



KS4 Guided Curriculum Choices

2019 to 2021



Contents Page

	Page
Foreword from Mrs King	3
The guided choices process	4-8

Core Programme

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Mathematics	Mr N Cousins	n.cousins@bristolfreeschool.org.uk	11
Science	Mr A Mabey	a.mabey@bristolfreeschool.org.uk	11 - 12

Guided Curriculum Choices (Ebacc courses are shaded in grey)

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Food and Nutrition	Mrs C Sherman	c.sherman@bristolfreeschool.org.uk	17
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Spanish	Ms K Ryan	k.ryan@bristolfreeschool.org.uk	25

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BTEC Health and Social Care	Ms S Morgan	s.morgan@bristolfreeschool.org.uk	27
RSL Music	Mr D Pate	d.pate@bristolfreeschool.org.uk	28
BTEC Performing Arts (Dance)	Miss C Clifton	c.clifton@bristolfreeschool.org.uk	29
BTEC Sport	Ms Wynne-Jones	b.wynne-jones@bristolfreeschool.org.uk	30
BTEC Travel & Tourism	Ms S Morgan	s.morgan@bristolfreeschool.org.uk	31

DISCLAIMER

This document is accurate at the time of going to print but may be subject to change. The School reserves the right to restrict the number of students taking part in particular courses at Key Stage 4 and withdraw option courses (KS4).

Dear parent/carer,

Year 9 is the start of an exciting journey that leads to your child making personal choices about the subjects they will take next year in KS4. These choices will also support their future next step choices for Sixth Form, college or apprenticeships. We are proud to be able to offer such a wide range of GCSE and BTEC subjects, and in this booklet you will read detailed explanations for each subject in our curriculum. We firmly believe in ensuring every student's potential is realised here at Bristol Free School. Our Assistant Headteacher, Sally Jenkins, oversees the Curriculum and Options process, and will work closely with your child's Year Leader to ensure the most suitable curriculum has been chosen. All students will study the core subjects of English, Maths, Science, PSHE and Physical Education but, in addition, new pathways open up through a wide range of subjects.

Your job and ours, is to help your child make the right choices to reach their highest potential, and develop the personal skills necessary for success in 21st century society. Our curriculum offers the breadth and flexibility to ensure a suitable career pathway for each and every student, regardless of their academic potential. The next page features a list of important dates, so please keep this booklet safe over the coming months. There are opportunities to meet with BFS staff starting with the Choices Evening, Thursday 6 December where there's lots of support for students and parents.

We look forward to working with you.

Mrs S King



Headteacher

What is this booklet for?

This booklet is designed to help you make the best choices for Years 10 and 11 (Key Stage 4). At the end of Year 9 you will have completed Key Stage 3. You now need to start thinking about what you hope to achieve in the future.



Please note that some of the subjects we offer may change because we review what we teach and how we teach it, and because of very high or very low student numbers applying for certain subjects. Any changes will be discussed with you personally if they affect you. In fact, there will be close liaison between you, the School and your parents throughout this process.

Read the booklet carefully then use this information, in consideration with your current grades and performance in particular subjects, to decide which courses will be best for you to continue with into Years 10 and 11.

You should then complete your own Guided Curriculum Choices Confirmation form and hand it in to reception before Friday 15th February 2019 (late forms may mean that you miss out on more popular courses). You will be issued with the form on Friday 18 January which is Guided Choices Day for Yr 9 students.

Enjoy this exciting new chapter in your education – your future is in your hands!

Who should help me make my choices?

- Your parents, who know you best as a person
- Your Tutor and Year Leader, who know you and your strengths in school
- Subject teachers, who can tell you about the individual courses
- The Senior Team, who can also give you information about jobs and future courses
- Colleges and universities can also help inform your choices
- You – don't forget to trust yourself to make the right decisions

How much choice do I have?

There are some courses which everybody has to take because they are a required part of the National Curriculum. In addition you have a choice of up to four courses. The core and options are organised into three pathways and your Key Stage 4 curriculum will come from one of the three pathways. The vast majority of students will follow pathways one and two, whilst a number of students will follow pathway three. We will be recommending students for pathway three and will liaise with those students and their parents directly over the coming weeks.

Core Subjects

Subject	Lessons per fortnight	Possible Qualifications
English	8	2 GCSEs – one in English Language and one in English Literature
Maths	8	1 GCSE
Science	12	3 GCSEs – Separate Sciences OR 2 GCSEs – Combined Science
PE	4	None
PSHE / RE	2	

Option Choices

Option	Lessons per fortnight	Possible Qualifications
Option 1	6	1 GCSE or equivalent
Option 2	6	1 GCSE or equivalent
Option 3	6	1 GCSE or equivalent
Option 4	6	1 GCSE or equivalent

Please note a very small number of students will take 3 subjects rather than 4.

Core and Options into Pathways

The KS4 core subjects and options choices are organised into three pathways. This is to ensure that you have every opportunity to follow a curriculum which will help you succeed in line with your academic targets, prior attainment and progress and future aspirations, as well as keeping career paths open and providing you with breadth, depth and enrichment. This year a number of vocational courses which are GCSE equivalents have been included in our options choices. This is to give all students access to a broad, balanced and appropriate curriculum.

Pathway 1: Taken by students following the Ebacc pathway

- Core (English and Maths)
- Separate Sciences: All students will study the same content in science until the end of Term 1 in Year 11. At this time science teachers will recommend some students to follow Pathway 1 and study the separate sciences content for the remainder of Year 11. All other students will study combined science which leads to a dual award.
- 4 GCSE choices which include a humanities subject, a languages subject, a creative subject and one other subject.
- Students that opt to take Computer Science may have this grade counted for the Ebacc.

Pathway 2:

- This will be followed by some students in KS4
- Core (English and Maths)
- Combined Science: All students will have followed this pathway since the start of Year 9.
Note: Students who do not take separate sciences (Pathway 1) will still be able to take sciences at A level if they achieve the grades required.
- 4 GCSE choices which include either a humanities or languages subject, a creative subject and two other subjects.

Pathway 3:

- This will be followed by a small number of students and by invitation only. Students take 1 less GCSE and receive additional lessons in English, Maths and Science, this is to support progress in these 3 core subjects.

How should I make my choices?

National Perspectives

The English Baccalaureate Qualification

The English Baccalaureate, which signifies success in a range of GCSE subjects reflects our own curriculum policy for Key Stage 4, where students are encouraged to select a broad and balanced curriculum.

Our options process enables many students to achieve the English Baccalaureate, where they must gain a 9 - 4 grade in the following subjects:

- English
- Mathematics
- Two Sciences (this will be the best 2 science grades achieved and includes computer science)
- Geography or History
- Modern Foreign Language (Spanish or French)

A language will be an advantage for most careers and is highly regarded by both universities and future employers. This is one of the reasons why most students at Bristol Free School in Pathways One and Two will take a Modern Foreign Language.

