



GCSE

OPTIONS HANDBOOK

2021 – 24



L E A R N I N G F O R L I F E





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Introduction

You are now nearly at the end of Year 8 and the time has come for you to make decisions about the subjects you will follow for your GCSE courses in Years 9,10 and 11. Our aim is to maximise these years so that our students make excellent progress. The extended course enables students to develop deeper knowledge and understanding of their chosen subjects and offers breadth beyond the examination specifications, allowing for more enrichment opportunities and thereby increasing their cultural capital.

Subjects such as English, Mathematics and Science are a statutory requirement at GCSE, however, the remaining GCSE options can be chosen from a wide range of subjects allowing you to follow a broad and balanced curriculum and still enabling you to keep your options open for post 16 study.

Currently the Government's focus is on encouraging as many students as possible to study EBacc subjects (English, Maths, Science, Computer Science, Geography, History and Modern Foreign Languages). We know that these subjects are highly valued by all universities and are seen as 'facilitating' subjects. Therefore we are encouraging you to choose these subjects, whilst also giving you the opportunity to follow other more vocational or creative courses.

Before you finalise your option subjects you should think about what you want to do in the future and read through this booklet carefully. You may already know what career path you want to follow. If so, try to find out which qualifications you will need. You might be considering staying on in the Sixth Form to study A Levels or BTEC qualifications; if so, find out which GCSEs you need to take in order to start those particular courses.

You must think about what you need to know and ask the person who can offer you the best advice. That may be your tutor, your subject teachers, the school's Careers Advisor, your parents or a friend. Just make sure that you get good advice!

What are GCSEs?

The letters GCSE stand for General Certificate of Secondary Education. They are the examinations taken by all students at the end of Year 11. GCSE qualifications are accepted nationally.

There are several different examination boards offering GCSE specifications. This means that your teachers can select the best courses for you and so enable you to get the best possible qualification. The examination board we use in each subject is given with the subject information. We currently follow specifications from the AQA, OCR, Pearsons (Edexcel) and Eduqas examination boards.

All GCSEs are credited at 9 levels: graded 1 to 9 with 9 being the top grade (this is higher than the old A* and is awarded for exceptional work). To continue with most subjects at A level you would need to achieve a grade 6.



GCSE Subjects

Which subjects are compulsory?

English, Mathematics, Science and either Geography or History are compulsory at GCSE level.

Maths: All students will follow the Mathematics GCSE course.

English: All students will study English Language and English Literature GCSE.

Science: Students will study either the Combined Science GCSE course leading to two GCSE qualifications or the Triple Science GCSE course leading to three separate GCSEs in Biology, Chemistry and Physics. N.B. Students must choose Triple Science as an option subject to enable access to all three Sciences.

Setting will be based in relation to progress made in Year 8.

History or Geography: All students will study either History or Geography GCSE. Students may opt to study both subjects by including one as an option choice.

Is it compulsory to study a Modern Foreign Language?

To complement the compulsory subjects and to ensure that students have a broad and balanced curriculum we strongly recommend that you continue with a language, particularly if you wish to study A-levels or go on to university.

Those students who are currently part of the 'Core Skills' group will not undertake the study of a language.

How many GCSEs will I do?

You will have the opportunity to gain 9 GCSEs; six are the compulsory GCSEs already mentioned above and three other option subjects will be chosen.

Core Skills will continue during the GCSE years and therefore students in this group will study 8 GCSEs in total.

You may decide to continue with your current subjects, however, new subjects such as GCSE Business and GCSE Media are also available.



The GCSE Years

Is GCSE work different?

In many ways your GCSE work will be the same as your work in Years 7 and 8. You will learn in a range of ways and be expected to work hard both in lessons and at home.

One of the main differences is that in some creative subjects you will be required to produce a portfolio of your work which will be handed in and count towards your final GCSE grade. More information is given in the subject details, but you must always take this work seriously and make sure that you meet your deadlines.

The other difference is that all of your GCSE subjects are linear courses which means that you will only be examined at the end of the course. Good organisation and note taking will be crucial from the start and you will have to really work on your memory skills to retain all this information. The BTEC and CNat courses, however, have ongoing assessments and only one external examination.

What else will I do?

You will continue to have two hours of **physical education** each week. You will also continue to have **PSHE** during tutor lessons. Your pastoral programmes will build on previous tutor work and prepare you for life beyond your secondary education. In addition you will have one hour a fortnight of PDL (personalised development learning).

Another important part is **work experience**. This takes place in Year 10, in the second half of the Summer Term, and it gives you the perfect opportunity to experience the career you are thinking of pursuing.

What will my timetable be like?

You will be studying fewer subjects so your timetable will be different to your current one with much more curriculum time devoted to each subject. You will also follow a two-week timetable of 25 hours per week. Your 50 hour two-week timetable will be allocated as follows:

| | |
|----------------------|---------|
| English | 8 hours |
| Mathematics | 8 hours |
| Combined Science | 9 hours |
| History or Geography | 5 hours |
| Option subject 1 | 5 hours |
| Option subject 2 | 5 hours |
| Option subject 3 | 5 hours |
| PE | 4 hours |
| PDL | 1 hour |



Important Dates

It is very important that you make your option choices by the deadline.

These are the most important dates in the options process:

| | |
|--------------------------------------|--|
| <i>Monday 26 April 2021</i> | <i>Virtual</i> Options Assembly in tutor lesson. Make sure you take your Options Handbook home and read it with your parents. |
| <i>Thursday 29 April 2021</i> | Year 8 Online Parents' Subject Information Evening |
| <i>4-6 May 2021</i> | Year 8 Options Taster Days |
| <i>10 May 2021</i> | Deadline to submit your online Options Form |
| <i>May 2021</i> | Work will begin to design the option blocks. Students will also be invited to a 'choosing for success' interview. |
| <i>June 2021</i> | You will be notified of your option choices. |

What will I need for my chosen A levels?

