



# Becket Keys Guided Curriculum Choices 2025



Trust in the Lord with all your heart  
and lean not on your own understanding.  
In all your ways acknowledge him and  
He shall direct your paths  
*Proverbs 3.5-6*



Jeremiah 29:11

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.”

Dear Student,

You are now approaching Year 10 and will soon be preparing for the next stage of your academic journey. You will shortly need to choose the optional subjects you wish to pursue to GCSE. Much of the Key Stage 4 curriculum is compulsory and carefully curated for your benefit, in order to minimise the chances of you making unhelpful choices at such a crucial time in your life. We are looking forward to working closely with you and your parents in making these choices, as well as supporting you to achieve your full potential at GCSE in preparation for entry into our Sixth Form. Our aim is to deliver a broad and balanced academic curriculum for students in Years 10 and 11 in order to provide the foundations for success at Sixth Form and beyond.

At Becket Keys our aim is for you to undertake courses which:

- You enjoy.
- Give you opportunities to succeed in line with your academic targets and special aptitudes.
- Keep your sixth form, higher education and eventual career paths open.

We accept that not all courses are accessible to, or suitable for, all students. This is a point at which students, parents and teachers need to work closely together.

In this booklet, Heads of Department have provided the most up-to-date information about their subjects.

#### **Compulsory examination subjects**

- Mathematics, Science (either triple science or combined science trilogy), English Language, English Literature, Religion and Philosophy
- Modern Foreign Languages (One of either Spanish or Mandarin, or Hospitality and Catering with French if not currently studying a language at Key Stage 3)
- Humanities (At least one of History or Geography)

#### **Compulsory non-examination subjects**

P.E. and Sports  
Personal, Social and Health Education

#### **Option subjects**

Art, Craft and Design, Business, Computer Science, Design and Technology, Drama, Food Preparation and Nutrition, Geography, History, Hospitality and Catering, Music, Physical Education, Textile Design.

*In total, you will be able to gain either 9 or 10 GCSEs.*

#### **The Process**

The Year 9 Parents' Consultation evening will take place on **Thursday, 30th January from 3.30pm**. This will be followed by the Guided Curriculum Choices Evening on **Thursday, 13th February** from 5.30pm. These evenings are opportunities for students and parents to gather the necessary information to assist you in making sensible options for GCSE. By these dates you will have had a chance to examine the Guided Curriculum Choices Booklet at your leisure.



Jeremiah 29:11

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.”

Following further discussion (which you are bound to have after these events), we will ask that you finalise your choices by **3.10pm on Friday 28th February**. More details will follow about how to do this.

### **GCSE Curriculum Choices and Careers**

We would not expect you to be too concerned with careers at the moment as you are lacking in experience and still developing. It is normal for Year 9 students' minds to change often and it is not advisable to be set on a particular path at this age. This is why we endorse following a broad-ranging set of academic subjects and to be guided in that final choice by what you are good at and what you enjoy.

### **IMPORTANT NOTES FOR CHOOSING OPTIONS**

- These are two-year courses and no student will be allowed to change options once the course has begun, unless in very exceptional circumstances. For this reason, it is essential to study all available information carefully.
- We will try to give the student the subjects of their choice but in some rare cases it may be necessary to alter these.

My final word to you is about *systems and habits for success*. Get your systems right now. Get into good habits, in terms of sleep, diet, reading, exercise and homework. We will be supporting you throughout Year 9 and into your GCSE courses, to identify the sensible and achievable routines that underpin examination success. Our most successful students in Year 11 are those who followed our advice. For example, limiting your use of social media and gaming may seem like a sacrifice at the moment; however I can assure you that no-one will look back on these years and say 'I wish I'd spent more time on Instagram'! My vision is for you to have no regrets. Work with us and with your parents to put systems and routines in place that prioritise what is really important. If you do, it will pay dividends over the next two years and beyond.

Finally, I hope you enjoy this process and are able to find out more about the options on offer. Together we can arrive at the right course of study for you in Key Stage 4.

Yours sincerely

**Andy Scott-Evans**  
**Headteacher**





# CHOOSING YOUR SUBJECTS

The selection of optional subjects at KS4 (Year 10—11) is one of the most important moments in your secondary education. This booklet is designed to assist you by explaining the background of each subject and provide a reference for the requirements of each course.

Becket Keys offers a broad and balanced curriculum. Student will study seven compulsory core subjects.

- ◆ **ENGLISH LANGUAGE**
- ◆ **ENGLISH LITERATURE**
- ◆ **MATHEMATICS**
- ◆ **SCIENCE:** Either: Triple Science (three GCSE grades), or Combined Science Trilogy (two GCSE grades) in Biology, Chemistry and Physics
- ◆ **RELIGION & PHILOSOPHY**
- ◆ **SPANISH OR MANDARIN**
- ◆ **GEOGRAPHY OR HISTORY**

Students will also study Physical Education and Personal, Social, Health & Economic Education (PSHEE). These will not result in a qualification but are a vital part of our curriculum.

## ADDITIONAL COURSES

In addition to the core subjects, students will be asked to select **one** other subject choice that will be studied for two years and examined at

the end of the course, in the summer of 2024. Further information regarding these choice subjects are contained within this booklet.

## How does the grading system work?

The government has introduced a programme of GCSE reform and all GCSEs undertaken at Becket Keys will follow this new format.

There are no longer tiered exam papers except in Mathematics, Science and Modern Foreign Languages. The grade scale for these new GCSEs now range from 9 to 1, with 9 being the highest and will apply to all GCSE qualifications.

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	
U	U



**BECKET KEYS**  
CHURCH OF ENGLAND SCHOOL



# THE ENGLISH BACCALAUREATE QUALIFICATION (EBACC)

We want to offer a curriculum that will best prepare our students for life beyond school.