However, the English Baccalaureate model will not suit all of our students and there are courses available for all ability ranges. Senior staff will guide students (and their parents) in making the right, fully-informed decisions to ensure that the most suitable courses are chosen. For example, some students will benefit from taking a BTEC in addition to GCSE courses as they offer a different and very positive learning experience.

Pre-16 Qualifications and University Entrance

The following information is taken from a leaflet issued by the Russell Group, which provides guidance to students about how their GCSE subjects can affect their course choices at some universities:

- When applying to university, and especially for a very competitive course, it is important that you consider all aspects of the entrance requirements, including the GCSE or other standard level requirements.
- Universities may ask for a specific number of GCSEs (or their equivalent). For example, a number of medical courses ask for five (sometimes more) 7 plus grades.
- GCSE English or another standard level equivalent is very often required at Grade 5 at least. At many universities this is a universal entry requirement for any course. Mathematics is only slightly less commonly asked for. Courses such as Business and Psychology, which may attract applicants who aren't necessarily strong mathematicians, commonly ask for at least a Grade 5 in Mathematics and, in some cases, Science GCSEs.
- The GCSE or other standard level entrance requirements for individual degree courses is quite varied. In some cases, a particular subject or grade is required at standard level if it isn't being offered at advanced level.

The summary below gives an idea of some of the GCSE requirements that you might come across for certain degree courses. Remember that these are only examples. It's important to check university websites for detailed requirements before applying.

- To study any degree at university you must have secured at least a Grade 4 in both English and Maths.
- Applicants to study Medicine are required to have very good GCSE results in Maths, Science and English, normally at Grade 7 or better.
- For a Business degree, students are often required to have taken higher tier Maths and gained a Grade 6 or above.
- A Grade 6 in Maths and Science is often required for a degree in Psychology.

Please contact Mrs Jenkins or Mr Walker if you would like more information or to discuss how these points may affect the future choices of your son/daughter.

What is a good reason to choose a course?

You should base your choices on:

- Subjects you are good at – this will lead to better motivation and your best final results.
- Subjects which interest you, which you enjoy and which you want to study for two years.
- Subjects which may help you with your future career (if you already have some idea of what this might be).

Do not choose a particular course just because you get on well with the teacher or because a friend chooses it. The chances are that you will have a different teacher next year and you may not be in the same class as your friend.

Will I get my first choices?

We will do our best to give you your first choices but that is not always possible, so you will be asked for reserves. Most courses have maximum numbers that they can accept because of the limits of specialist rooms and staff.

If a course has too many applicants you may be asked to write a letter to explain why you have chosen this course and applicants will then be accepted on the basis of the letter. Please note that some courses can be taken at Sixth Form even if not taken at GCSE, e.g. Business and ICT. For a course to run it must have been chosen by a sufficient number of students.

What do I do now?

- Read all of the information in this booklet carefully.
- Talk things over with your parent/carer, teachers, tutor and anyone else who can advise you.
- Decide on your courses and record your choices in this booklet.
- Decide on at least 3 'reserve' subjects you would be happy to study.
- When you are sure that everything is right, transfer your choices on to your Guided Curriculum Choices Confirmation Form (issued on Guided Choices Day Friday 18 January)
- Ask your parent or carer to sign it.
- Hand the form in to student services by Friday 15 February at the latest.

Below you will find an outline of the remainder of the guided choices process, designed to ensure that you are confident you have chosen the right courses and can continue to work hard for the rest of Year 9 towards this new phase:



Thursday 6 December

Guided Choices Evening

Monday 14 – Friday 25 January

Student taster lessons

Friday 18 January

Guided Choices Day

Friday 15 February

Guided Choices submission deadline 10:30am

Term 5

Guided Choices confirmation letter

CORE	English	Examination Board:	Edexcel
		Syllabus number:	1EN0/01/02/03 1 ET0/01/02

“There is no friend as loyal as a book.”

Ernest Hemingway

The English department at Bristol Free School are committed to ensuring that each student learns to communicate as effectively as possible through both the spoken and written word. We celebrate language and encourage all students to develop the skills needed to respond critically to the array of information that they will encounter throughout their lives. As well as this, the department is dedicated to ensuring that students are encouraged to read widely for pleasure, draw together their knowledge, skills and understanding of a range of texts and are prepared for studying literature at a higher level. The majority of students will study the English Language and Literature GCSE course.

We follow the Edexcel specification for both literature and language and students will be taught both subjects by one teacher, gaining 2 distinct GCSE grades. All assessments will take place at the end of the course.

GCSE English Language

Paper 1 – Fiction and imaginative writing.

Section A: Reading – questions on an unseen 19th-century fiction extract

Section B: Writing – a choice of two creative / descriptive writing tasks. The tasks are linked by theme to the reading extract.

Paper 2 – Non-fiction and transactional writing.

Section A: Reading – questions on two thematically linked, unseen non-fiction extracts.

Section B: Writing – a choice of two transactional writing tasks. The tasks are linked by theme to the reading extracts.

Spoken Language Endorsement

Students prepare a short formal presentation, followed by a question and answer session. This will be reported as a separate grade on the awarding body certificate: Pass / Merit / Distinction.

GCSE English Literature

Paper 1 – Shakespeare and Post-1914 British literature

Section A: Shakespeare – Macbeth- two part question. First task is extract analysis and response, second task is a question exploring how theme is reflected in the play.

Section B: Post-1914 British novel- one essay question on *Lord of the Flies* by William Golding.

Paper 2 – 19th-century novel and poetry since 1789

Section A: 19th-century novel – two part question. First task is extract analysis and response, second task is a question exploring how theme is reflected in the novel. Students study *Dr Jekyll and Mr Hyde* by R L Stevenson or *A Christmas Carol* by Charles Dickens.

Section B: Poetry – one comparative question on the *Relationships* collection of poetry. One question comparing two unseen contemporary poems.

Where could GCSE English lead?

English is a facilitating subject which means it complements a range of other subjects and studying it at A-Level is very highly thought of by universities and employers. English at GCSE and beyond develops a range of skills including:

- The ability to argue and defeat your peers with your linguistic flair.
- A useful capacity to express how you feel, using the right words at the right time.
- The ability to do well in interviews with articulate answers, getting any job you set your mind to.
- A lifelong love of literature and literary characters.

CORE	Mathematics	Examination Board:	Edexcel
		Syllabus number:	1MA1

Mathematics equips students with uniquely powerful ways to describe, analyse and change the world. It can stimulate moments of pleasure and wonder for students when they solve a problem for the first time, discover a more elegant solution, or notice hidden connections. Students who are functional in mathematics and are numerically and financially capable are able to think independently in applied and abstract ways, and can reason, solve problems and assess risk.