The basic entry requirement for the Sixth Form is six GCSE passes at grade 4 or above (including English & Maths), though some courses will ask for specific grades.

If you know which A levels you would like to study in the Sixth Form it would be wise to see what you will need to get to be accepted onto the courses. The summary table on the next page shows the entry requirements for each of the A Level or Level 3 courses we are offering next September.

(Please note that these courses may have changed by the time you apply to the Sixth Form.)



Sixth Form Course Requirements

| SUBJECT | ENTRANCE REQUIREMENTS |
|----------------------------|--|
| Art (3D Design) | Grade 5 in 3D Design, Fine Art or Textiles |
| Art and Design | Grade 5 in GCSE Art or Photography |
| Art (Textiles) | Grade 5 in GCSE Textiles |
| Biology* | Grade 6 in GCSE Biology or Science |
| Business | 6 x 5-9 GCSE passes, including English and Mathematics |
| Chemistry* | Grade 6 in GCSE Chemistry or Science |
| Computing | Grade 6 in ICT or Computing |
| Drama | Grade 6 in GCSE Drama or English Literature |
| Economics | Grade 6 in Mathematics |
| English Language | Grade 6 in GCSE English Language |
| English Literature* | Grade 6 in GCSE English Language or Literature |
| French* | Grade 6 in GCSE French |
| Further Mathematics* | Grade 8 or 9 in GCSE Mathematics |
| Geography* | Grade 6 in GCSE Geography |
| Government and Politics | Grade 6 in a GCSE Humanities subject or English |
| History* | Grade 6 in GCSE History |
| ICT (BTEC) | Grade 5 in ICT and grade 5 in English |
| Mathematics* | Grade 6 (but preferably grade 7 or above) in GCSE Mathematic |
| Media Studies | Grade 5 in GCSE English or Grade 5 in Media Studies |
| Music | Grade 6 in GCSE Music |
| Photography | Grade 5 in GCSE Art or Photography |
| Physical Education (CTech) | Grade 5 in GCSE Physical Education or Sports Studies |
| Physics* | Grade 6 in GCSE Physics or Science and Mathematics |
| Psychology | Grade 6 in GCSE Science or Mathematics |
| Philosophy and Ethics | Grade 6 in GCSE English or Religious Studies |
| Sociology | Grade 6 in GCSE English |
| Spanish* | Grade 6 in GCSE Spanish |

* These are all 'facilitating' subjects.



Questions students often ask

Will every option subject run?

Unfortunately we cannot guarantee that every subject will run. If only a few students opt for a particular subject it would not be possible for us to run such a small group.

How do I know if I am good enough to do a subject?

Talk to your subject teachers about the subjects you want to opt for. They can give you good advice about your potential.

Can I follow two Humanities subjects?

You can choose to take up two Humanities subjects, in which case you could opt for Geography, History or Religious Studies (Philosophy and Ethics) as one of your remaining option choices.

How many Art and Design and Creative Subjects can I study?

You can choose up to two of these subjects.

Do CNat or BTEC courses qualify towards entry for the Sixth Form?

Yes, they are the equivalents of GCSEs and will enable you to follow vocational and traditional A-levels.

What if I change my mind?

Your original option choices are important because we use them to decide which subjects will run next year. If you change your mind after you have given in your options form you will need to speak to Mrs Gibson, however, we cannot guarantee that we will be able to accommodate the change you would like.

Why do I have to make choices?

We may not be able to fit every combination of subjects that the students in your year will opt for. We will do our best to give you your first three choices, but please be aware that you may be asked to follow one of your reserve subjects.



Compulsory Courses

ENGLISH (Language & Literature)

MATHEMATICS

SCIENCE

**TUTOR LESSONS
PHYSICAL EDUCATION**



English

Examination Board: AQA

Specifications:

English Literature 8702

English Language 8700

Content:

Wider reading: to include 19th Century Literature, Modern Texts and Shakespeare

Attention to individual styles of speech and writing

Reading and analysis of short stories, novels, drama and poetry

Reading and analysis of literary non fiction

Close study and analysis of set books: novels, drama texts and poetry anthologies

Discussion of texts

Creative Writing: fiction and non-fiction genres

Assessment:

GCSE English Language

In GCSE English Language 100% of the total GCSE marks will be awarded through two external examinations:

- Paper 1 Explorations in Creative Reading and Writing (50%)
- Paper 2 Writers' Viewpoints and Perspectives (50%)

Both Papers will have a Section A: Reading and Section B: Writing.

In addition there will be a separate grade for Spoken Language.

(Non Examined Assessment)

GCSE English Literature

In GCSE English Literature 100% of the total GCSE marks will be awarded through two external examinations:

- Paper 1 Shakespeare and the nineteenth century novel (40%)
- Paper 2 Modern texts and poetry (60%)

Students will all sit the same papers and grades 1-9 are available.

Special Requirements:

Wider reading is essential. The reading of a good newspaper is also desirable. Theatre going is a great help.



Mathematics

Examination Board: Edexcel

Syllabus Number: 1MA1

In Year 9 you will be placed initially in sets according to your progress in Mathematics as determined by our Year 8 assessments and teacher recommendations. The specific content of your course is dependent on your Mathematics set, but all students cover the same core concepts.

You can expect to work in a variety of ways including investigations, practical work, group discussions and consolidation exercises. There is a variety of learning resources and materials used.