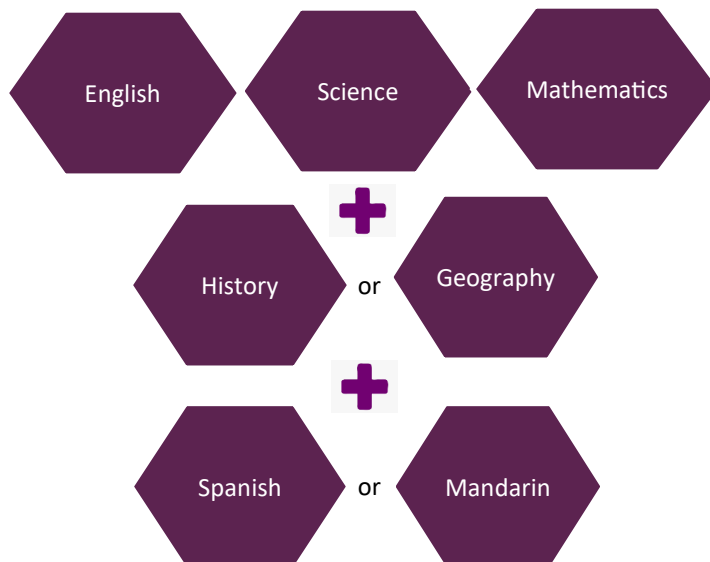


**THE RUSSELL GROUP**

We also aim to enable as many students as possible to ultimately gain places at Russell Group Universities; therefore, we expect that all students will choose EBacc subjects. The English Baccalaureate is a set of traditional academic subjects that gives students a range of skills for the future and which show breath of learning. Increasingly universities look favourably on someone who has this scope of knowledge as it provides a firm foundation for students' future success.

Our options process enables students to achieve the English Baccalaureate. They must gain a grade 4 or above in the following subjects:

- ◆ ENGLISH
- ◆ MATHEMATICS
- ◆ SCIENCE
- ◆ HISTORY OR GEOGRAPHY
- ◆ MODERN FOREIGN LANGUAGE (Spanish or Mandarin)



\*Religion and Philosophy, along with another subject choice will be required.

*'The way you do anything, is the way you do everything'*

Andy Scott-Evans



**BECKET KEYS**  
CHURCH OF ENGLAND SCHOOL

Whilst choosing your GCSE subject options, you should also think about the entry requirements for each A-Level course at Becket Keys that you may want to study in the future. **All students need to achieve 8 GCSE's from grade 4-9 including a 5 in Maths and English Language**

Biology	Grade 6 in biology or a Grade 7-7 in double science & Grade 6 in mathematics
Business Studies	Grade 6 in mathematics and Grade 5 in English language. Business and economics cannot be taken together
Chemistry	Grade 6 in chemistry or a Grade 7-7 in double science & Grade 6 in mathematics
Computer Science	Grade 6 at mathematics and computer science. If not taking computer science must pass a computer science entrance exam
Design Technology: Product Design	Grade 5 in mathematics and Design & Technology. Students with a Grade 5 in Art will be considered on an individual basis.
Drama & Theatre	Grade 6 in Drama and a Grade 5 in either English language or English literature
Economics	Grade 6 in mathematics, Grade 5 in English language and Grade 5 in geography, history or religion and philosophy. You cannot take economics and business
English Literature	Grade 6 in both English language and English literature
Fine Art	Grade 5 in Art
Food Science and Nutrition	You must meet the overall entry requirements to join the Sixth Form and have achieved a good grade in either food preparation and nutrition or hospitality and catering. A Grade 5 in biology and one other science subject or Grade 6 double science will be considered
Further Mathematics	Grade 8 in mathematics – you must be taking A Level mathematics
Geography	Grade 6 in geography or Grade 7 in history or religion and philosophy and Grade 5 in English language
History	Grade 6 in history or a Grade 7 in religion and philosophy and a Grade 6 in English language or English literature
Mathematics	Grade 7 in mathematics
Mandarin	Grade 7 in Mandarin and Grade 6 in English language. Currently under review, may increase to Grade 7
Media	Grade 5 in both English language and English literature
Music	Grade 6 in Music or grade 5 in ABRSM. Students will be expected to reach at least Grade 6 performance standard by the second year of their final recital. Ideally students should have completed grade 4 ABRSM theory at the start of the course
Physical Education	Grade 6 in PE
Physics	Grade 6 in physics or a Grade 7-7 in double science and a Grade 6 in mathematics
Politics	Grade 6 in English language or literature and a Grade 6 in history, geography or religion and philosophy
Psychology	Grade 5 in any two single sciences or Grade 6-5 in double science, Grade 5 in mathematics and Grade 5 in either English language or literature.
Religion and Philosophy	Grade 6 in Religion and Philosophy (where RP is not offered a Grade 7 in history or geography will be accepted) and Grade 6 in either English Language or English Literature
Sociology	Grade 6 in either English language or literature and a Grade 6 in a humanities subject
Spanish	Grade 6 in Spanish and Grade 6 in English Language
Textiles	Grade 5 in Textiles



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# CORE - ENGLISH LANGUAGE

Examination Board: Edexcel

Syllabus Number: 1ENO

## WHAT WILL YOU LEARN IN YEARS 10 AND 11?

The course will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. English Language and Literature will be studied concurrently throughout Years 10 and 11, with terminal examinations in both subjects towards the end of Year 11. There are no tiered entries for either Language or Literature. There are three assessed elements:

1. Fiction and Imaginative Writing
2. Non-Fiction and Transactional Writing
3. Spoken Language Endorsement.

Students must complete all three assessments for the award of the GCSE in English Language.

### Assessments

Students will be exposed to a range of texts similar to the unseen ones that they will come across in the examinations throughout the course. They will also develop their writing skills to prepare them for the style of these questions in the examinations.