Mathematical thinking is important for all members of society for use in the workplace, business and finance, and for personal decision-making. Mathematics is fundamental for the economy in providing tools for understanding science, engineering, technology and business. It is essential in public decision-making and for participation in the knowledge economy.

GCSE Mathematics is divided into three assessment objectives:

AO1: Use and apply standard techniques (recall facts, carry out routine procedures)

AO2: Reason, interpret and communicate mathematically (draw mathematical inferences and conclusions, present arguments and proofs)

AO3: Solve problems within mathematics and other contexts

The main areas of mathematical study are Number; Ratio Proportion and Rates of Change; Algebra; Statistics & Probability; and Geometry.

In mathematics there are three examination papers taken at the end of Year 11. The first paper is a non-calculator paper, the second and third papers are both calculator papers. Each paper will last for 1 hour 30 minutes. Any topic can come up on any of the papers.

Tiers of Entry

There are two tiers of entry: Higher in which students can obtain grades 4-9 or Foundation in which students can obtain grades 1-5. The Department for Education states that the new “good pass” is a grade 5. This is the top third of the old C grade and the bottom third of the old B grade. However, if students achieve a grade 4 in maths, most 6th forms and colleges will not require students to resit. The current grade 7 is equivalent to the old grade A, and the new grades 8 and 9 are equivalent to the old grade A* and above. Only around 2% of students sitting maths GCSE are expected to achieve the top grade.

Where could GCSE Mathematics lead?

Mathematics is a facilitating subject which means it complements a range of other subjects and studying it at A-Level is very highly thought of by universities and employers. Below are some examples of the skills it helps you develop, although there are many more.

- The ability to present a logical argument
- The ability to apply knowledge and skills to solve everyday problems
- A numerical competence and financial capability
- The capacity of creative and abstract thought

CORE	Biology, Chemistry and Physics	Examination Board:	AQA
		Syllabus number:	8461, 8462 and 8463

Why study GCSE Biology, Chemistry and Physics?

Students study Biology, Chemistry and Physics in greater depth achieving individual GCSE grades for each. They will complete an additional extension unit in Year 11 that offers a breadth of knowledge to support them in the transition to A-Level science courses. This course is appropriate for students who are wishing to continue with sciences beyond GCSE and those with a strong interest. Assessment takes the form of external examinations at the end of Year 11.

GCSE Biology

Students will study the following topics during their GCSE Biology course:

1. Cell Biology, 2. Organisation, 3. Infection and Response 4. Bioenergetics, 5. Homeostasis and Response, 6. Inheritance, Variation and Evolution, 7. Ecology

Assessment is in the form of two written exam papers at the end of the course (1h 45min duration each). The papers are equally weighted. Paper 1 will assess topics 1-4 and paper 2 will assess topics 5-7

GCSE Chemistry

Students will study the following topics during their GCSE Chemistry course:

1. Atomic Structure, 2. Bonding, Structure and Properties, 3. Quantitative Chemistry, 4. Chemical Changes, 5. Energy Changes, 6. Rate of Chemical Reactions, 7. Organic Chemistry, 8. Chemical Analysis, 9. Chemistry of the Atmosphere, 10. Using Resources

Assessment is in the form of two written exam papers at the end of the course (1h 45min duration each). The papers are equally weighted. Paper 1 will assess topics 1-5 and paper 2 will assess topics 6-10

GCSE Physics

Students will study the following topics during their GCSE Physics course:

1. Energy, 2. Electricity, 3. Particle Model of Matter, 4. Atomic Structure, 5. Forces, 6. Waves, 7. Magnetism and Electromagnetism, 8. Space Physics

Assessment is in the form of two written exam papers at the end of the course (1h 45min duration each). The papers are equally weighted. Paper 1 will assess topics 1-4, and paper 2 will assess topics 5-8

Where could GCSE Biology, Chemistry and Physics lead?

Study science as an evidence-based discipline, how scientific understanding and theories develop and the limitations of science; use models to explain systems and processes; develop arguments and explanations, draw conclusions using scientific ideas and evidence; communicate scientific information or ideas, learn about scientific, technical and mathematical language, conventions and symbols.

CORE	Combined Science (9-1)	Examination Board:	AQA
		Syllabus number:	8464

Why study Combined Science?

GCSE Combined Science encourages students to be inspired, motivated and challenged by following a broad, practical and satisfying course of study. It provides insight into, and experience of, how science works, stimulating students' curiosity and encouraging them to engage with science in everyday life and make informed choices about further study and career choices.

Specialist subject teachers will teach students individual aspects of Biology, Chemistry and Physics with students achieving two GCSE grades at the end of the course. The assessment for this course takes the form of external examinations.

GCSE Combined Science Course Content

Students will study the following topics in Biology, Chemistry and Physics:

Biology:

1. Cell Biology, 2. Organisation, 3. Infection and Response 4. Bioenergetics, 5. Homeostasis and Response, 6. Inheritance, Variation and Evolution, 7. Ecology

Chemistry:

1. Atomic Structure, 2. Bonding, Structure and Properties, 3. Quantitative Chemistry, 4. Chemical Changes, 5. Energy Changes, 6. Rate of Chemical Reactions, 7. Organic Chemistry, 8. Chemical Analysis, 9. Chemistry of the Atmosphere, 10. Using Resources

Physics:

1. Energy, 2. Electricity, 3. Particle Model of Matter, 4. Atomic Structure, 5. Forces, 6. Waves, 7. Magnetism and Electromagnetism

Assessment

Assessment is in the form of 6 written exam papers, two in each Science discipline. The papers are equally weighted and last 1h 15 min each.

Where could GCSE Science lead?

Students achieving the necessary grades can carry on to study separate sciences at A level. Science is a facilitating subject, which means it complements a range of other subjects. Studying Science subjects at A-Level is very highly regarded by universities and employers. Students achieving the necessary grade can carry on to study separate sciences at A level.

OPTION	Art Craft and Design	Examination Board	AQA
		Syllabus No.	4200

Why choose GCSE Art Craft and Design?

Art is a central part of the curriculum at Bristol Free School, giving students every opportunity to explore their creativity using a wide range of media, from traditional forms of painting, printmaking and sculpture, to more contemporary techniques using animation and Photoshop. We follow the AQA specification which provides students with a range of options with a broad course in Art Craft and Design and six specialist endorsements.

What will you learn in Years 10 and 11?

GCSE Art Craft and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature. Students will develop the following skills: creativity, imagination, research, investigation and experimentation, and the development of ideas from first-hand experience and, where appropriate, secondary source materials.

This two unit specification enables students to develop their ability to actively engage in the processes of Art Craft and Design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working, and to develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures. It is a strong foundation for further progression to Art and Design related courses such as A-level Fine Art or Photography and enhanced vocational and career pathways.

