern texts - students answer one essay question on *An Inspector Calls*.
- Section B: Power and Conflict Poetry - students answer one comparative question on one named poem printed on the paper and one other poem from the anthology.
- Section C: Unseen poetry - students answer one question on an unseen poem and one question comparing this poem with a second unseen poem.

Students are given end of unit tests for each module to ensure a clear picture of where they currently are and how they can progress further.

Higher Education and Careers

The competences required for literary study are those needed in most professions: clear thinking, close scrutiny of evidence, arguing and presenting a case and being responsive to the views of others.

www.edexcel.com/gcsemaths2015guide

The volume of subject content in GCSE Mathematics has increased since the introduction of the new GCSE. There is a greater emphasis on problem solving and mathematical reasoning. Students will be required to memorise more formulae.

Subject Content

The topics that will be studied at GCSE can be broken down into five main headings:

- Number (15%)
- Statistics and Probability (15%)
- Geometry and Measures (20%)
- Ratio, Proportion and Rates of change (20%)
- Algebra (30%)

Course Assessment

The GCSE qualification is examined across 3 papers (1 non calculator and 2 calculator papers). Each paper is of equal weighting (80 marks per paper) and 1 hour 30 minutes in length. All papers are assessed by terminal examinations in May/June of Year 11. The qualification is available at two tiers of entry; Foundation (Grades 1-5) and Higher (Grades 4-9).

Higher Education and Careers

Students who follow this course will:

- be suitably prepared for further study of mathematics at A Level
- gain skills useful in a range of other A level courses, such as physics, economics and computer science
- be able to use the mathematics that they have learnt in a variety of practical situations
- have an excellent grounding in an academic discipline which is highly regarded by the very best universities

Possible careers for mathematicians include Engineering, Medicine, Accountancy, Finance, Scientific research, and Computing.

<http://www.aqa.org.uk/science> and <http://www.aqa.org.uk/8461>

This GCSE has a strong academic core which covers all the major concepts in Biology. It provides an excellent foundation for further study in Biology, requiring the students to develop the ability to describe accurately a range of processes and concepts using the correct technical terminology. The course also caters for those for whom this will be their highest qualification in Biology, as it challenges the students to develop a holistic overview of the Biosphere and our role within it.

Wherever possible students carry out practical work to help develop their understanding of key concepts and to see for themselves some of the biological structures and processes that they are studying. Students are encouraged to think critically about what they are studying and to question its implications for some of the environmental and social issues that we face.

Subject Content

The topics that will be studied at GCSE are:

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

Course Assessment

Paper 1

What is assessed: Topics 1 - 4: cell biology; organisation; infection and response and bioenergetics.

How it is assessed: Written examination: 1 hour 45 minutes; foundation or higher tier; 100 marks; 50% of GCSE.

Questions: Multiple choice; structured; closed short answer and open response.

Paper 2

What is assessed: Topics 5 - 7: homeostasis and response; inheritance; variation and evolution and ecology.

How it is assessed: Written examination: 1 hour 45 minutes; foundation or higher tier; 100 marks; 50% of GCSE.

Questions: Multiple choice; structured; closed short answer and open response.

Higher Education and Careers

STEM subjects (science, technology, engineering and mathematics) have always been a core part of the UK's success in international markets. The range of opportunities for a good biologist include ecology, genetics, pharmaceuticals, health care, sports science, medicine, bioengineering, agriculture and land based studies, hydrology and marine biology.

<http://www.royalsocietyofbiology.com/education>

<http://www.aqa.org.uk/science> and <http://www.aqa.org.uk/8462>

This GCSE has a strong academic core which covers all the major concepts in Chemistry. It provides an excellent foundation for further study in Chemistry, requiring the students to develop the ability to describe accurately a range of processes and concepts using the correct technical terminology.

When possible, students carry out practical work to help develop their understanding of the key concepts and processes that they are studying. This also gives students the opportunity to develop practical skills that will be of use in later studies. Students are encouraged to think critically about what they are studying and to question its implications for some of the environmental, technical and economic issues that we face.

Subject Content

The topics that will be studied at GCSE are:

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

Course Assessment

Paper 1

What is assessed: Topics 1 - 5: atomic structure and the periodic table; bonding, structure, and the properties of matter; quantitative chemistry, chemical changes and energy changes.