## PAPER 1: FICTION AND IMAGINATIVE WRITING

### What is assessed

#### Section A: Reading

Students will read a single source of approximately 650 words drawn from 19th century fiction in order to consider how the writer uses narrative and descriptive techniques to capture the interest of readers. Words which cannot be accessed by most students will be glossed and the definitions will be at the bottom of the extract. The source will focus on one or more of these aspects: openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character developments, atmospheric descriptions and other appropriate narrative and descriptive devices. Students will answer four questions, beginning with short recall responses and culminating in more extended responses on various aspects of the text. Students will be assessed on their ability to identify and interpret information, to analyse language and structure, to comment on a writer's ideas and perspectives and to evaluate texts critically whilst supporting with textual references.

#### Section B: Writing

Students will have a choice of two creative writing tasks linked to the theme of the 19th century fiction source. They can either respond to a straightforward written task or respond to a task which is linked to some images. Marks will be awarded for originality, use of descriptive techniques, structuring, use of vocabulary and sentence structures and technical accuracy.

### How it is assessed

- Written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE







## Paper 2: NON-FICTION AND TRANSACTIONAL WRITING

### What is assessed

#### Section A: Reading

Students will read two sources of up to 1,000 words in total. These texts will be from the 20th and 21st century; one will be a non-fiction text and the other a literary non-fiction text. The choice of genre for the sources might include high quality journalism, articles, reports, essays, travel writing, letters, diaries, autobiography or biography. There will be three questions on each of the two texts, with the third on each being a longer exploration, and a seventh question in which students need to make comparisons of the two texts. Students will be assessed on their ability to identify explicit information, to comment on writers' use of language and to be able to compare writers' viewpoints and perspectives.

#### Section B: Writing

Students will have a choice of two transactional writing tasks linked to the theme of the reading sources. Marks will be awarded for originality, fulfilment of purpose, awareness of audience, structuring, use of vocabulary and sentence structures and technical accuracy.

### How it is assessed

- Written exam: 2 hours and 5 minutes
- 96 marks
- 60% of GCSE

## NON-EXAMINATION ASSESSMENT: SPOKEN LANGUAGE

### What is assessed

The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:

- Giving a presentation in a formal context
- Responding appropriately to questions
- Using Standard English

Students will base their presentations on a theme or topic chosen by their teacher. Students will need to respond to questions and feedback from the audience.

### How it is assessed

- Teacher set throughout the course
- Marked by the teacher
- Separate endorsement (0% weighting of GCSE)

### Where could GCSE English lead?

6 Degree courses with English	6 Careers with English
1. English Language and Literature	1. Copywriter
2. English and Modern Languages	2. Lawyer
3. Journalism	3. Journalist
4. Linguistics	4. Marketing/Advertising
5. Politics, Philosophy and Economics	5. Novelist/Poet/Songwriter
6. Sociology, Psychology	6. Public Relations



# CORE - ENGLISH LITERATURE

Examination Board: Edexcel

Syllabus Number: 1ET0

## WHAT WILL YOU LEARN IN YEARS 10 AND 11?

The course takes a skills-based approach to the study of English Literature. It offers excellent preparation for A-level English Literature, as well as giving students a grounding in a wide variety of literature that will enrich them for life.

### Assessments

All assessments are closed book, which means that students will not be able to take copies of the set texts with them into the exam. Extracts of parts of the texts will be reproduced within the exam papers. In studying the set texts, students will have the opportunity to develop their reading comprehension and critical reading skills. Written responses to literature should be clear and coherent with accurate use of Standard English.

## PAPER 1: SHAKESPEARE AND POST-1914 LITERATURE

### What is assessed

**Section A - Shakespeare:** Students will be required to answer two questions on a set text. The first will be on an extract printed in the exam paper and the focus of this will be on Shakespeare's use of form, structure and language within the extract. The second will require the students to refer to the text as a whole. This question may be in relation to character or theme and will also require the application of appropriate knowledge of social and historical context.

**Section B - Post-1914 Literature:** Students will be required to answer one question on a set text in which they refer to the text as a whole. This question may be in relation to character or theme and will also require the application of appropriate knowledge of social and historical context.

### How it is assessed

- Written paper: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

## PAPER 2: 19TH CENTURY NOVEL AND POETRY SINCE 1789

### What is assessed

**Section A - 19th century Novel:** Students will be required to answer two questions on a set text. The first will be on an extract printed in the exam paper and the focus of this will be on the writer's use of form, structure and language within the extract. The second will require the students to refer to the text as a whole. This question may be in relation to character or theme.

**Section B - Poetry:** Students will be required to answer two questions. The first of these will be on a given poem from the set anthology and this will be published in the examination paper. They will be required to compare this to another poem from the set anthology, however, this will not be printed in the examination paper. Students will be required to compare the writers' use of form, structure and language, as well as the influence of the contexts in which the poems were written. The second question will require comparison of two unseen poems that will be printed in the examination paper. Students will be required to compare the writers' use of form, structure and language.

### How it is assessed

- Written paper: 2 hour 15 minutes
- 80 marks
- 50% of GCSE





# CORE - MATHEMATICS

Examination Board: Edexcel

Syllabus Number: 1MA1

## WHAT WILL YOU LEARN IN YEARS 10 AND 11?

Mathematics equips students with uniquely powerful ways to describe and analyse 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 to national prosperity in providing tools for understanding science, engineering, technology and economics.

GCSE Mathematics is split into 6 mathematical concepts:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

There is no controlled assessment, with three written examination papers that will be sat at the end of Year 11, each worth a third of the final grade. One will be a non-calculator paper and the other two are calculator papers. Each paper will last 1 hour 30 minutes. There are two tiers of entry: Higher in which students can obtain grades 4 to 9 or Foundation in which students can obtain grades 1 to 5. (The new grading system replacing A\* - G, where 9 is highest and 1 is lowest).