Assessment

Unit 1: Portfolio of Work (Controlled Assessment) 60%. Work is selected from that undertaken during course of study and must include more than one project.

Unit 2: Externally Set Task 40%

Unlimited preparation time and 10 hours of sustained focused study. Candidates respond to their chosen starting point.

All work is set and marked by the Art and Design team at BFS and moderated by AQA.

Where could GCSE Art and Design lead?

There are a range of possible pathways beyond GCSE if you opt to study GCSE Art and Design, for example, A level Fine Art or A level Photography. A foundation diploma in Art and Design could follow and possible degree courses include Art History, Illustration and Architecture.

OPTION	Business Studies	Examination Board	Edexcel
		Syllabus No.	1BS01

Why choose GCSE Business Studies

If you want a real insight into the way the Business world works, GCSE Business Studies is a great starting point. The course will give you an overview of the way real-life businesses operate and will equip you with the skills and knowledge needed for the world of business. The course content is relevant for a range of careers within industry, but also teaches vital skills needed across the curriculum.

What will you learn in Years 10 and 11?

Business Studies analyses and evaluates the decisions that firms have to make in order to achieve their business objectives. The course focuses on starting and running your own business in Year 10 and will cover topics such as marketing and financing your own Business. In Year 11 the course focuses on managing and building larger businesses and will cover topics such as motivating and managing employees and the role of the economy.

Assessment

Theme 1: Investigating small business (50% of GCSE)

This unit introduces students to the main concepts of business studies including marketing, cash flow, managing staff, legislation and many more. The exam will consist of short and extended-writing questions.

Theme 2: Building a Business (50% of GCSE)

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human operations. It also considers the impacts of the economy and globalisation. The exam will consist of short and extended-writing questions.

There is no controlled assessment; the course will be assessed entirely by exam. A strong aptitude in Maths is required, as 10% of the subject marks are allocated to quantitative skills.

Where could GCSE Business Studies lead?

The knowledge and skills students will acquire, as outlined above, support progression to a broad range of level 3 study, whether academic or vocational. This could include A Level Economics, Level 3 BTEC Business and related degree courses.

OPTION	Computer Science (Ebacc)	Examination Board:	OCR
		Syllabus number:	J276

Why choose GCSE Computer Science?

Computer Science is so much more than most people think! Students will learn about how computers function, how they store and process data, how they connect and communicate with other computers and how they can be used to solve problems. Students will investigate how technology is evolving and how systems are developed to meet the needs of users and society. Students will learn about cyber security including different methods of attacks and how to prevent them as well as the importance of computational thinking when designing computer systems.

What will you learn in Years 10 and 11?

Students will become problem solvers and independent learners as they learn to program computer applications and complete independent research tasks based on real world computing topics. The theory is interlinked in practical tasks and investigations to support preparation for the Non-Examined Assessment which is completed in Year 10. Students will also take part in a number of national and international competitions and challenges to further develop their computational thinking skills and supporting their understanding of computer science as well as other studies.

Assessment

Component 1: Computer Systems (Examination 40%)

• Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns

Component 2: Computational thinking, algorithms and programming (Examination 40%)

• Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation

Component 3: Programming Project (Non Examined Assessment 20%)

• Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions

Where could GCSE Computer Science lead?

Students will be prepared for learning, working and living in an increasingly digital world. Computer science develops creativity, logical thinking, independent learning and self-evaluation. Knowledge of computing is of enormous importance to the economy and the course focuses on computer technologies that are relevant in the modern world. Studying computer science at GCSE can open the doors to a wide range of courses post 16 and post 18 such as computer science industry (software development, artificial intelligence, hardware development), engineering, sciences, product design as well as opportunities in cybersecurity for the government protecting our country at GCHQ or in the Forces or helping an organisation improve their security systems and defences.

OPTION	Design and Technology	Examination Board	AQA
		Syllabus No.	8552

GCSE DT has the option to specialise in Product Design or Textiles

Why choose GCSE Design and Technology?

At Bristol Free School, Design and Technology is a fundamental part of the curriculum, enabling students to work within a range of material specification. Design Technology is all around us in every product we use. The GCSE in Design Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes including failures! The qualification enables students to use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities. The new GCSE in DT has been re-designed through consultation with leading specialists in industry (including James Dyson) to ensure all students are better equipped and therefore more employable as the world's next generation of Engineers and Designers.

What will you learn in Years 10 and 11?

Year 10 - Through practical and theory based lessons students will gain confidence in all materials as well as their chosen material specification. They will learn fundamental skills within Design and Technology learning from wider influences including historical, social/cultural, environmental and economic factors.

Year 11 - Students will undertake component 2; design and make task. During the year they will be able to complete a detailed design and make project given by the exam board. There will be opportunities for students to tailor the brief to their own interest and future career path.

Assessment

This course has 50 per cent controlled assessment in order to recognise the importance of being able to apply technical knowledge to real-life designing and making scenarios.

Component 1: Written Paper (50% of total GCSE marks, 2 hours – 100 marks)

Candidates answer questions related to their chosen material specification as well as core material. The exam will contain a mixture of different question styles, including open-response, graphical, calculation/mathematical and extended-open-response questions.

Component 2: Design and Making (50% of total GCSE marks, approximately 35 hours – 100 marks)

Consists of a single design and make activity selected from a range of board set tasks. This component will allow students to focus on their Investigation, Design, Development, Making and Evaluation skills.

Where could GCSE Design and Technology lead?

The range of skills developed in GCSE Design and Technology opens many doors to future career paths including engineering, product design, fashion industry, sports development and graphic design.

OPTION	Food Preparation and Nutrition	Examination Board	TBC
		Syllabus No.	

Why choose GCSE Food Preparation and Nutrition?

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

What will you learn in Years 10 and 11?

Year 10 - Through a balance of practical and theoretical lessons students will be given the opportunity to develop their knowledge and understanding of the core content. This includes topics in food commodities, principles of nutrition, diet and good health, the science of food and where food comes from. They will also learn cooking and food preparation techniques focusing on a range of complex technical skills.

Year 11 - Students will have the opportunity to showcase their skills and knowledge they have learnt in two non-examination assessments (equating to 50% of their final GCSE grade). Students will be able to select from a choice of tasks set by the exam board, for each assessment.

Component 1: Written Paper

Principles of Food Preparation and Nutrition Written Examination: 1 hour 45 minutes (50% of qualification)

This component will consist of two sections both containing structured, short and extended response questions to assess content related to food preparation and nutrition.

Component 2: Non-examination assessment: internally assessed, externally moderated Assessment

Food Preparation and Nutrition in Action
1x 8 hours Assessment and 1 x 12 hours (In total 50% of qualification)

Assessment 1: The Food Investigation Assessment (8 hours - 15% of total qualification)

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

Assessment 2: The Food Preparation Assessment (12 hours – 35% of total qualification)

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

Where could GCSE Food and Nutrition lead?