We follow the **Edexcel GCSE Mathematics Specification A (Linear 1MA1)** at GCSE level.

The final grade awarded at the end of Year 11 is determined by the marks from three final exams taken at the end of Year 11.

There are two tiers of entry: Foundation and Higher.

- For candidates entered for all Foundation units, grades 1-5 are available.
- For candidates entered for all Higher units, grades 4 -9 are available.

Content

Handling Data

In a world of risk assessments, you will increase your understanding of probability in ever more complex situations. You will also study how to collect, process and analyse data, making use of a wide range of graphs and charts.

Number

Key number skills will continue to form a building block for much of what you do in maths. Percentages, fractions and decimals will be taken to the next level and indices and standard form numbers will be covered by all students.

Shape, Space and Measures

You will continue your study of angles and see how knowledge of angles is a useful skill for architects and engineers. Pythagoras theorem will be studied by all students and those taking the higher level will look at trigonometry and its applications. You will also see how the different transformations of shapes are regularly used in art and design. The last major part of this part of the syllabus is the perimeter, area and volume of increasingly complex 2D shapes and 3D objects.



Algebra

Patterns can be seen all around us. Maths can help to explain many of these and give us a better understanding of the world we live in. You will continue to develop your ability to manipulate algebraic expressions, solve equations and draw graphs, gaining a better understanding of the way that algebra supports many jobs and industries.

Assessment

The examination consists of three papers lasting 1 hour 30 minutes.
Two with a calculator and one without.

Each paper consists of questions from all parts of the syllabus and candidates can expect to see a reasonable balance of number, algebra, shape and data handling topics. There is now more emphasis placed on a students' ability to solve problems which are practised throughout the course.



Science

Examination Board: AQA

Specifications: GCSE Combined Science - Trilogy (8464)

Triple Award Option: GCSE Biology (8461)

GCSE Chemistry (8462)

GCSE Physics (8463)

At GCSE the majority of students follow a three year course that covers the AQA GCSE Combined Science Trilogy. The content of this course (worth 2 GCSEs) is a subset of the three separate sciences.

Those students who choose the three separate Science GCSE option (Triple award) will have additional curriculum time (5 hours) to study the extra content as it will take up one of their option choices.

Examinations:

- No controlled assessments
- No assessment of quality of written communication
- The exam time for each Separate Science GCSE (Biology, Chemistry, Physics) will be 3 hours 30 minutes
- The exam time for Combined Science will be 7.5 hours
- 15% of GCSE marks will be for practical skills
- 10% of the marks in Biology, 20% in Chemistry, 30% in Physics and 20% in Combined Science will require Maths skills



PE and Tutor Lesson

This is a non-examination course that incorporates some important subjects that fall outside the examination courses. A brief outline of the main components of the Year 10 course is given below.

Physical Education

Whilst continuing to develop games skills you will also be introduced to a wider range of sporting activities as part of your Physical Education programme. Increasingly you will become more responsible for your own learning and organisation, in preparation for sport post sixteen. You will be able to continue in the activities of Soccer, Hockey, Rugby, Netball, Basketball, Cross-Country, Athletics, Tennis, Cricket, Rounders and Softball. You may also be given the opportunities to take part in Volleyball, Table Tennis, Trampolining, Badminton, Uni-hockey, Swimming, Lacrosse, Frisbee, Golf, Weight Training and Fitness activities, such as Circuits and Aerobics.

Tutor Lessons and PSHE

Each morning every student has thirty minutes of tutorial support covering all aspects of academic, social, moral, spiritual and cultural development.

The course is structured around the 'Every Burgate Child Matters' scheme woven through the school and sixth form tutorial programme.

The aim of our tutor lessons is to ensure the Burgate Expectations are embedded in their everyday attitude and behaviour. We will foster a culture of kindness and encourage all students to value the importance of making a positive contribution to the school and wider community. Students are encouraged to show independence and leadership through initiating their own projects and actively contributing to the PSHE programme. We champion our students to be organised, resilient and independent and to set their own learner targets in order to make progress.

All students follow a full programme covering healthy lifestyle, both physically and mentally, and are expected to explore strategies for student wellbeing and safety, including being safe on-line.



Humanities

GEOGRAPHY

HISTORY

RS (PHILOSOPHY & ETHICS)



Geography

Examination Board: AQA

Content:

It is our aim to develop our students' ability to make sense of the increasingly complex world around them and to be a voice for a sustainable and hopeful future.

You will be able to understand the complicated relationships between people and places that result in some of the biggest issues the world has ever faced. From population growth to climate change, social and economic development to increasing natural hazards – our world needs thoughtful, passionate and informed scholars to protect it, value it and improve it.

By studying this course, you will have a better understanding of the world around you and your place in it. You will be able to consider important questions and come to confident, reasoned conclusions to help create this better future.

- What causes natural hazards and how can we reduce their impact?
- How can we support other countries as they improve life for their people?
- Why is the world still a place of inequality?
- What processes create our spectacular landscapes?
- How can we make our cities more sustainable?
- What should we do about climate change?
- How should we protect the rainforests of the world?
- Should we build in our most remote, extreme environments?
- How will we feed a population of ten billion?
- Will the next world war be over water?

Beyond your knowledge, Geography will help to develop your skills in highly valued areas – both for employers and universities. Geography develops numeracy skills through the manipulation of data, and it also helps you to refine your discussion and debating skills. You will grow your confidence in analysing arguments and coming to convincing and persuasive decisions, skills you can then use in industry and academia. Geography also helps students to empathise with people from various places and cultures, so you can understand situations in a fair and unbiased way, and most importantly contribute to the discussion around equality and equity.