## Where could GCSE Mathematics lead?

- 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

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

6 Degree courses with Mathematics	6 Careers with Mathematics
1. Pure Mathematics	1. Chartered Accountant
2. Statistics	2. Computer Games designer
3. Logic and Computation	3. Engineer
4. Actual Science	4. Meteorologist
5. Artificial intelligence	5. Statistician
6. Finance	6. Systems Developer





## CORE - SCIENCE

### BIOLOGY, CHEMISTRY, PHYSICS

Examination Board: AQA

Syllabus Number: Biology 8461,  
Chemistry 8462, Physics 8463  
Combined Science Trilogy 8464

### WHAT WILL YOU LEARN IN YEARS 10 AND 11?

Students study biology, chemistry and physics in greater depth, achieving individual GCSE grades for each. All of the following Science qualifications are linear. Linear means that students will sit all of their exams at the end of the two year course. Furthermore there is no coursework element to the course, all assessments are exam based. Compulsory practical activities are taught alongside content and assessed in the terminal exams.

Universal skills in mathematics, literacy and working scientifically are integrated into our teaching. Working scientifically is the sum of all the activities that scientists do and involves a full understanding of the scientific process. Mathematical skills required include but are not limited to arithmetic, data handling and algebraic manipulation.

#### GCSE BIOLOGY

**GCSE biology 8461** gives students the chance to gain a good understanding of Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, Variation, Evolution and Ecology.

The specification is based on a series of topics related to the living world which are relevant to students. It is designed to help them understand how science can be used to explain the world in which they live and the impact humans have.

GCSE biology assessments are split into two 1 hour 45 minute papers equally weighted to the overall GCSE and each worth 100 marks. The question types include multiple choice, structured, closed short answer and open response.

#### GCSE CHEMISTRY

**GCSE Chemistry 8462** gives students the opportunity to gain a good understanding of Atomic structure, Bonding and structure, Quantitative chemistry, Chemical changes, Energy changes, Rate of reaction and equilibria, Organic Chemistry, Chemical Analysis and Chemistry of the atmosphere.

The specification is designed to help students understand how to formulate a scientific approach to understanding and explaining the world and solving problems. It is designed to help students to understand the vital role of chemistry in our every day lives and the impact of the use of the Earth's limited resources.

GCSE chemistry assessments are split into two 1 hour 45 minute papers equally weighted to the overall GCSE and each worth 100 marks. The question types include multiple choice, structured, closed short answer and open response.

#### GCSE PHYSICS

**GCSE physics 8463** offers students the chance to gain a good understanding of Forces, Energy, Waves, Electricity, Magnetism, Particle theory, Atomic structure and Space Physics.

The specification is designed to give students the tools and concepts they need to be able to ask and answer questions about the fundamental laws that govern natural phenomena. They are likely to be engaged by the aspects of the specification that they can relate to their everyday life such as the efficiency of electrical appliances and braking distances as well as larger concepts like nuclear fission and fusion and evidence of the Big Bang.

GCSE physics assessments are split into two 1 hour 45 minute papers equally weighted to the overall GCSE and each worth 100 marks. The question types include multiple choice, structured, closed short answer and open response.

## At Becket Keys

Biology, chemistry and physics forms part of AQA's flexible suite of GCSE Science exams which offer teachers a variety of possibilities and combinations to help students achieve to the best of their abilities. At Becket Keys we have constructed a curriculum that will allow all students to access and achieve a triple GCSE in Science. Due to the terminal nature of the examination structure, we can review the progress of students and, if appropriate, enable an alternative pathway known as Combined Science: Trilogy (8464), if required at the end of Year 10; this is a decision taken by the teacher, and will result in two GCSE qualifications.

GCSE Combined Science: Trilogy covers all the material of the separate Sciences but to a lesser extent. Likewise there are two exams for each Science but they are only 1 hour 15 minutes in length and use the same style of questions. Each Paper is worth 16.7% and is made up of 70 marks.

## Where could GCSE Science lead?

6 Degree courses with Science	6 Careers with Science
1. Aeronautical Engineering	1. Doctor
2. Chemical Engineering	2. Engineer
3. Chemistry/Physics/Biology	3. Forensic Scene Investigator
4. Environmental Science	4. Finance
5. Medicine	5. Pharmacist
6. Natural Sciences	6. Scientific Researcher





# RELIGION & PHILOSOPHY

Examination Board: AQA

Syllabus Number: 8062

## WHAT WILL YOU LEARN IN YEARS 10 AND 11?

All students study a full GCSE in Religion and Philosophy.

Religion and Philosophy is a thought provoking subject that encourages students to communicate effectively, enquire about religious beliefs and teachings and evaluate their opinions. Religious practices and teachings are distinctly evident in the world around us. Religion and Philosophy therefore provides every student with the skills to understand contrasting views and to articulate their own views.

Religion and Philosophy helps to develop students with key transferable skills that are useful for future study in 6th form, university and in their chosen career. This includes analytical thinking skills, research skills, critical judgement, exploring abstract ideas, recognising and interpreting values, appreciating diversity and analysing religious experiences.

The GCSE syllabus comprises of 2 components with several topics within them.

### Component 1: The study of religions: beliefs, teachings and practices

#### 1. Christianity:

- Beliefs and teachings - students will explore and analyse concepts such as, the nature of God, creation, beliefs about the afterlife and their importance, Jesus Christ and salvation.
- Practices - students will analyse worship and festivals, baptism and the celebrations of Christmas and Easter.
- The role of the church in the local and worldwide community - students will study the work of food banks and street pastors.
- The importance of the worldwide church - students will explore the idea of reconciliation and how Christian churches respond to persecution.

#### 2. Islam:

- Beliefs and teachings - students will study the six articles of faith in Sunni Islam and five roots of 'Usul ad-Din in Shi'a Islam, The Oneness of God, The nature of God and Prophethood. They will also study the authority of the Qur'an: revelation and authority, the Torah, the Psalms, the Gospel and the Scrolls of Abraham.
- Practices - They will explore the Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam, Jihad: the meaning and significance of greater and lesser jihad, Festivals and commemorations.