This course can lead to a variety of food and health related career options. Hospitality is the largest employer in the UK so the opportunities are vast. Health and wellbeing is also a growth sector in the world of work. This course combines well with PE/BTEC Sport, Health and Social Care, Business Studies.

OPTION Drama	Examination Board:	AQA
	Syllabus number:	8261

Why choose GCSE Drama?

GCSE Drama at BFS encourages and enables students to become confident performers and practitioners. The course offers students plenty of opportunity to do what they enjoy most- participate in performance. Students will develop their ability to collaborate with others, think analytically and evaluate effectively. They will gain the confidence to pursue their own ideas, reflect and refine their efforts.

What will you learn in Years 10 and 11?

The GCSE Drama course is a chance for students to work imaginatively and creatively in collaborative contexts, generating and communicating their ideas. During the course students will demonstrate a range of practical skills, as well as actively getting involved in the process of dramatic study in order to develop as effective, independent learners and critical and reflective thinkers.

Assessment: Component One: Understanding Drama (written exam 40%)

This unit tests students' knowledge and understanding of drama and theatre in a written exam at the end of the two year course. Students will study and explore practically one set play text in their drama lessons and demonstrate their understanding of how it could be performed in the written exam. They will also go to see a live theatre production, which they are required to analyse and evaluate in the exam.

Assessment: Component Two: Devising Drama (practical, externally moderated 40%)

Students will learn how to create and develop ideas to communicate meaning in a devised theatrical performance. They will develop their ability to: carry out research, develop their own ideas, collaborate with others, rehearse, refine and amend their work in progress, analyse and evaluate their own process of creating devised drama. For assessment students will perform their devised piece to an audience (20 marks) and produce an individual devising log documenting their devising process and an analysis and evaluation of their contribution (60 marks).

Assessment: Component Three: Texts in Practice (practical, externally marked 20%)

For this unit, students will perform two extracts from one play to an audience and AQA examiner.. They will develop their ability to: interpret texts, create and communicate meaning and realise artistic intention in text-based drama.

Where could GCSE Drama lead?

Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace such as:

- The ability to develop problem solving skills.
- A useful capacity to reflect on and evaluate situations and feelings.
- The ability to develop interpersonal and communication skills.

OPTION French (Ebacc)	Examination Board:	Edexcel
	Syllabus number:	5650

Why choose GCSE French?

As the famous French singer Édith Piaf told us, “*Non, je ne regrette rien*” and one thing you will certainly not regret is choosing to study this beautiful language at GCSE. Not only is French considered to be the ‘language of love,’ it is also spoken by over 200 million people worldwide and is the principle language of 68 states within the Francophonie. Furthermore, French is an important language within the international job market and will open doors for you to be able to communicate with people from as far as Canada to parts of Africa.

What will you learn in Years 10 and 11?

Throughout the GCSE course you will study a range of topics which will allow you to start to deal with real life situations and develop your independent use of the language. So, one lesson you may be sitting in a Parisian Café ordering *un café au lait* and chatting with locals about the smoking ban, and the next you might be in a hotel reception in Switzerland, complaining that you have no toilet paper in your room!

The GCSE course will rapidly build upon the knowledge and skills gained throughout Key Stage 3. A wide range of topics, vocabulary and grammar will be studied and will come under five main themes each broken into topics and sub-topics:

- Identity and culture.
- Local area, holiday and travel.
- School.
- Future aspirations, study and work
- International and global dimension

Assessment

- Paper 1: Listening and Understanding in French (25%) – final examination paper sat at the end of Year 11.
- Paper 2: Speaking in French (25%) – final examination paper sat at the end of Year 11.
- Paper 3: Reading and understanding in French (25%) – final examination paper sat at the end of Year 11.
- Paper 4: Writing in French (25%) – final examination paper sat at the end of Year 11.

Where could GCSE French lead?

This answer is endless and the sky really is the limit! Not only will studying French allow you to converse with people from all over the world, it will also keep many doors open to you when you come to making your post-16 choices. For example, many of the top universities will only take applications from students who have a language to at least GCSE level, because they see the important skills learners of languages gain.

OPTION	Geography (Ebacc)	Examination Board:	AQA
		Syllabus number:	8035

Why choose GCSE Geography?

- to understand the environment at local and global scales;
- to know and investigate your world through fieldwork;
- to make wise decisions that balance environmental and developmental concerns;
- to develop a wide range of skills such as presenting arguments and problem solving;
- to improve your technological skills, including ICT and GIS;
- to analyse and present data;
- to understand other cultures in UK and throughout the world;
- to know where places in the world are, and how this location affects the residents daily lives;
- to improve interpersonal skills through debate and discussion.

What will you learn in Years 10 and 11?

- The challenge of natural hazards
- The living world; examining rainforests and cold environments
- Physical landscapes in the UK
- Urban issues and challenges
- The changing economic world
- The challenge of resource management

Fieldwork: You will have opportunities to complete fieldwork at the coast and central Bristol.

Assessment

Paper 1 - 35% - Living with the Physical Environment (1hr 30 mins)

Paper 2 - 35% - Challenges of the Human Environment (1hr 30 mins)

Paper 3 - 30% - Geographical Applications including Fieldwork (1hr)

Where could GCSE Geography lead?

“Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me, geography is a great adventure with a purpose.” Michael Palin

Geography is highly valued by employers worldwide and will help you to be more aware of the everyday life and problems of the people who live around you, in other parts of the UK, and across the world. Geography is a highly topical subject, ever changing as world events unfold. When you see newspaper items or television reports about a conflict in a foreign country, or a super volcano in the USA, for example, then your Geography course will help you make sense of what is going on. Geography will make you a better, more aware citizen. Choosing Geography with other subjects that interest you could lead to many different future career choices.

OPTION History (Ebacc)	Examination Board	EDEXCEL
	Syllabus No.	1H10

Why choose GCSE History?

“We are not makers of history. We are made by history.” Martin Luther King Jr.

In spite of its roots in the past, History is constantly being made, from the terrorist attacks on the Twin Towers to the current discussions between the West and Iran regarding its nuclear weapons programme. The centenary of the First World War is just one of many pertinent reminders of the relevance and prevalence of History on our lives and our society.

What will you learn in Years 10 and 11?

Medicine in Britain, c1250-present and The British sector of the Western Front

This period focuses on the development of medicine over a long period of time. Students will examine events from the Black Death of 1348 right up to the discovery of DNA. Students will be required to examine themes through an extended time period and identify and evaluate key developments. Students will also study the treatment of injuries in the trenches including; improvements in surgery, the development of x-ray, the development of blood transfusions and the use of sources in examining these.