How it is assessed: Written examination: 1 hour 45 minutes; foundation or higher Tier; 100 marks; 50% of GCSE.

Questions: Multiple choice; structured; closed short answer and open response.

Paper 2

What is assessed: Topics 6 - 10: the rate and extent of chemical change; organic chemistry; chemical analysis, chemistry of the atmosphere and using resources.

How it is assessed: Written examination: 1 hour 45 minutes; foundation or higher tier; 100 marks; 50% of GCSE.

Questions: Multiple choice; structured; closed short answer and open response.

Higher Education and Careers

STEM subjects (science, technology, engineering and mathematics) have always been a core part of the UK's success in international markets. The range of opportunities for a good chemist include pharmaceuticals, health care, medicine, chemical engineering, agriculture, material science and quality control and forensics.

[A Future in Chemistry | RSC Education](#)

<http://www.aqa.org.uk/science> and <http://www.aqa.org.uk/8463>

This GCSE has a strong academic core which covers all the major concepts in Physics. It provides an excellent foundation for further study in Physics, requiring students to develop the ability to describe accurately a range of processes and concepts using the correct technical terminology. Wherever possible students carry out practical work to help develop their understanding of key concepts and processes that they are studying. This also gives students the opportunity to develop practical skills that will be of use in later studies. Students are encouraged to think critically about what they are studying and to question its implications for some of the environmental, technical and economic issues that we face. We hope that some will be inspired to take the subject further, and use their knowledge to contribute to solving some of the challenges that our society faces.

Subject Content

The topics that will be studied at GCSE are:

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

Course Assessment

Paper 1

What is assessed: Topics 1 - 4: energy; electricity; particle model of matter; atomic structure.

How it is assessed: Written examination: 1 hour 45 minutes; foundation or higher tier; 100 marks; 50% of GCSE.

Questions: Multiple choice; structured; closed short answer and open response.

Paper 2

What is assessed: Topics 5 - 8: forces; waves; magnetism and electromagnetism; space physics.

How it is assessed: Written examination: 1 hour 45 minutes; foundation or higher tier; 100 marks; 50% of GCSE.

Questions: Multiple choice; structured; closed short answer and open response.

Higher Education and Careers

STEM subjects (science, technology, engineering and mathematics) have always been a core part of the UK's success in international markets. The range of opportunities for a good Physicist include health care, engineering, material science, meteorology, quality control and forensics, aeronautics and space science, electronics and computing and the financial sector.

[School and college students | Institute of Physics \(iop.org\)](http://www.iop.org)

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

The new GCSE course focuses upon three components.

Component 1: Religious, Philosophical and Ethical Studies in the modern world

How it is assessed: Written examination: 2 hours; 120 marks; 50% of qualification.

For this component learners will study four themes:

- Issues of Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

Learners are expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. They are expected to support their responses using appropriate knowledge and understanding of key sources of wisdom and sacred texts. The compulsory nature of this component ensures that learners know and understand the fact that the religious traditions of Great Britain, whilst being in the main Christian, are also diverse and include religious and non-religious traditions.

Component 2: Study of Christianity

How it is assessed: Written examination: 1 hour; 60 marks; 25% of qualification.

Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.

Component 3: Study of a World Faith (Judaism)

How it is assessed: Written examination: 1 hour; 60 marks; 25% of qualification.

Learners should be aware that Judaism is one of a diverse range of religious traditions and beliefs in Great Britain today.

Teaching, Learning and Assessment

Lessons are structured to allow students to develop their understanding of the religious component and the secular issues in an academic and free-thinking manner. Their opinions and the ability to explain and justify these are central to the course as is their ability to communicate their understanding and evaluation of the views of others. Internal assessments are taken at the end of each module to identify progress and attainment.

Higher Education and Careers

The GCSE is also good preparation for students wishing to study Judaism, Philosophy, and Religion and Ethics at A Level. The RS qualification is relevant to any type of career as it improves our understanding and awareness of the many cultures, religions and beliefs that enrich our society. In addition, the various issues examined during Ethical Studies support British values, such as mutual respect and fairness, and the principle of doing no harm to others. To this end, RS is a good foundation for those seeking careers in Law, Human Resources, the Police Force, the Medical Profession, amongst many others.