### Component 2: Thematic studies: Religious, Philosophical, ethical and textual studies

- Religion and Life - students will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world, such as abortion, euthanasia and the origins of human life.
- The existence of God - students will study philosophical arguments for and against the existence of God, such as: The Design; The First Cause argument; The argument from miracles; Evil and suffering as an argument against the existence of God and arguments based on science against the existence of God.
- Religion, peace and conflict - Student will study religion and belief as a cause of war and violence in the contemporary world.
- Religion, crime and punishment - students will analyse religious teachings, beliefs and attitudes surrounding good and evil actions and good and evil people. We will focus on crime; including poverty, upbringing, mental illness and addiction.

### Where could GCSE Religion & Philosophy lead?

6 Degree courses with Religion & Philosophy	6 Careers with Religion & Philosophy
1. Theology/Philosophy	1. Central or Local Government
2. Sociology	2. The legal field
3. Anthropology	3. Youth/Social work
4. Biblical studies/Divinity	4. Journalism
5. History	5. Business Management
6. Law	6. Ministry/Charity work



### What will you learn in Years 10 and 11?

The significance of China and Chinese-speaking people in today’s world is arguably greater than ever before. China features strongly on the world stage as an emerging market, but behind the economy are vibrant people, a rich and ancient culture, and a fascinating language.

This exciting and challenging course will continue to be a part of MEP. Students are targeted to take HSK Level 3 at the end of Year 10 and GCSE in Mandarin at the end of Year 11. HSK - *Hanyu Shuiping Kaoshi*, translated as the *Chinese Proficiency Test*, is the standardized test of Standard Chinese language proficiency of Mainland China for non-native speakers such as foreign students and overseas Chinese.

The GCSE course will offer students the opportunity to explore China and the Chinese way of life as well as the language itself. It 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 three key themes:

Theme 1: Identity and culture

Theme 2: Local, national and global areas of interest

Theme 3: Current and future study and employment

All these will be studied in the context of the students’ home country and that of countries and communities where Mandarin is spoken.

### Assessment

**HSK 3** Listening, reading, and writing – Final examination paper sat in June of Year 10

**GCSE Paper 1** Listening (25%) – Final examination paper sat in May/June of Year 11

**GCSE Paper 2** Speaking (25%) - Final examination paper sat in April/May of Year 11

**GCSE Paper 3** Reading (25%) – Final examination paper sat in May/June of Year 11

**GCSE Paper 4** Writing (25%) – Final examination paper sat in May/June of Year 11



### Where could GCSE Mandarin lead?

The possibilities are endless and the sky really is the limit! Mandarin is an excellent choice of subject in its own right, with the strength of China’s economy; Mandarin would also provide valuable skills for the future careers in business, education, the sciences, diplomacy and more. HSK 3 is a wonderful additional qualification to showcase your language skill. Both HSK 3 and GCSE Mandarin would be highlights on your resume.

6 Degree courses with Mandarin	6 Careers with Mandarin
1. Chinese combined with Economics	1. International Business
2. Chinese combined with Law	2. Journalism and Diplomatic Work
3. Chinese studies and management	3. International Finance and Commerce
4. Music and Chinese Studies	4. Translation and Interpreting
5. Chinese combined with International Relations	5. Travel and Tourism
6. Chinese Study	6. Law



# SPANISH

Examination Board: Edexcel

Syllabus Number: 1SP0

## What will you learn in Years 10 and 11?

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 400 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.

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 you are on holiday in Valencia, 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 through literature and cultural exploration.

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 six key themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

All these will be studied in the context of the students' home country and that of countries and communities where Spanish is spoken.

## Assessment

With the new GCSE specifications, all four key skills are purely exam-based.

This means that students are required to show that they spontaneously produce language accurately and effectively.

Paper 1 Speaking (25%) – final examination paper sat April/May of Year 11

Paper 2 Listening and understanding (25%) – final examination paper sat May/June of Year 11

Paper 3 Reading and understanding (25%) – final examination paper sat May/June of Year 11

Paper 4 Writing (25%) – final examination paper sat May/June of Year 11

## Skill Requirements

Students opting to study Spanish at GCSE level will be focusing on the development of all four language skills, as well as mastering grammar and linguistic features. Language will be accessed through a variety of authentic written, literary and spoken sources, and the additional skill of translation will also need to be refined. Students should be able to express and justify their own opinions, building on the fluency and spontaneity developed at Key Stage 3.

## 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.

6 Degree courses with Spanish	6 Careers with Spanish
1. Business Management and Spanish	1. Central Government
2. Accounting with Spanish	2. Engineering
3. Law with Spanish	3. Interpreting
4. Economics with Spanish	4. Law
5. Hispano-American Culture	5. Translation
6. History and Spanish	6. Travel and Tourism





Examination Board: AQA

Syllabus Number: 8035

# GEOGRAPHY

## What will you learn in Years 10 and 11?

The GCSE Geography course is designed to enhance the students understanding and appreciation of the complex and dynamic world in which we live. It is an investigative course that looks at both our physical and human world. It will involve students gaining an understanding of matters that concern people, places and environments. Much of what we see and do in our lives involves geography. This course is the next step into unlocking the secrets of this beautiful, fragile planet and become involved in preserving it for the future.

As well as being interesting and a relevant subject in its own right, geography is also a flexible subject. It allows students to keep their options open, by having strong links with both 'arts' and 'science' based subjects. It also equips them with many 'life skills' such as researching, data processing, report writing, decision making and problem solving.

A range of topics are studied from:

**Unit 1 Living With The Physical Environment** - The Challenge of Natural Hazards, Physical Landscapes in the UK, The Living World, Geographical Skills

**Unit 2 Challenges In The Human Environment** - Urban Issues and Challenges, The Changing Economic World, The Challenges Of Resource Management, Geographical Skills

**Unit 3 Geographical Applications** - Students will be able to carry out fieldwork investigations that will involve out of school activities during Year 11. Fieldwork will be run by the Field Studies Council who are renowned for their expertise in outdoor education. Students will have the opportunity to learn fieldwork skills and investigate both physical and human geographical aspects of our environment.