You will leave the course knowing how you can help make the world a better place, and how you can influence others to do so too.

The course covers a wide range of topics; if you are passionate about physical geography, or hopeful about humanity's journey; if you are interested in how the past shapes our present, or how we can change the future, there are ideas, concepts and theories to develop, discuss and debate. The main topics that will be studied are as follows:

Living with the physical environment:

Natural hazards such as earthquakes and tropical storms; climate change; ecosystems; extreme environments; coastal landscapes; river landscapes.

Challenges in the human environment:

World trade; colonialism; globalisation; sustainable cities; development indicators; world economies; equality.

The challenge of resource management:

Food security; water security; energy security; future scenarios.

Fieldwork:

Fieldwork techniques; data manipulation; drawing conclusions; evaluating methods.

Assessment

Paper 1: Physical Geography - 1½ hour exam – range of extended questions and multiple choice

Paper 2: Human Geography - 1½ hour exam – range of extended questions and multiple choice

Paper 3: Geography applications - 1¼ hour exam – Fieldwork & Sustainable Decision-making exercise



History

Examination Board: AQA

Specification: 8145

Content:

We believe in the importance of learning from history. That's why we've chosen a specification that enables students to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present. We will cover exciting new topics for today's world that will resonate with students, helping them gain new insights into the world around them and building on the skills and topics studied at Key Stage 3. The AQA GCSE will equip our students with essential skills and prepare them for further study.

This qualification is linear. Students will sit all their exams at the end of the course. GCSE History students must take assessments in both of the following papers at the end of two years.

Assessment:

Paper 1 – Understanding the Modern World (Written exam: 2 hours 50% of GCSE)

Section A - Period study: 1B Germany, 1890–1945: Democracy and dictatorship

Focuses on the development of Germany during a turbulent half century of change

1. Germany and the growth of democracy
2. Germany and the Depression
3. The experiences of Germans under the Nazis

Section B - Wider world depth study: Conflict and tension, 1918–1939

Looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred.

1. Peace-making
2. The League of Nations and international peace
3. The origins and outbreak of the Second World War

Paper 2: - Shaping the nation (Written exam: 2 hours 50% of GCSE)

This thematic study will enable students to gain an understanding of the development of the relationship between the citizen and the state in Britain over a long period of time.

Section A - Thematic study: 2B Britain: Power and the people: c1170 to the present day

1. Challenging authority and feudalism
2. Challenging royal authority
3. Reform and reformers
4. Equality and rights

Section B - British depth study including the historic environment: • Elizabethan England, 1568–1603

1. Elizabeth's court and Parliament
2. Life in Elizabethan times
3. Troubles at home and abroad
4. The historic environment of Elizabethan England



Religious Studies (Philosophy and Ethics)

Examination Board: AQA

Specification: A

Content

Component 1: The study of religions

This fascinating study looks at the Beliefs and Teachings of Christianity and Buddhism and how they have developed as world faiths. Students will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. Students will be aware of how different interpretations of religious teachings have led to diversity within religions, and will be able to analyse these different views.

Christianity - Beliefs and Teachings:

What is God like?
Why is there evil and suffering in the world?
How can Christians believe in one God?
Is there an afterlife?

Christian Practices:

Why do Christians worship in different ways?
What is prayer?
Why do we celebrate Christmas and Easter?
How do Christians work for reconciliation?

Buddhism- Beliefs and Teachings:

What does it mean to exist?
What does it mean to be human?
Who was the Buddha?
Is craving the cause of all suffering?

Buddhist Practices:

What happens at Buddhist festivals and temples?
Why is meditation so important to Buddhists?
What is a sky burial?
What are karma, karuna and metta?

Component 2: Thematic Studies (Philosophy and Ethics)

This part of the course makes up 50% of the content. Students study five themes from Christian, Buddhist and non-religious perspectives and are expected to be able to argue their point of view.

| | |
|---|---|
| Theme A: Relationships and Family | Sex, marriage and Divorce Families and Gender equality |
| Theme B: Religion and Life | The origins of the universe The origins and value of human life, including abortion and euthanasia |
| Theme C: The Existence of God and Revelation | Arguments for, and against, the existence of God |
| Theme D: Religion, Human Rights and Social Justice | Prejudice and discrimination Wealth and Poverty |
| Theme E: Religion, Peace and Conflict | Religion as a cause of violence Terrorism, holy wars and peace |

Assessment

There will be two written papers at the end of the course which will cover both of the sections mentioned above. (Each exam lasts 1 hour 45 minutes)



Modern Foreign Languages

FRENCH

SPANISH



French

Examination Board: AQA specification 8658

Why study French?

French is the fifth most spoken language in the world and an important language in business and international relations. By building on the vocabulary and structures you have already learnt, you will become more confident in understanding and expressing yourself in French. Throughout the course you will learn more about the culture in French-speaking countries through studying films, traditions and events.

Studying a language improves your confidence, communication skills and problem solving. It develops good learning habits, resilience and good memory skills. You also develop a better understanding of other cultures, which makes you more adaptable and more open to new ideas. These are all transferable skills which employers are looking for.

Content: There are three main topic areas:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Assessment:

GCSE Languages has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9).

There are four papers – Listening (25%), Reading (25%), Writing (25%) and Speaking (25%).

The listening and reading papers are sat on the same day – two short exams (40 mins – 1 hour). The writing exam includes translation, and writing about the topics we study. At foundation the most you will need to write is 90 words. At higher tier the most you will need to write 150 words. You will be surprised how much you can write by the end of the course.

The speaking exam takes place before the main exams series and your class teacher will conduct the test, which lasts between 10-12 minutes.