Core Subject: Physical Education

Physical Education (PE) develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. It enables all students to enjoy and succeed in many kinds of physical activity. During lessons they will follow a carousel of activities changing each half term. Activities include: football; rugby; basketball; badminton; table tennis; cardio-vascular training; volleyball; health related exercise; cricket; tennis; softball and athletics.

Teaching and Learning

Within lessons students develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. PE helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities including leadership, coaching and officiating.

Extra-Curricular

The department run many clubs at lunchtime and after school to broaden the activities available to the students. These vary each year dependent upon interest but may include basketball, badminton, judo, boxing, fencing and table tennis. At the start of the autumn and summer terms, boys select the activities that they wish to take part in and the clubs usually run for 6-8 weeks.

School Teams

The department is proud of the opportunities given to boys so that they can compete at the highest level. We therefore organise school teams in the following sports: football; rugby; cricket; table tennis; badminton; tennis; cross-country and athletics.

House Sports

Through the School House system we also run numerous sports competitions within all year groups. Each form earns points that contribute towards the House Championship. Sports include: 11 a-side football; 5 a-side football; rugby; basketball; cross-country; badminton; tennis, table tennis and cricket.

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

The course has been designed to allow students to develop knowledge and understanding through a variety of learning experiences and approaches, including engagement with sources. This allows them to develop the skills to explore, create and communicate their own ideas. Students demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment.

Course Assessment

Component 1: Portfolio

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

How it is assessed: No time limit; 96 marks; 60% of GCSE.

Non-exam assessment (NEA) set and marked by the school and moderated by AQA during a visit. Moderation will normally take place in June.

Component 2: Externally set assignment

What is assessed: Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it is assessed: Preparatory period followed by 10 hours of supervised time; 96 marks; 40% of GCSE.

Non-exam assessment (NEA) set by AQA; marked by the school and moderated by AQA during a visit. Moderation will normally take place in June.

Higher Education and Careers

Students who choose this course will:

- be suitably prepared for further study of Art Craft and Design at A Level
- be able to work independently and problem solve effectively
- have good time management and organisational skills

Possible careers for artists and designers include: architecture, fine art, fashion, illustration, industrial design, interior design and textiles.

Please note that students cannot study GCSE Art, Craft and Design and GCSE Graphic Communication.

<http://www.aqa.org.uk/subjects/business-subjects/gcse/business-8132>

As a result of many recent global events there has been a lot of media coverage regarding successful businesses, entrepreneurs and the many challenges faced by businesses. GCSE Business Studies aims to give students an understanding of how individuals start up and manage a business and the main strategies undertaken by businesses to grow into a successful global organisation. The course explores why some individuals and ideas have been successful and others have failed. Throughout the course the theory behind business decisions is underpinned by studying business and economic case studies and undertaking practical business activities and challenges.

Subject Content

The topics that will be studied at GCSE are:

- Business planning
- Marketing
- Finance
- Human resources
- Business operations
- Influences impacting business decisions

Course Assessment

The current GCSE Business Studies course is split into two exams assessing six units:

Paper 1: Assessing units on business in the real world, influences on business, business operations and human resources. It is worth 50% of the GCSE.

Paper 2: Assessing units on business in the real world, influences on business, marketing and finance. It is worth 50% of the GCSE.

Higher Education and Careers

Students who choose this course develop an understanding of the main functions of organisations that can be applied in future employment in any type of business environment. This will include an understanding of effective methods to manage a business, motivate and train staff, promote and advertise the business and balance the finances.

Qualifications in Business Studies may lead to a wide variety of careers due to the diverse range of concepts and skills that the course encourages. Career paths include accountancy, advertising, banking, economics, management, industrial relations, human resources, insurance and marketing.

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

The course gives students a real, in-depth understanding of how computer technology works. Students get an insight into what goes on 'behind the scenes', including computer programming, which many find absorbing. The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming, giving students a fun and interesting way to develop these skills. These can be transferred to other subjects and even applied in day-to-day life.