An essential part of the course is a compulsory multi-night residential field trip that in the past has been to Swage and the Jurassic Coast, which has previously cost over £400. Parents and students should carefully consider and discuss this before making an application to study GCSE Geography. If you do not feel that this is something that you or your child would be able to commit to, then please carefully consider your options.

## Assessment

**Unit 1 Physical Geography** written paper: 1 hour30 (88 marks/35 % of the total marks)

**Unit 2 Human Geography** written paper: 1 hour30 (88 marks/35% of the total marks)

**Unit 3 Local Fieldwork Investigation** Students complete a fieldwork investigation and then a 1 hour 15 minute written paper based on fieldwork techniques (76 marks/30% of the total marks)

## Where could GCSE Geography lead?

The GCSE level course offered at Becket Keys is both contemporary and up-to-date and maintains a balanced and in-depth coverage of both physical and human geography, relevant to a wide range of careers and further education. The skills developed throughout this course include oral and written communication, interpretation of data, the use of ICT and GIS, social and environmental awareness, problem solving and the ability to work as an individual or as part of a team. These transferable skills which geography fosters are an asset to employers.

As well as being highly valued by employers worldwide, geography will help students to be more aware of the everyday life and problems of the people who live around them, 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

6 Degree courses with Geography	6 Careers with Geography
1. Geography	1. Lawyer
2. Business	2. Civil Engineer
3. Engineering	3. Environmental Consultant
4. Environmental Science	4. Oceanographer
5. Oceanography	5. Travel Photographer
6. Travel and Tourism	6. Journalism



# HISTORY

Examination Board: Edexcel

Syllabus Number: 1HI0

## What will you learn in Years 10 and 11?

In order to truly value and recognise our place in the world, it is essential to look at where we have come from. Understanding the past is key if you are to take a role in shaping the future. Studying History enables us to understand other people and societies. It helps us appreciate different cultures and the changes occurring in society. Importantly, the knowledge gained and skills developed will help students understand the present and also provide them with the foundations for their future role as responsible citizens and enthused historians. The Becket Keys History team is committed to providing an engaging History curriculum and experience for our students.

The present government has placed great value on the subject of History. This is a clear message that has been sent to employers and colleges. History GCSE is to be seen as the Gold Standard of Achievement for 16 year olds. Therefore, many institutions and employers will be looking for this qualification to assess whether they want you or not.

### Paper 1: Medicine through time, c1250–present

This paper comprises two linked parts:

- Medicine in Britain, c1250–present (thematic study)
- The British sector of the Western Front, 1914–18: injuries, treatment and the trenches (historic environment)

### Paper 2: Early Elizabethan England 1558-1588 (British Depth Study)

and

Superpower relations and the Cold War, 1941–91 (Period study)

### Paper 3: (Modern depth study): Weimar and Nazi Germany, 1918–39

## Assessment

**Paper 1:** written examination - 1 hour 20 mins (52 marks/30% of the total mark)

**Paper 2:** written examination - 1 hour 45 mins (64 marks/40% of the total mark)

**Paper 3:** written examination - 1 hour 30 mins (52 marks/30% of the total mark)

*'History will be kind to me for I intend to write it'*

Winston Churchill

## Where could GCSE History lead?

Studying History opens more doors than it closes. Although traditionally academic and able to 'stand-alone', History is a subject that complements a wide range of other subjects. Consequently, studying it at GCSE and A-level is highly thought of by Russell Group Universities and employers alike when considering candidates for a wide range of degree courses and employment opportunities.

6 Degree courses with History	6 Careers with History
1. Archaeology	1. Armed & Intelligence services
2. History and English Literature	2. Archaeology
3. History and French	3. Civil Service
4. LLB Law and History	4. Law
5. Modern History and Politics	5. Journalism
6. War Studies and History	6. Politics



Examination Board: AQA

Syllabus Number: 8201

## OPTION: FINE ART

### WHY CHOOSE GCSE FINE ART?

Art is a central part of the curriculum at Becket Keys, giving students every opportunity to explore their creativity using a wide range of media. This exciting GCSE in Fine Art is a diverse course which will explore a range of disciplines such as painting, drawing, printmaking, photography, sculpture and mixed media. 'Creativity' is the second most sought after skill from employers and this course develops the lifelong skills needed to enhance this. You will be encouraged to take creative risks: to develop technical knowledge: to questions artists' intentions: to develop skills as an independent learner. You will be taken on visits to local and national galleries, to experience artwork first hand and gain an insight into the works and their meanings.

We follow the AQA specification which provides students with a range of options with a broad course in Art and Design and six specialist endorsements

- Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products.
- Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.
- Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills.
- Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.
- Develop knowledge and understanding of fine art in historical and contemporary contexts, societies and cultures.
- Develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries.
- Develop an awareness of the purposes, intentions and functions of fine art in a variety of contexts and as appropriate to students' own work. Demonstrate safe working practices in art, craft and design.

### What will you learn in Years 10 and 11?

GCSE Fine Art 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 – 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 related courses such as A-level Art and enhanced vocational and career pathways.



### Assessment

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

**Component 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 Staff at Becket Keys and moderated by AQA.

### Where could GCSE Fine Art lead?

There are jobs to do with art and design in many industries, whether you actually want a career as an artist or designer yourself or would prefer to look after works by important artists or help others appreciate art.

Art careers come in all shapes and sizes. There are art industry jobs creating original works, selling and promoting them, and displaying them to the public in museums and galleries. There are jobs teaching others about art and jobs helping people to express themselves through art.

There are also lots of art related jobs outside the world of art. Artistic vision and design skills are needed in areas such as architecture, fashion, media, film and theatre.

Whether you love photography, graphic design, painting or any other art-related speciality, career options are limited only by your imagination. Art education propels people towards creative and unexpected destinations – many of which have not even been discovered yet.