Anglo Saxon and Norman England, c1060-1088

The British depth study will focus on Anglo Saxon and Norman England between 1060-1088. Students will examine the unfolding narrative of the struggle to inherit the throne from Edward the Confessor, the Norman Conquest and the imposing of Norman rule on Anglo Saxon Britain. Students will also examine the impact of Viking raids, how the Normans established control through the use of violence and castles and the changes they made to British society, the echoes of which can be seen today

Weimar and Nazi Germany, 1918-1939

The modern depth study focuses on the relationship between the German people and the Nazi regime that ruled Germany from 1933-1945. The depth study ranges from 1918-1939 in order to provide the context for the Nazi period in Germany. Students will look at how developments in Weimar Germany led to the rise of the Nazi Party and the emergence of a totalitarian regime and the political, social, economic, cultural and religious impact of this regime on the German people.

Superpower relations and the Cold War, 1941-1991

This period study focuses on superpower relations during the Cold War, in particular the growing tensions between America and the USSR. The period study ranges from 1941-1991 in order to allow students to examine the context of the Cold War through to the fall of the Berlin Wall. In this units students will learn about key events such as the creation of NATO, the division of Germany, the arms race, the construction and fall of the Berlin Wall, the Cuban Missile Crisis and the collapse of the Soviet Union.

Assessment

30%: Medicine in Britain, c1250-present and The British sector of the Western Front. 1hr 15minute written exam.

40%: Anglo Saxon and Norman England, c1060-1088 and Superpower relations and the Cold War, 1941-1991 1hr 45minute written exam.

30%: Weimar and Nazi Germany, 1918-1939 1hr 20minute written exam.

Where could GCSE History lead?

In addition to providing you with the knowledge and skills to become a much more rounded human being, history is the pathway to a pantheon of careers, giving you great freedom and significant earning potential. History is a gateway to careers such as teaching, human resources, business management, law, politics, media and many more.

OPTION Music	Examination Board:	Edexcel
	Syllabus number:	2MU01

Why choose GCSE Music?

The GCSE Music course encourages students to broaden their musical knowledge, develop their understanding of practical and theoretical music, and pursue their own musical interests in a creative and collaborative context.

What will you learn in Years 10 and 11?

You will learn about Music from a wide variety of different times and places through performance, composition and listening and analysis. You will have a chance to pursue your own musical interests and focus on performing and composing the music you enjoy. Music should not be studied in the isolation of the classroom. The most successful GCSE Music students are those who engage with the extra-curricular programme in school, receive instrument tuition, attend performances or involve themselves in a musical activity out of school. Students may also choose to teach themselves an instrument or develop their music technology skills. Parental support and encouragement to motivate students to commit to these activities is essential to their musical development. It is this dedication and commitment to the subject, as well as creativity, which appeals to universities and potential employers.

Assessment

Unit 1: Performing Music (30%)

Students will prepare a minimum of two solo and two ensemble performances on their chosen musical instrument (including voice), or using music technology (computer sequencing and multi-track recording). At the end of Year 11 the marks from the strongest solo and ensemble performance will be submitted. When a performance deadline is due, some lesson time will be given over to performing so that feedback and targets can be shared; however, there is an expectation that students will regularly practise and prepare performance work as part of their homework.

Unit 2: Composing Music (30%)

During Year 10, students will complete three short composition tasks and one full composition, and in Year 11, two full compositions. At the end of Year 11 the marks from the strongest two full compositions will be submitted to the exam board for moderation. Students are issued with briefs for the short composition tasks but can compose in any style for the full compositions. All composition work takes place in lesson time and students are free to compose using their instrument or using computers.

Unit 3: Listening and Appraising (40%)

Over the two years students will study the fundamentals of music theory and eight pieces of music (set works specified by Edexcel) taken from popular, experimental, classical and world music genres. At the end of Year 11 students will sit an exam consisting of responses to listening questions on the set works, and one extended writing task.

Where could GCSE Music lead?

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” — Plato
 Music is a traditional, academic and highly valued subject looked upon favourably by universities including Oxbridge. Students may want a career in music, such as performer, composer, conductor, management/promotion, DJ/producer, songwriter, composer for film/tv, sound engineer, music therapist and many more. Other students may have music as a lifelong passion alongside their chosen career. The study of music at GCSE can foster a love of and appreciation for music that many find brings joy, creativity and meaning throughout their life.

OPTION	Physical Education	Examination Board:	AQA
		Syllabus number:	8582

Why choose GCSE PE?

This specification follows on from the Key Stage 3 Physical Education programme of study by providing students with exciting opportunities to lead a healthy and active lifestyle, and develop their understanding of the physiology, psychology and socio-cultural influences behind physical activity and sport.

What will you learn in Years 10 and 11?

The content of this GCSE Physical Education specification is designed to enable students to enjoy and understand the benefits of living a healthy and active lifestyle, to provide a route to further study in Further Education awards, such as A Levels, and to higher education in PE as well as to related career opportunities.

Assessment – Theory

Paper 1: The human body and movement in physical activity and sport.

Written Paper 30% (1 hour 15mins).

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Paper 2: Socio-cultural influences and well-being in physical activity and sport.

Written paper 30% (1 hour 15 mins).

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Assessment – Practical

Practical performance in physical activity and sport. Analysis and evaluation of performance to bring about improvement in one activity. Controlled assessment with external moderation 40%.

Students' practical performance is assessed in three different physical activities in the role of a player/performer (one in a team activity, one in an individual activity and a third in either a team or individual activity).

Where could GCSE Physical Education lead?

GCSE Physical Education complements a range of GCSE subjects, particularly the Sciences. It enables students to develop a range of skills including:

- The knowledge and understanding to lead a healthy active lifestyle.
- The ability to critically analyse sporting performance.
- The knowledge to explain both the physiological and psychological factors in sport.
- The ability to discuss recent sporting stories in the media and link to sporting performance.

OPTION Religion & Philosophy	Examination Board:	AQA
	Syllabus number:	(Religious Studies A)

Why choose GCSE Religion and Philosophy?

Religion plays an important role in our society and can influence what people think, feel, and believe. Through studying Religion & Philosophy, students get a broad look at how religion and spirituality form the basis of our culture.

Religion & Philosophy also helps students develop marketable skills and aptitudes including: analytical and strategic thinking; research skills; critical judgement; the ability to work with abstract, conceptual ideas; an ability to 'understand both sides' and negotiate and resolve conflict; problem-solving skills; leadership skills; understanding of the impact of conflicting ideologies; and an appreciation of human diversity, belief systems, cultural and spiritual experiences.

The exams ask philosophical questions and questions on ethical issues, so students will learn about different beliefs about God; beliefs about life after death; the problems of evil and suffering and how different religions answer moral questions. Students will be required to study religious beliefs, teachings and practices. Additionally, students will learn about what different religions teach about relationships, marriage, divorce and contraception; what religions teach about the attitudes towards war, violence, crime and punishment and social injustice; and what religions teach about abortion, euthanasia and animal rights.