This course is the best preparation for students who want to go on to study Computer Science at a higher level and also provides good grounding for other subject areas that require computational thinking and analytical skills such as Mathematics and Physics.

Course Assessment

Computer systems (01)

How it is assessed: Written Examination; 1 hour and 30 minutes; 80 marks; 50% of GCSE. The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory.

Content: systems architecture; memory; storage; computer networks; network topologies; protocols; network security; systems software; ethical, legal, cultural and environmental concerns, impacts of digital technology.

Computational thinking, algorithms and programming (02)

How it is assessed: Written Examination; 1 hour and 30 minutes; 80 marks; 50% of GCSE. This component is focused on the core theory of computer science and the application of computer science principles. This paper has two sections: Section A (50 marks) and Section B (30 marks). In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

Content: algorithms; programming fundamentals; producing robust programs; Boolean logic; programming languages and integrated development environments.

Higher Education and Careers

Computing is of enormous importance to the economy and as an 'underpinning' subject across STEM subjects. It is excellent preparation for students looking to take Computing at A Level, degree level or in employment. Students who want to go on to higher study and employment in the field of computing will find it provides a superb stepping stone and they will have an advantage over their colleagues. The increasing importance of computer programming means there will be a growing demand for professionals who are qualified in this area.

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html>

The course has two key components: the underlying technical principles, and designing & manufacturing. Both the non-examined assessment (coursework) and exam will involve strong links to mathematics and science.

In Year 9 students develop a core knowledge and understanding of a wide range of materials and processes. During Year 10 students develop their designing skills through the principles of iterative design, and further develop their manufacturing capabilities including CAD/CAM. Students investigate the wider implications of technology and its impact on the environment and society. Students will explore ways in which aesthetics, technical, economic, environmental, ethical, and social dimensions interact to shape designing and making. At the end of Year 10 students start a design challenge set by Edexcel. This design and manufacturing task will make up the coursework element and is completed in Year 11.

As a subject Design and Technology is also about developing the soft skills that employers value such as team work, verbal and written communication, time management, perseverance and problem solving. Additionally it allows students to link other subjects together, such as Maths, Physics and Geography.

Design and Technology is likely to appeal to students who are interested in careers in any branch of design such as Product Design, Set Design, Model Making, Interior Design, Advertising, Graphic Design, Architecture, Engineering, and also to those students who enjoy the opportunity to be creative, solve problems, or relish working with their hands as much as their minds. They are likely to be inquisitive, practical, and imaginative.

Course Assessment

How it is assessed: The final grade is assessed using 50% Non-exam Assessment (NEA) (approximately 40 hours) and the written examination is 1 hour 45 minutes long and is worth 50%.

The examination will test students' knowledge and understanding of both the core and a specialist material area; 15% of the exam will be mathematics based.

Higher Education and Careers

Students who study these courses will be able to move forward into higher education or training (for example apprenticeships) in areas such as product design, graphic design, architecture and engineering.

Options Subject: OCR Food Preparation and Nutrition Course Code: J309

<http://www.ocr.org.uk/qualifications/gcse-food-preparation-and-nutrition-j309-from-2016/>

The course has four sections: nutrition; food provenance and food choice; cooking and food preparation; and preparing and cooking techniques. The course is designed to link the theory and practical elements so that students can apply their understanding of food and nutrition, food science, and healthy eating to practical cooking.

In Year 9 students develop a core knowledge and understanding of a wide range of ingredients and processes. During Year 10 students gain a deeper, more scientific understanding of processes and key ingredients.

The nutrition section of the course develops knowledge and understanding of the nutritional content, functional properties, and chemical processes of food and drink. Students learn about the relationship between diet, nutrition and health, along with the effects of poor diet and health.

Learning about food provenance helps students to understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes and diet and health choices.

In the cooking and food preparation element learners demonstrate their knowledge and understanding of functional and nutritional properties, sensory qualities and food safety considerations when preparing, processing, storing, cooking and serving food.

With regards to their preparation and cooking techniques students demonstrate effective and safe cooking skills when planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment. They explore a range of ingredients and processes from different culinary traditions, including British and other international cuisines.

Course Assessment

How it is assessed: The final grade is assessed using 50% Non-examined Assessment (NEA) and 50% examination.