For more career options and information please view this webpage:

<https://www.studentartguide.com/articles/art-careers-list>

6 Degree courses with Art, Craft and Design	6 Careers with Art, Craft and Design
1. Art History	1. Art Historian
2. Conservation and Restoration	2. Art Restorer
3. Fine Art	3. Curator
4. Illustration	4. Fine Artist
5. Museum and Gallery Studies	5. Illustrator
6. Printmaking	6. Interior Designer





Examination Board: Edexcel

Syllabus Number: 1BS01

# OPTION: BUSINESS

## Why choose GCSE business?

If you enjoy:

- Communicating and explaining ideas
- Thinking creatively and making decisions
- Working with numbers to solve business problems
- Learning about the world of business through real and relevant local and international brands

then the GCSE Business course is the right subject for you.

It doesn't matter if you haven't studied business prior to taking this course. You might have an interest in business and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur. This course will help you to understand all this and more!

## What will you learn in years 10 & 11?

Our specification is structured into two themes, taking students from how entrepreneurs start businesses in year 10 (Theme 1) through to growing and global businesses in year 11 (Theme 2). There are two equally weighted exam papers, focusing on each specification theme.

**Theme 1** concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

**Theme 2** examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

## How will I be assessed?

The qualification will be assessed in two equally weighted exam papers. There is no coursework.

Paper 1 - Theme 1: Investigating smallbusiness	Paper 2 - Theme 2: Building a business
Written exam: 105 minutes, 90 marks	Written exam: 105 minutes, 90 marks
50% of the total GCSE	50% of the total GCSE
Multiple choice, calculation, short-answer and extended-writing questions	Multiple choice, calculation, short-answer and extended-writing questions
There are three sections in the paper.	There are three sections in the paper.
Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.	Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.
Sections B and C are based on real life, relevant business contexts and examples.	Sections B and C are based on real life, relevant business contexts and examples.



## OPTION: BUSINESS

Examination Board: Edexcel

Syllabus Number: 1BS01

### What can I do after I've completed the course?

After this qualification you'll understand the world of business and have developed skills in:

- ▶ making decisions and developing persuasive arguments
- ▶ creative and practical problem solving
- ▶ understanding data, finance and communication.

It's also a great step preparing you for further and higher education such as A levels and BTEC courses. A GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.

#### Where could GCSE Business lead?

##### 6-degree courses with Business

- Banking and Finance
- Marketing
- Management
- Human Resources
- Operations
- Economics

##### 6 careers with Business

- Entrepreneur
- Accounting and Auditors
- Management Analysts
- HR
- Consultancy
- Advertising (Marketing)



Examination Board: OCR

Syllabus Number: J277

## OPTION: COMPUTER SCIENCE

### WHY CHOOSE GCSE COMPUTER SCIENCE?

The GCSE Computer Science course gets students working with real-world, practical programming techniques that gives them a good understanding of what makes technology work. Developed collaboratively with teachers, industry and the wider computer science community, the GCSE has built-in progression to further studies and is recognised as developing the skills that employers value.

### What will you learn in Years 10 and 11?

GCSE Computer Science will encourage students to: understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation; analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs; think creatively, innovatively, analytically, logically and critically; understand the components that make up digital systems, and how they communicate with one another and with other systems; understand the impacts of digital technology to the individual and to wider society and apply mathematical skills relevant to Computer Science.

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

**Assessment**—The qualification is split into two components:

**Computer systems (01)** - 50% of total GCSE , Written paper (no calculators allowed), 80 marks; 1 hour and 30 minutes

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

**Computational thinking, algorithms and programming (02)** - 50% of total GCSE, Written paper (no calculators allowed), 80 marks; 1 hour and 30 minutes

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

### What will it give me?

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. Businesses today require an ever-increasing number of technologically-aware individuals. This demand is greater in the gaming, mobile and web related industries and this specification has been designed with this in mind.

6 Degree courses with Computer Science	6 Careers with Computer Science
1. Computer Science	1. Web/App/Software Developer
2. Engineering	2. Cyber Security Analyst
3. Digital Marketing/Data Science	3. Game Designer/Developer
4. Software Engineering	4. Artificial Intelligence
5. Website Development	5. Data Analyst/Big data/ Data Science
6. Computer Game Designer/Developer	6. Computational Biology and Chemistry



# OPTION: DESIGN AND TECHNOLOGY

Examination Board: AQA

Syllabus Number: 8552

## WHY CHOOSE GCSE DESIGN AND TECHNOLOGY?

At Becket Keys Church of England School, KS3 Design and Technology is a fundamental part of the curriculum that enables students to work with a range of materials and create a variety of final pieces that will hopefully enthuse and motivate them from the start. This is the foundation for GCSE Design and Technology where students will develop this knowledge further. Students will have the opportunity to take the AQA Design and Technology course which encourages them to design and make products from start to finish where originality will be rewarded. Students will use a wide range of materials, and a variety of techniques to create something from nothing through an iterative design process.

### What will you learn in Years 10 and 11?

In Year 10, students will begin to study the theory knowledge needed for the exam, as well as the NEA section of the course, which are broken evenly down 50%/50%. This important and real world appropriate theory knowledge, will set the students up to not only be ready for their exam, but also be ready for the changes in the future of technology in the world we live in.

GCSE Design and Technology requires students to study core technical principles, specialist technical principles and designing and making principles. This covers a broad range of design processes, material techniques and equipment. They will also have the opportunity to develop their own drawing and designing skills using a range of new CAD / CAM processes.

At the end of Year 10, students will be given access to the three possible design contexts, released from the AQA, that they can base their NEA work around, and are encouraged to think about this in detail over the summer. Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world, but also give them the skills needed to work independently from start to finish on a project that they should be proud of.