Spanish

Examination Board: AQA specification 8698

Why study Spanish?

Spanish is the third most spoken language in the world and an important language in business and international relations. It is spoken in more than 20 different countries worldwide. By building on the vocabulary and structures you have already learnt, you will become more confident in understanding and expressing yourself in Spanish. Throughout the course you will learn more about the culture in Spanish-speaking countries through studying films, traditions and events.

Studying a language improves your confidence, communication skills and problem solving. It develops good learning habits, resilience and good memory skills. You also develop a better understanding of other cultures, which makes you more adaptable and more open to new ideas. These are all transferable skills which employers are looking for.

Content: There are three main topic areas:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Assessment:

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The speaking exam takes place before the main exams series and your class teacher will conduct the test, which lasts between 10-12 minutes.



Art & Design

ART - FINE ART

ART - TEXTILES

ART - 3D DESIGN

ART - PHOTOGRAPHY

HOSPITALITY & CATERING



Fine Art

Examination Board: EDEXCEL Specification: 1ADO

Are you creative, enthusiastic and imaginative?

Do you like drawing, painting, printmaking and photography?

Fine Art GCSE covers a range of creative activities and in-depth projects. Drawing will form the basis for all work and you will be encouraged to work from direct observation. You will have the opportunity to experiment with a range of materials, tools and techniques and will produce high quality outcomes in both 2 and 3 dimensions. You will analyse and evaluate the work of artists, cultures and movements in order to discover the world around us and to develop your visual language skills. The course will help you to build a comprehensive portfolio of work to progress to further courses or just to enjoy.

Themes you may study:

Year 9 – Play, Drawing on Photography and Cubism

Year 10 – Feathers, Sense of Place and Graphic Design

Year 11 – Beginning and or/End

Assessment

There are **two** parts to the Art and Design GCSE course:

Unit 1: Personal Portfolio in Art and Design: (Coursework unit) worth 60% of your final grade. This unit is made up of several different project briefs and will be internally set and marked through controlled assessment.

Unit 2: Externally set Assignment in Art and Design: (Controlled test) worth 40% of your final grade. An externally set theme, internally marked.

What will the course prepare you for?

Many careers welcome a creative thinker and someone with strong visual skills. There are so many opportunities for a student who studies Fine Art from architecture to graphic design.

Most of our students go on to study Fine Art, Textiles, Photography or 3D Design at A Level.

Further Information

To view our current GCSE work or to find out more about The Burgate Art and Design Department please visit Instagram Burgate Artists <http://www.instagram.com/burgateartists>



Art – Textiles

Examination Board: EdExcel Specification: 1TEO

Do you like designing and creating with a range of materials?

In Textile Design GCSE you will design, create and manipulate a range of materials such as fibres, yarns and fabrics, and learn processes such as weaving, fusing, bonding, stitching and printing to create designs and products.

You will need good drawing and communication skills in order to be a textile designer.

All students participate in practical and theoretical workshops and are encouraged to experiment with a wide range of media in order to express their ideas. All practical work is underpinned by contextual sources and you will need to keep a working sketchbook of all your designs, research, samples, progression of your design and photograph each stage.

Themes you may study:

Year 9 – Skills and application – Day of the Dead, Exploring Colour, Memories

Year 10 – Feathers, Sense of Place, Individual choice

Year 11 – Fragments.

Assessment: There are two parts to the Textile Design GCSE course:

Unit 1: Personal Portfolio in Textile Design: (Coursework unit) worth 60% of your final grade. This unit is made up of several different project briefs and will be internally set and marked through controlled assessment.

Unit 2: Externally set Assignment in Textile Design: (Controlled test) worth 40% of your final grade. An externally set theme, internally marked.

What will the course prepare you for?

There are many career opportunities within the area of textile design with universities offering courses in Textile Design, Womenswear, Menswear, Styling, Fashion Buying, Fashion Promotion and prediction, Accessory design, Surface textile design and Costume Design for theatre and television.

Most of our students go on to study Fine Art, Textiles, Photography or 3D Design at A level.

Further Information: To view our current GCSE work or to find out more about The Burgate Art and Design Department please visit Instagram Burgate Artists <http://www.instagram.com/burgateartists>



Photography

Examination Board: EdExcel Specification: 1PYO

Do you take photographs every day?

Do you take your camera with you everywhere you go?

Photography GCSE includes work created using film, video, digital imaging or light sensitive materials. You will explore the world around you with your camera. You will understand how and why we record. You will learn photo manipulation and graphic design skills as well as good communication skills in order to become photographer.

All students participate in practical and theoretical workshops and are encouraged to experiment with a wide range of media in order to express their ideas. All practical work is underpinned by contextual sources and you will need to keep a working sketchbook of all your photographs and experiments as well as your research and understanding of other's work.

Themes you may study:

Year 9 – Play, Typology and Collective Identities

Year 10 – Nature, Environment and Water

Year 11- On Reflection

Assessment

There are two parts to the Photography GCSE course:

Unit 1: Personal Portfolio in Photography: (Coursework unit) worth 60% of your final grade. This unit is made up of several different project briefs and will be internally set and marked through control- led assessment.

Unit 2: Externally set Assignment in Photography: (Controlled test) worth 40% of your final grade. An externally set theme, internally marked.

What will the course prepare you for?

The course offers you a great deal in terms of creative development, problem solving, independent learning, analytical skills, reflective/evaluative skills. Most of our students go on to study Fine Art, Textiles, Photography or 3D Design at A level.