The NEA consists of two pieces of exam board set coursework: a food investigation task (worth 15% of the final grade) and a food preparation task (worth 35% of the final grade).

Higher Education and Careers

Students who study Food Preparation and Nutrition can go on to follow careers in the food or hospitality sectors, as well as linking to careers involving nutrition, health, and diet as key elements of their role. The course also teaches valuable life skills, helping to prepare students for living at university and a life of healthy cooking and eating.

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why and helps to prepare students for these changes.

The **transferable skills** which geography fosters are an asset in the **complex world of employment** today. Geography is about the future and encourages **flexible thinking**.

Subject Content

Component 1: Global Geographical Issues

1. Hazardous earth
2. Development dynamics
3. Challenges of an urbanising world

How it is assessed: Written examination; 1 hour 30 minutes; 37.5% of the examination.

Component 2: UK Geographical Issues

4. The UK's evolving physical landscape including sub-topics
 - 4a Coastal change and conflict
 - 4b River processes and pressures
5. The UK's evolving human landscape including a case study which is dynamic UK cities
6. Geographical investigations including one physical fieldwork investigation and one human fieldwork investigation linked to topics 4 and 5.

How it is assessed: Written examination; 1 hour 30 minutes; 37.5% of the examination.

Component 3: People and Environment Issues

7. People and the biosphere
8. Forests under threat
9. Consuming energy resources

How it is assessed: Written examination; 1 hour 30 minutes; 25% of the examination. This paper will involve students making a geographical decision.

Higher Education and Careers

Geography graduates are among the most employable. They possess the skills that employers look for. In part this is because the subject combines a knowledge of science and an understanding of the arts.

A few possible careers include: weather presenter, disaster manager, flood prevention officer, risk assessor, aid worker, diplomat, charity coordinator, GIS specialist, cartographer, utilities manager, remote sensing, planner, social worker, market researcher, housing officer, estate agent, hydrologist, coastal manager, geologist, civil engineer and conservation officer.

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

The Graphic communication course will allow students to develop a range of skills and knowledge that includes: for example communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design, (including web, app and game), multi-media, motion graphics, signage and exhibition graphics. The course will also allow students to gain knowledge of industry standard software such as Adobe InDesign, Photoshop and Illustrator.

Course Assessment

Component 1: Portfolio

What is assessed: It must include a sustained project, based on a set brief, which will have evidence of the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study. The portfolio will demonstrate explicit coverage of the four assessment objectives.

How it is assessed: No time limit; 96 marks; 60% of GCSE.

Non-exam assessment (NEA) set and marked by the school and moderated by AQA during a visit. Moderation will normally take place in June.

Component 2: Externally set assignment

What is assessed: Students respond to their chosen starting point from an externally set assignment paper relating to Graphic Communication, evidencing coverage of all four assessment objectives.

How it is assessed: Preparatory period followed by 10 hours of supervised time; 96 marks; 40% of GCSE.

Non-exam assessment (NEA) set by AQA; marked by the school and moderated by AQA during a visit. Moderation will normally take place in June.

Higher Education and Careers

Students who choose this course will:

- be suitably prepared for further study of Graphic Design or Art and Design at A Level
- be resilient learners, independent enquirers and good problem solvers
- have good time management and organisational skills and be able to work to deadlines

Possible careers for designers include: graphic design, animation, game design, advertising, architecture, product design, illustration, industrial design, and interior design.

Please note that students cannot study GCSE Art, Craft and Design and GCSE Graphic Communication.

http://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/9781446925867_GCSE2016_L12_History_Web.pdf

This course provides an invaluable opportunity to see how previous events shape the world in which we live today. As we see history regularly repeating itself both in the UK and globally, the subject has never been more relevant or topical. To further bring the subject to life, along with a wealth of resources from the time, we also run a very popular trip to the World War I Battlefields, allowing students to visit the key locations of the 1914-18 conflict and how the army dealt with Crime and Punishment on the Western Front, as well as looking to gain an understanding of the German reaction to the loss of the war and the Treaty of Versailles.