Students are encouraged to express their views on these issues, learning to use evidence in their argument, as well as considering the point of view of others with different religious beliefs.

Assessments: 100 % exam – 2 x 1.45hr exams in Year 11

Where could GCSE Religious Studies lead?

Oxford and Cambridge, as well as Russell Group Universities, recognise an A-Level in Religious Studies to be part of a good grounding for many of their degree courses, and it can be combined with many other subjects to provide a broad skill-set, including those listed above.

Careers Advisers have noticed that people who have studied Philosophy carry certain kudos, being viewed as 'thinkers' with a perception of life and society that can be very useful in numerous environments, making them highly employable in a wide range of careers, especially those involving working closely with other people.

OPTION Spanish (Ebacc)	Examination Board:	Edexcel
	Syllabus number:	5750

Why choose GCSE Spanish?

When you think of Spanish, you might instantly picture golden sandy beaches and the warm Mediterranean sun. However, do you picture the number of Spanish speakers in the world and the strength this language is gaining within the business world?

Spanish is the native language for over 350 million people. This means there are more people in the world who speak Spanish as their first-language than English. The number of Spanish speakers in the USA is increasing and this is, in turn, increasing the demand for the language within the business and economic sector. This aside, learning Spanish will not only provide you with the tools to converse in a different language, it will also heighten your understanding of English vocabulary and grammar.

What will you learn in Years 10 and 11?

Every Spanish lesson will be completely different. One lesson you may be conversing with a partner about your ideal teacher and the next you could be imagining yourself walking down *La Rambla* in Barcelona, describing the scenery and the people you see. You will not only be learning how to deal with real life situations, but you will also gain an insight into Hispanic culture.

A wide range of topics, vocabulary and grammar will be studied and will come under five main themes each broken into topics and sub-topics:

- Identity and culture.
- Local area, holiday and travel.
- School.
- Future aspirations, study and work
- International and global dimension

Assessment

- Paper 1: Listening and Understanding in Spanish (25%) – final examination paper sat at the end of Year 11.
- Paper 2: Speaking in Spanish (25%) – final examination paper sat at the end of Year 11.
- Paper 3: Reading and understanding in Spanish (25%) – final examination paper sat at the end of Year 11.
- Paper 4: Writing in Spanish (25%) – final examination paper sat at the end of Year 11.

Where could GCSE Spanish lead?

“One language sets you in a corridor for life. Two languages open every door along the way.” –*Frank Smith, Psycholinguist*. Learning Spanish could take you anywhere. It will most certainly support any application to further or higher education, as it will prove your ability to communicate effectively. Furthermore, it creates countless opportunities for worldwide travel and experiences, which will enrich your life.

Vocational Courses

Vocational courses (BTECs/RSL) – courses that are usually practical or assessed by assignments and coursework. All vocational courses offered at BFS are Level 2 courses meaning they are the equivalent of a full GCSE.

OPTION VOCATIONAL	BTEC Level 1/2 First Award in Business	Examination Board:	Pearson
		Syllabus number:	600/4786/0

Why choose BTEC Business?

This qualification is designed for learners with an interest in the world of business. It gives students the opportunity to develop knowledge and technical skills in a practical learning environment. Students will examine the roles and responsibilities of setting up a new business and its financial management. Students will also develop key skills, such as analysis and review of key financial statements.

What will you learn in Years 10 and 11?

This qualification provides an engaging, practical and relevant introduction to the world of business. It encourages students to explore the range of business types and understand the factors that influence success through analysing business models. It enables students to develop, enhance and apply research, practical, communication and technical skills through creating and presenting a business plan for a realistic business start-up in the local area. Students will study finance and analyse key financial statements (for example, income statements and statements of financial position), reviewing their importance in the successful financial management of a business.

Structure and content

- Unit 1: Introduction to Business
- Unit 2: Finance for Business (External Exam)
- Unit 3: Enterprise in the Business World (External Synoptic)
- Unit 6: Recruitment, Selection and Employment.

Assessment

Units 1 and 6 are internally assessed and moderated. This will include students creating portfolios of their work and teacher observation records of the student demonstrating practical skills.

Units 2 and 3 are externally moderated – students will complete an external assessment paper administered under specified assessment conditions.

For the assessment for Unit 3 students will be able to draw on the knowledge, skills and understanding that they have developed in the qualification as a whole.

Where could BTEC Business lead?

The knowledge and skills students will acquire, as outlined above, support progression to a broad range of level 3 study, whether academic or vocational, for example a BTEC National in Business or a BTEC National in Enterprise and Entrepreneurship, A Level Business or A Level Economics.

OPTION VOCATIONAL	BTEC Level 1/2 Tech Award in Health and Social Care	Examination Board:	Pearson
		Syllabus number:	603/0395/5

Why choose Health and Social Care?

This qualification is designed for learners with an interest in the diverse world of health and the associated social care services. It looks at a variety of topics within the Health and Social Care and early years spectrum, including how we develop throughout our life, relationships and working in a health and social care sector. It is a useful subject for anyone thinking about a career in these areas.

What will you learn in Years 10 and 11?

Units students will study and the skills they will learn include:

Human lifespan development, looking at the factors that can affect growth and development throughout our lives such as relationships, lifestyle choices and life events from childhood through to old age.

Health and social care services and values.

This unit looks at good practice in health and social care and how to effectively support individuals of all ages. Students learn the importance of care values and how they are applied in caring for individuals of all ages, including how to communicate effectively with individuals in different situations and life stages. Students also consider barriers to effective communication and how these can be overcome. Health and well-being will be covered in the examination unit.

Structure and content

Students will study three components across years 10 and 11 covering the content outlined above.

Assessment

There is one exam and the rest of the components are assessed as coursework. Students can achieve pass, merit, or distinction. If they do not achieve a pass they can be awarded a level one award. Students can use a variety of assessment methods i.e. report writing, videos, leaflets and posters, or presentations.

Where could BTEC Health and Social Care lead?

The knowledge and skills students will acquire, as outlined above, support progression to a broad range of level 3 study, whether academic or vocational, for example a BTEC National in Health and Social Care or A Level Health and Social Care.

Career opportunities linked to Health and Social Care include Nursing, Youth Worker, Midwifery, Social Worker and many more within the healthcare profession.

OPTION VOCATIONAL	RSL Music Practitioners	Examination Board:	Rockschool
		Syllabus number:	RSL Music Practitioners Level 2

Why choose the Music Practitioners course?