Further Information: To view our current GCSE work or to find out more about The Burgate Art and Design Department please visit Instagram Burgate Artists <http://www.instagram.com/burgateartists>



3D Design

Examination Board: EdExcel Specification: 1TDO

Do you like making, designing and creating 3D objects, models and products?

3D Design is very similar to Product Design. You will learn how to design, prototype, model and make functional and aesthetic products, interiors and architecture. You will learn appropriate processes, materials and construction techniques, using maquettes, models and working drawings to help take your initial ideas through to realisation.

You will need good drawing and communication skills in order to become a three-dimensional designer.

All students participate in practical and theoretical workshops and you are encouraged to experiment with a wide range of media in order to express your ideas. All practical work is underpinned by contextual sources and you will need to keep a working sketchbook of all your designs, research, progression and photograph each stage.

Themes you may study:

Year 9 – Play – You will design and make a range of functional toys

Year 10 – Fin, Fur and Feathers - You will design and make a moving sculpture.

Year 11 – Memphis – You will create a range of products inspired by the Memphis design movement.

Assessment:

There are two parts to the 3D Design GCSE course:

Unit 1: Personal Portfolio in 3D Design: (Coursework unit) worth 60% of your final grade. This unit is made up of several different project briefs and will be internally set and marked through controlled assessment.

Unit 2: Externally set Assignment in 3D Design: (Controlled test) worth 40% of your final grade. An externally set theme, internally marked.

What will the course prepare you for?

The 3D design course enables students to explore a wide range of processes and technology to create 3D outcomes. Students are encouraged to design, experiment and problem solve. Most of our students go on to study 3D Design, Fine Art, Textiles or Photography at A level.

Further Information: To view our current GCSE work or to find out more about The Burgate Art and Design Department please visit Instagram Burgate Artists <http://www.instagram.com/burgateartists>



Hospitality and Catering

Examination Board: WJEC Level 1/2 Award

Would you like to work within the Hospitality and Catering sector?

In Hospitality and Catering you will learn to plan, cook and create range of dishes within a culinary setting. You will learn about the business side to the hospitality industry too which means thinking about how business run, how to plan to cater for others and consider the needs of the clients.

This is a vocational qualification so you will need good organisation skills and be aware that whilst you will be cooking every other week, you will also have to cover a series of weekly theory investigations on the course.

In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication. Areas of focus will cover: The Hospitality and Catering industry; Environmental factors – wider issues; Health and safety in the work place; Menu planning and preparation; Developing dishes; Technical culinary skills and presentation skills.

Topics you may study:

Year 9 – Skills and Health and safety – Understanding catering provision – presentation skills

Year 10 – Unit 1 hospitality and catering industry - Exam – catering brief

Year 11 – Unit 2 Hospitality and catering in action controlled assessment (Mock brief) / (Live brief)

Assessment:

There are two parts to Hospitality and Catering GCSE course:

Unit 1: Externally set examination in Hospitality and Catering Industry: (examined unit) worth 40% of your final grade.

This unit is taught through year 9 and 10. It covers the key content about the H&C industry and is assessed in June of Year 10.

Unit 2: Externally set Assignment in Hospitality and Catering: (Controlled test) worth 60% of your final grade.

An externally set design brief, internally marked where students are examined on their knowledge of menu building and creating dishes

What will the course prepare you for?

There are many local colleges that provide advanced qualifications in food, catering and hospitality e.g. apprenticeships and level 1 to 3 courses. You could progress into careers like a chef, dietetics, health and social care, food technologist, nursing, food production and manufacture, nutritionist, hospitality, food product development and child care.



Creative Arts

DRAMA

MEDIA STUDIES

MUSIC

PHYSICAL EDUCATION

SPORT STUDIES



Drama

Examination Board: OCR

Specification: J316

Content:

Drama is an excellent way to build confidence, creativity and to develop problem solving skills. The course consists of three mandatory units:

Component 01/02: Devising Drama (coursework performance and portfolio)

Component 03: Presenting and Performing texts (practical examined performance)

Component 04: Drama Performance and Response (written examination)

During the course the students will study several set texts from the perspective of performance and production design. They will also study the social and historical context of the play as appropriate and they will develop clear ideas as to how they would wish an audience to respond to their performance and production ideas.

The students will be expected to attend trips to the theatre, and will be encouraged to watch and be involved in other live productions.

Assessment:

Component 01/02 Devising Drama (Worth 30% of the GCSE: 60 marks. -Internally assessed and externally moderated by post)

The students will work in a group of between 2 – 6 to create original theatre from a stimulus text. They can specialise as an actor or a production designer.

Component 03: Presenting and Performing texts (Worth 30% of the GCSE: 60 marks - Internally assessed and externally moderated by a visiting examiner)

The students will study and explore a Centre-chosen drama text and prepare two extracts (totaling more than 10 minutes) to a live audience, including a visiting examiner. They can specialise as an actor or a production designer.

Component 04: Drama Performance and Response (Worth 40% of the GCSE: 80 marks - Externally assessed)

This written examination consists of two sections. The students are required to practically explore and perform a set text, which forms the basis of short answers to Section A. Section B requires students to see and evaluate professional live theatre in an essay format.



Media Studies

Examination Board: Eduqas

Content:

Media Studies is one of the most popular subjects at The Burgate School and Sixth Form with results that are consistently excellent. In part this success can be attributed to the way in which the subject embraces visual, kinaesthetic and auditory forms of learning.

Media is often defined in relation to the study of discrete media forms: television, film, advertising, radio, magazines etc. This is reflected in the diversity of units on offer. However, students are also encouraged to reflect upon the nature and purpose of the key concepts of audience, institution, representation and genre. In addition to this we strive to position the study of media texts in the context of cultural history, exploring the social dimensions of technological change.