Paper 1: Thematic study: Crime and Punishment in Britain c.1000-present, with historical environment: Whitechapel, c.1870-1900:

- c.1000-1500: Crime and Punishment in medieval England
- c.1500-1700: Crime and Punishment in early modern England
- c.1700-1900: Crime and Punishment in 18th-19th century Britain
- Whitechapel: c. 1870-1900: Crime, policing and the inner city
- c.1900-present: Crime and Punishment in modern Britain

How it is assessed: Written examination; 1 hour 15 minutes; 30% of total marks

Paper 2: British depth study: Early Elizabethan England, 1558-88:

- Queen, government and religion, 1558-88
- Challenges to Elizabeth at home and abroad, 1569-88
- The Age of Exploration, 1558-88

How is it assessed: 20% of total marks.

With period study: Superpower relations and the Cold War 1941-91:

- Origins of the Cold War, 1941-58
- Cold war Crisis, 1958-70
- The End of the Cold War, 1970-91

How it is assessed: Written examination; 1 hour 45 minutes; 20% of total marks.

Paper 3: Modern depth study: Weimar and Nazi Germany, 1918-39:

- The Weimar Republic, 1918-29
- Hitler's rise to power, 1919-33
- Nazi control/dictatorship
- Life in Nazi Germany, 1933-39

How it is assessed: Written examination; 1 hour 20 minutes; 30% of total marks.

Higher Education and Careers

Prospects, the UK's official graduate website, states that History improves critical reasoning, analytical skills, intellectual rigour and independence, including research, marshalling an argument, including evaluating, selecting and ordering relevant evidence, self-motivation and self-reliance.

Options Subjects: Edexcel French 1FR0 / German 1GN0 / Spanish 1SP0

<https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2024/specification-and-sample-assessments/gcse-french-specification-2024-draft-1.pdf>

Please note that there is a new GCSE for French, German and Spanish and the specification may be subject to small changes as it is still in draft form.

In our modern-day globalised society, the ability to speak more than one language has never been more important! GCSEs in Modern Foreign Languages focus on developing students' ability to communicate spontaneously in a variety of practical situations. Students will have the opportunity to learn about the culture of the language that they are studying and be able to engage with authentic resources.

For the majority of students, French is the language they have learned for the longest time and in which they have the strongest base. Students have had a taster of either German or Spanish in Year 8 and may prefer to opt for one of these. Please note that if students choose to opt for German or Spanish, they will need to work especially hard as all languages have the same grammatical requirements and level of difficulty by the end of Year 9.

Draft Subject Content for the new GCSE in Modern Foreign Languages

The topics studied at GCSE are:

1. My personal world
2. Lifestyle and wellbeing
3. My neighbourhood
4. Media and technology
5. Studying and my future
6. Travel and tourism

Course Assessment

The GCSE qualification is examined across 4 skills:

- Listening
- Speaking
- Reading
- Writing

How it is assessed: Each skill has equal weighting (25%) and are all assessed by terminal examinations in May/June of Year 11. The qualification is available at two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 3-9).

Higher Education and Careers

Students who choose this course will be suitably prepared for further study of a language at A Level and fluency. They will be able to use the language that they have learnt spontaneously in a variety of practical situations and will have an excellent grounding in an academic discipline which is highly regarded by the very best universities.

Possible careers for linguists include translation/interpreting, the diplomatic service, the Foreign Office, journalism and marketing/sales.

Options Subject: Edexcel Music**Course Code: 1MU0**

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>

This course is designed for anyone who has enjoyed music at Key Stage 3 and has a strong commitment to performing, composing and listening to different types of music. During the course students perform music, develop composing skills and learn about a wide variety of music styles from different times and places. Students are required to perform to the standard of approximately Grade 4 ABRSM (Associated Board Royal Schools of Music) or equivalent by the end of Year 11. Any instrument, including singing, and any style of music is permissible. In addition, students have the opportunity to further their theory of music skills (ABRSM theory grades).

Subject Content and Assessment

Students are assessed in each of the three skills as follows:

Performing: (30%)

Students need to produce 4 minutes worth of music, which must include at least one solo and one ensemble piece. Music performed should be of approximately grade 4 standard minimum.

Composing: (30%)

Students need to produce two compositions, one of which is set by the board and one of which is set by them. Each composition must be a minimum of one minute long and the total portfolio must be at least 3 minutes long.