Vocational Music is a hands on course, allowing students to explore and develop their own musical interests. They will develop valuable skills and techniques in music performance and composition, keep track of their own progress through rehearsal plans and setting their own musical targets, and learn more about musical genres from different times and places. During their studies they will master transferable skills such as self-reflection, communication, teamwork and problem solving to support their progress. Students who choose vocational music will be keen performers or composers who enjoy practical music making and would like to take their music further.

What will you learn in Years 10 and 11?

Students will choose one of two pathways; Performing or Composing. In Year 10, all pupils study one 4-credit research based unit and one 8-credit practical unit according to their chosen pathway. At the end of Year 11 pupils will have completed 20-credits to gain the qualification. Pupils document and track their knowledge and progress.

- Performing pathway - Music Rehearsal Skills (8-credits): Skills for rehearsal, vocal/instrumental technical skills, health & safety, communication skills, analytical skills, organisational skills. They will gain knowledge and skills in how to rehearse effectively for a specific music performance, as well as identifying their strengths and areas for development. This unit prepares the performers for their examined performance unit in Year 11 by performing a 10-15 minute rehearsed set.
- Composing pathway - Composing Music (8-credits): Contextual knowledge of musical genre, compositional skills and techniques, practical knowledge of music theory and harmony, use of compositional software, and music score production. They will improve their compositional skills by understanding and analysing the compositional conventions of a chosen musical style, leading to an original composition written by the student representative of their chosen genre.
- All students - Music Style Development (4-credits): Analytical skills, research skills, communication skills, ICT skills. Students will describe the evolution of a distinct musical style, incorporating the sub-styles that have evolved from the umbrella style/genre.

Assessment

- Performers - A complete and video-recorded performance set lasting between 10-15 minutes submitted at the time of the live event, as the final submission with a detailed practice and performance log including feedback and reflection worked on over KS4.
- Composers - A set of complete recorded compositions lasting between 10-15 minutes submitted at the time of the live event, as the final submission with a detailed practice log including feedback and reflection worked on over KS4.
- All students – A research project on different musical genres.

Where could Vocational Music lead?

“20% of young people learn a musical instrument. 70% of adults wish they had”

Music can be a powerful tool in a young person’s life, whatever their chosen career. Students may want a career in music, such as performer, composer, conductor, management/promotion, DJ/producer, songwriter, composer for film/tv, sound engineer, music therapist and many more. This qualification can be an excellent starting point towards a career in the performing arts industry.

OPTION VOCATIONAL	BTEC Level 1/2 Tech Award in Performing Arts	Examination Board:	Pearson
		Syllabus number:	603/0406/6

Why choose BTEC Performing Arts – Dance

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying dance as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

This qualification is designed for learners with an interest in the world of performing arts and dance in particular. It gives students the opportunity to develop knowledge and technical skills in a practical learning environment.

What will you learn in Years 10 and 11?

The main focus of this qualification is on four areas of equal importance, which cover:

- development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli
- process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
- attitudes that are considered most important in the Performing Arts, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

Structure and content

- Component 1: Exploring the performing arts
- Component 2: Developing Skills and Techniques in the Performing Arts
- Component 3: Responding to a Brief (External Synoptic)

Assessment

Components 1 and 2 are internally assessed and moderated. This will include students creating portfolios of their work and teacher observation records of the student demonstrating practical skills.

Component 3 is externally set and requires learners to apply performances skills and techniques in response to a brief and stimulus developing a group performance workshop for a selected audience. For the assessment for component 3, students will be able to draw on the knowledge, skills and understanding that they have developed in the qualification as a whole.

Where could BTEC Performing Arts lead?

The knowledge and skills students will acquire, as outlined above, support progression to a broad range of level 3 study, whether academic or vocational, for example a BTEC National in Performing or A Level Drama or A Level Performing Arts.

OPTION VOCATIONAL	BTEC Level 1/2 First Award in Sport	Examination Board:	Pearson
		Syllabus number:	600/4779/3

Why choose BTEC Sport?

This qualification is designed for learners with an interest in health, fitness and sport. The qualification aims to incorporate a significant core of knowledge and theoretical content with broad-ranging applicability and provide opportunities to acquire a number of practical and technical skills.

What will you learn in Years 10 and 11?

The qualification will help learners to understand the benefits of fitness, know the functions of the main body systems and understand the benefits of a healthy lifestyle. Alongside this, the course will provide learners with experience of using different training methods and techniques and the opportunity to develop and experience their own fitness programme as well as their leadership skills.

Structure and content

Unit 01: Fitness for Sport and Exercise – this includes the main components of fitness, principles of training and the benefits and effects of exercise on the body's systems.

Unit 02: Practical Performance in Sport – this includes learning and participating in a team sport and an individual sport.

Unit 03: Applying the Principles of Personal Training - this includes preparing a health and fitness plan to improve exercise for a specific sport.

Unit 06: Leading Sports Activities – this includes gaining knowledge and skills to deliver a sports session and an evaluation of coaching ability.

Assessment

Units 2 and 4 are internally moderated. This will include students creating portfolios of their work and teacher observation records of the learner demonstrating practical skills.

Units 1 and 3 are externally moderated – students will complete an external assessment paper administered under specified assessment conditions.

Where could BTEC Sport lead?

BTEC Sport provides a platform for students to undertake a wide range of sports related courses at Post 16. It also develops a wide range of skills and knowledge including:

- Knowledge and understanding to lead a healthy active lifestyle.
- The ability to plan, perform and evaluate fitness testing and programmes
- The ability to plan and lead a range of sporting activities.

OPTION VOCATIONAL	BTEC Level 1/2 First Award in Travel and Tourism	Examination Board:	Pearson
		Syllabus number:	600/6512/6

Why choose Travel and Tourism

This qualification is designed for learners with an interest in the travel and tourism industry. The qualification aims to equip learners with a sound background into key aspects of the industry from customer service to how the industry has and is developing.

What will you learn in Years 10 and 11?

Structure and content

In BTEC Travel and Tourism students will gain an insight into how the travel and tourism industry works. They will study three compulsory units: The UK Travel and Tourism Sector, UK Travel and Tourism Destinations and The Travel and Tourism Customer Experience. They will also study a further optional unit on International Travel and Tourism Destinations.

Assessment

Assessment is through on-going assessment which has internal deadlines similar in format to controlled assessment and external examination.

Where could BTEC Travel and Tourism lead?

This course is ideally suited for students who are looking for a career within the travel and tourism sector and undertaking further study in this area Post 16. There are a wide range of career options available to Travel and Tourism students and this course can help students take their first steps towards a career in retail or business travel. The travel, leisure and tourism industry accounts for the most jobs worldwide and is still one of the fastest growing industries. Who knows where this course could take you?

Guided Choices 2019 - 2021

Initial Choices:

You should have a maximum of 4 first choice options and at least 3 reserves.

Ebacc subjects:

Practical subjects

Other subjects

Voactional subjects