Our GCSE course is taught in purpose built rooms and comprises both coursework and exam units. In addition to studying radio, television and advertising, students have the opportunity make their own short film utilising digital video cameras and a purpose built editing suite.

The qualification supports students with hands-on practical opportunities to apply key ideas eg through the close study products which serve as starting points giving students the opportunity to explore media products that are engaging and relevant to them.

Assessment:

Non-exam assessment (coursework): accounts for 30% of the final qualification

The written exam: accounts for the remaining 70% of the qualification.

Component 1: Exploring the Media: Magazines, Television, Film and Advertising

This component provides a foundation for analysing media products, introducing learners to media language and representation through the study of print media forms. Learners will develop their ability to analyse media language, representations and meanings in a range of media products. In addition, learners will study products from specific media industries and audiences to develop their knowledge and understanding of those areas of the theoretical framework. (Written examination: 1 hour 30 minutes 40% of qualification 80 marks)

Component 2: Understanding Media Forms and Products: TV Drama and Pop Music Promotion

This is component builds on the introduction to key areas of the theoretical framework provided in Component 1. In Component 2, learners will gain a deeper knowledge and understanding of media language and representation, as well as extending their appreciation of these areas through the study of media industries and audiences. (Written examination: 1 hour 30 minutes 30% of qualification 60 marks)

Component 3: Practical Production: Audio-visual Digital Media production and Film-making

This component draws together knowledge and understanding of the media theoretical framework gained throughout their course by requiring learners to apply their knowledge and understanding of the media synoptically through practical production. Production briefs will always be set in the following media forms: television, magazines, film marketing and music marketing. The briefs will always specify the intended target audience, as well as other key requirements such as genre/style. Learners will develop a response to their chosen brief by creating a production aimed at the specified intended audience. (Non-exam assessment 30% of qualification 60 marks)



Music

Examination Board: OCR

Specification: J536

Content:

The course is divided into three main sections:

- Performing music (30%)
- Composing music (30%)
- Music - Listening and appraising (40%)

The performing section is split into two performances, one solo and one ensemble. You can perform on any instrument including voice and/or use ICT to sequence a performance. Recordings are made during Year 11 and are all internally assessed.

The composition section includes one composition set to a brief by the student and one composition set to a brief from OCR provided in Year 11. The OCR brief will include options such as rhythmic phrases, note patterns, lyrics, chord sequence, a short story or an image as stimuli. Both pieces are completed in controlled conditions in school and presented for assessment with a recording and a score/annotation which is assessed internally.

The listening and appraising section involves studying the elements of music and their interdependence, musical contexts and musical language from four different areas of study which include;

- The Concerto Through Time
- Rhythms of the World
- Film Music
- Conventions of Pop

It is examined at the end of Year 11 in one written exam which lasts 1 hour 30 minutes. All the questions relate to the areas of study with musical extracts from both within and outside the suggested study works. Students are required to answer multiple choice questions, single word or short answer questions and questions that require extended response. This paper is externally assessed.

Special Requirements:

Students do not need to be able to play an instrument when they join the course, although if this is the case, they must have an interest in using Music Technology to complete technological tasks for this part of the course. Students who already play instruments should maintain study and lessons where possible.



Physical Education

If sport is your thing then this is the option choice for you.

Examination PE is designed to appeal to the sports minded student and will offer a valuable insight into the world of the sport and the booming leisure industry.

The students will undertake both theoretical and practical study and will bring these two areas together in the relevant application of theoretical knowledge to practical performance. This is a core theme running through the examination courses.

Content:

There will be the opportunity for students to perform in a wide range of both team and individual activities, developing their skills and tactical understanding through conditioned and full context competition. Students may undertake study in topic areas such as: health and fitness, leadership, personal performance improvement, physical training and bio mechanics.

TEAM GAME ACTIVITIES:

Acro Gymnastics, Association Football, Badminton, Basketball, Camogie, Cricket, Dance, Figure Skating, Futsal, Gaelic Football, Handball, Field Hockey, hurling, Ice Hockey, Inline Roller hockey, Lacrosse, Netball, Rowing, Rugby League & Union, Sailing, Sculling, Squash, Table Tennis, Tennis, Volleyball, Water Polo.

INDIVIDUAL ACTIVITY LIST:

Amateur Boxing, Athletics, Badminton, Canoeing, Cycling, Dance, Diving, Equestrian, Figure Skating, Golf, Gymnastics (floor routines and apparatus only), Kayaking, Rock Climbing (indoor or outdoor), Sailing, Sculling, Skiing, Snowboarding, Squash, Swimming (competitive only), Table Tennis, Tennis, Trampolining, Windsurfing.

Special Requirements:

Students need to be interested and enthusiastic about sport and physical activity and should be involved in at least two sports in their own leisure time, inside or outside of school. They should be committed to performing regularly at the highest level of competition they are capable of achieving.

Additional information:

During Year 9 the students will be directed towards one of two pathways in PE.

GCSE Physical Education (AQA, Specification 8582) or the Cambridge National Award in Sports Studies.

Both courses offer a great deal to sports minded students but are also very different in their content and style of assessment.

Your PE teachers will guide you each step of the way when the time comes to follow a specific pathway.



Business & Computing

**BUSINESS
COMPUTER SCIENCE
ICT**



Business

Examination Board: AQA

Specification: 8132

It has never been more important in our competitive economic climate to understand business behaviour and the dynamic environment they function in. The GCSE in Business enables students to develop a valuable insight into how businesses operate successfully with effective management and leadership. Students will study businesses ranging from small enterprises to large multinationals like Amazon and Apple and businesses operating in local, national and global contexts.