Appraising: (40%)

Students study music relating to four different areas of study, each of which contains 2 set works as follows:

Area of study	Set works
Instrumental Music	<ul style="list-style-type: none"> J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major L Van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathetique'
Vocal Music	<ul style="list-style-type: none"> H Purcell: Music for a While Queen: Killer Queen (from the album 'Sheer Heart Attack')
Music for Stage and Screen	<ul style="list-style-type: none"> S Schwartz: Defying Gravity (from the album of the cast recording of Wicked) J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)
Fusions	<ul style="list-style-type: none"> Afro Celt Sound System: Release (from the album 'Volume 2: Release') Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

Students are examined on these at the end of Year 11, and will also be expected to compare the pieces to unfamiliar music.

Higher Education and Careers

Music GCSE is essential for those who wish to study the subject at A Level and beyond and it is useful for those wishing to pursue performing arts and related subjects. In addition, it adds a creative element to the curriculum. The ideal student for this course is one who is open minded, enjoys all types of music and has a love of playing music or singing.

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

The GCSE Physical Education specification is designed to attract students with a passion for sport. It will improve and develop their practical skills in different sports and provide them with the theoretical understanding to support continued involvement within sport.

Subject Content

The topics that will be studied at GCSE are:

Theory Topics

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

Practical Sports

1. Football
2. Rugby
3. Badminton
4. Table Tennis
5. Cricket
6. Tennis
7. Athletics
8. Volleyball OR Basketball

How it is assessed: Two written examinations; 1 hour 15 minutes; 30% of equal weighting, which are both assessed by terminal examinations in May/June of Year 11.

Practical Assessment

The remaining 40% is assessed practically via students' 3 strongest sports (10% each) and a piece of written coursework (10%). The sports used must be a minimum of one individual and one team sport, the third being either. They can be either sports covered in school (listed above) or off-site but **MUST** be from the list below:

- **Team Sports:** acrobatic gymnastics, association football, badminton, basketball, camogie, cricket, dance, figure skating, futsal, gaelic football, handball, hockey, hurling, ice hockey, inline roller hockey, lacrosse, netball, rowing, rugby league, rugby union, sailing, sculling, squash, table tennis, tennis, volleyball, water polo.
- **Individual Sports:** amateur boxing, athletics, badminton, canoeing/kayaking, cycling, dance, diving, equestrian, figure skating, golf, gymnastics, rock climbing, sailing, sculling, skiing, snowboarding, squash, swimming, table tennis, tennis, trampolining, windsurfing.

Higher Education and Careers

Students who choose this course will be suitably prepared for further study of physical education at A Level and higher education.

Possible careers in the sports industry include sports physiologist, sports event manager, sports journalist, sports nutritionist and sports marketing.

For further information on any of the courses listed in this booklet, please do not hesitate to contact the relevant Head of Department using the e-mail addresses listed below:

Subject	Head of Department/Faculty	Email
Art	Mrs R McDonnell	rmcdonnell@bournemouth-school.org
Biology	Mrs V Sedgley	vsedgley@bournemouth-school.org
Business Studies	Mrs C Brown	cbrown@bournemouth-school.org
Chemistry	Mrs V Sedgley	vsedgley@bournemouth-school.org
Computer Science	Mr J Albanozzo	jalbanozzo@bournemouth-school.org
Design & Technology	Mrs L Catford	lcatford@bournemouth-school.org
English	Mrs A Gibson	agibson@bournemouth-school.org
Geography	Mr N Crawford	ncrawford@bournemouth-school.org
Graphic Communication	Mrs R McDonnell	rmcdonnell@bournemouth-school.org
History	Mr B Bonds	bbonds@bournemouth-school.org
Mathematics	Mr J Nichols	jnichols@bournemouth-school.org
Modern Foreign Languages	Miss D Williams	dwilliams@bournemouth-school.org
Music	Mrs C Whitehead	cwhitehead@bournemouth-school.org
Physical Education	Mr A Pardy	apardy@bournemouth-school.org
Physics	Mrs V Sedgley	vsedgley@bournemouth-school.org
Religious Studies	Mrs A O'Connell	ao'connell@bournemouth-school.org