The course contains a wide range of content, covering business organisation, marketing, operations, human resources and finance and has been designed to provide students with the technical knowledge, understanding and skills they will need to gain a headstart and prosper in the workplace. The course also provides opportunities to put theory into reality with guest speakers and an enterprise 'Tenner Challenge' in Year 9 where students are given the opportunity to start a small business venture. Business GCSE provides an excellent foundation for studying Business and/or Economics at A level but is not a pre-condition for entry onto these courses.

Content

| | |
|--------------------------------|-------------------|
| 3.1 Business in the real world | Studied in Year 1 |
| 3.2 Influences on business | Studied in Year 3 |
| 3.3 Business operations | Studied in Year 2 |
| 3.4 Human resources | Studied in Year 1 |
| 3.5 Marketing | Studied in Year 2 |
| 3.6 Finance | Studied in Year 3 |

Assessment

Both papers are written exams sat at the end of Year 11. They are both 1 hour 45 minutes, 90 marks and 50% of the GCSE.

Paper 1: Influences of operations and Human Resource Management on business activity

What is assessed:

- Business in the real world
- Influences on business
- Business operations
- Human resources

Paper 2: Influences of marketing and finance on business activity

What is assessed:

- Business in the real world
- Influences on business
- Marketing



Computer Science

Examination Board: AQA

Syllabus Number: 8525

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across Science and Engineering is growing rapidly.

Content

Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries and this specification has been designed with this in mind.

This GCSE specification will:

- Give students a real, in-depth understanding of how computer technology works.
- Provide excellent preparation for higher study and employment in the field of Computer Science.
- Develop critical thinking, analysis and problem-solving skills through the study of computer programming.

Assessment

Paper 1: Written examination, 1 hour 30 minutes. 80 marks, 50% of GCSE.

This paper assesses the practical application of programming and how computers interpret our instructions. Topics included, computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science. Practical programming will be assessed during this paper where students will be expected to analyse, design, implement and test programming solutions with our chosen programming language, Python.

Questions: A mix of multiple choice, short-answer and longer-answer questions assessing a student's practical problem solving and computational thinking skills.

Paper 2: Written examination, 1 hour 30 minutes. 80 marks, 50% of GCSE.

This paper assesses the theoretical knowledge surround computer systems and their uses. The paper will contain mixture of multiple choice, short-answer, longer-answer and extended response questions assessing a student's theoretical knowledge. The topics for this paper are, computer systems, Boolean logic, networking, database design, data representation as well as the legal, ethical and environmental issues surrounding all the previously mentioned topics



ICT

Examination Board: Edexcel **Course: BTEC Digital Information Technology**

Content:

This course gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover:

- the development of key industry skills, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data
- the process that underpins working in this field, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- the attitudes that are considered most important in digital information technology, including personal management and communication
- the knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions and virtual workplaces

Assessment:

Component 1: Exploring User Interface Design Principles and Project Planning Techniques, worth 30%, Internal (Coursework)

Component 2: Collecting, Presenting and Interpreting Data, worth 30%, Internal (Coursework)

Component 3: Effective Digital Working Practices, worth 40%, External (Exam)



Decision Time

If having read all the information in this handbook you are still unsure what to choose:

- ask your subject teachers for guidance
- ask your tutor, your parents, your friends for their advice

Once you have had all your questions answered and you have considered your future career needs you will be ready to fill in the Options Form.

Please note that while we make our best efforts to accommodate every student's option choices, inevitably it is not possible to offer every combination of subjects. We have to consider group sizes carefully to ensure that there are enough students to make the group viable, but not so many that each individual within the group cannot learn effectively.

Please tell us your option choices using our online Year Options Form which can be accessed from our website at: <https://www.theburgate.com/year-8-options>

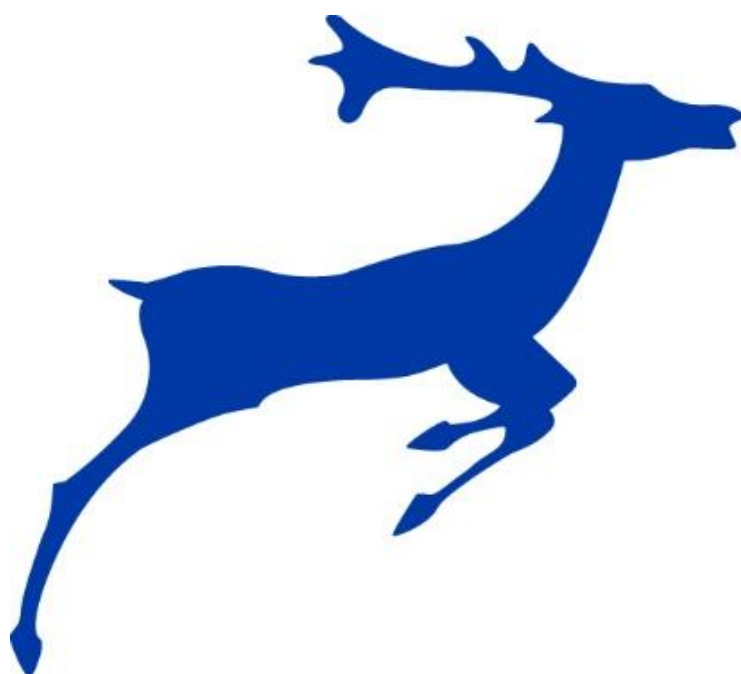
Good luck in the decision making process!

Mrs Gibson
Deputy Headteacher – Curriculum

Don't forget Options deadline is Monday 10 May 2021



NOTES



L E A R N I N G F O R L I F E