### Assessment

**Assessment Paper 1:** Written exam: 2 hours, 100 marks, 50% of GCSE

**Section A** - Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding

**Section B** - Specialist technical principles (30 marks) Several short answer questions (2-5 marks) and one extended response to assess a more in depth knowledge of technical principles

**Section C** - Designing and making principles (50 marks) A mixture of short answer and extended response questions.



**Non-exam assessment (NEA):** 30-35 hours approximately, 100 marks, 50% of GCSE

A 20 page, A3 portfolio documenting research, client feedback, design generation and development, alongside a physical prototype that is fully tested and evaluated.



### Where could GCSE Design and Technology lead?

6 Degree courses with Product Design	6 Careers with Product Design
1. Product Design	1. Product Designer
2. Architecture	2. Architect
3. Engineering	3. Engineer
4. Graphic Design	4. Games Designer
5. Industrial Design	5. Graphic Designer
6. Set Design	6. Robotics Engineer





## OPTION: DRAMA

Examination Board: Edexcel

Syllabus Number: 1DR0

### WHY CHOOSE GCSE DRAMA?

The Drama GCSE course encourages students to develop a personal interest in why Drama matters, allowing students to study a broad and imaginative range of Drama works and styles. Throughout the course, students will develop their understanding and knowledge of both the practical and theoretical elements of the course, strengthening their awareness of the social, historical and cultural influences on drama texts and activities.



### 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: Devising (internally assessed and externally moderated: 40%)

This component deals with devising, which is an exciting and challenging opportunity to work collaboratively with others to explore a range of stimuli in order to create an original performance piece. Students will develop skills in group work, research and negotiation, while also developing creativity and performance skills.

Component Two: Performance from Text (externally assessed by visiting examiner: 20%)

This component deals with developing knowledge, understanding and skills in exploring and performing from a performance text. Students will interpret this text and rehearse and refine two key extracts, leading to a final performance. They will demonstrate and use a wide range of acting and/or design skills to communicate their interpretation in performance.

Component Three: Theatre Makers in Practice (written exam: 40%)

This component focuses on the work of theatre makers and the theatrical choices that are made by crucial members of the creative and production team in order to communicate ideas to an audience. Students will explore practically how a complete performance text might be interpreted and realised from 'page to stage'. This exploration will give students an insight into how texts may be brought to life for an audience and the creative roles within this process. Students will also analyse and evaluate their experience of a live theatre performance as informed members of the audience. They will develop skills to recognise the meaning created in the theatre space in order to communicate ideas to an audience. This will give them a more critical and varied approach to their own work as theatre makers.

### Extra-Curricular Expectations

In Year 10, GCSE Drama students will be expected to either take part in the school production or attend one of the Drama Extra-Curricular clubs during lunchtime or after school. As this expectation may well be impractical for some, students who are interested in GCSE Drama but feel unable to commit to either of these extra-curricular activities should speak to Mrs Barr *before* selecting Drama as an option. Due to the increasing pressure and workload of exams, this expectation will not extend to Year 11 students although they are more than welcome to continue their involvement should they so desire. All GCSE students should see as much live theatre as possible and are always welcome to attend the theatre trips that the school may organise.

### Where could GCSE Drama lead?

- The ability to develop problem solving skills.
- A useful capacity to reflect and evaluate on situations and feelings.
- The ability to develop interpersonal and communication skills.
- A hobby or a lifelong career path.
- An ability to confidently and engagingly communicate ideas.



### 6 Degree courses with Drama

1. Drama
2. Drama, Applied Theatre and Education
3. Performing Arts
4. Drama Theatre, Film and Television
5. Acting
6. Stage Management

### Future Career Plans

Drama can provide you with valuable experience for lots of future careers, not just the stage. This could include: Theatre (including stage management, directing and performing); Media and television including a useful starting point for writing and/or presenting; Speech therapy; Drama therapy; Physiotherapy; Nursing; Social work; A number of university courses; Teaching; Advertising; Business.

Studying drama can really provide you with great skills, while being fun at the same time. It can teach you essential techniques when dealing with people and could even prepare you for management positions in your chosen career.





# OPTION: FOOD PREPARATION AND NUTRITION

Examination Board: AQA

Syllabus Number: 8585

## WHY CHOOSE GCSE FOOD PREPARATION AND NUTRITION?

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

### What will you learn in Years 10 and 11?

Students will build on existing knowledge and skills from Key Stage 3, in preparation for the demands of the Non Exam Assessment tasks, whilst learning theory needed for the written paper taken at the end of year 11. This is integrated into five core topics: • Food, nutrition and health • Food science • Food safety • Food choice • Food provenance

### Assessment

**Exam Assessment** - 50% of GCSE

Written paper: 1 hour 45 mins, 100 marks

**Non Exam Assessment** - 50% of GCSE

### Task 1: Food Investigation

Students will undertake a practical investigation and write a report (1,500–2,000 words) to explain their understanding of the working characteristics, functional and chemical properties of ingredients.

### Task 2: Food Preparation Assessment

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Students will submit a written portfolio to demonstrate their knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

### Where could GCSE Food Preparation and Nutrition lead?

The food and drink sector is the UK's largest manufacturing sector, employing 400,000 people directly in the UK, and as many as 1.2 million in related food services. Food professionals work in many occupations including manufacturing, retailing, marketing, food service, universities and schools, government, research and development, quality assurance and food law enforcement. There is a shortage of qualified food scientists and technologists - one in five food scientist and food technologist vacancies in the UK are hard to fill. Further information on careers in the food industry can be found at <http://tastycareers.org.uk/>.

6 Degree courses with Food Preparation & Nutrition	6 Careers with Food Preparation & Nutrition
1. Food Technology BSc	1. Chef
2. Food Science BSc	2. Dietician / Nutritionist
3. Human Nutrition & Dietetics BSc	3. New Product Development Manager
4. Food Production and Marketing BSc	4. Quality Assurance / Technical Manager
5. Culinary Science BSc	5. Food Journalism / Photography
6. Food Sustainability and Management BSc	6. Environmental Health Officer



## OPTION: HOSPITALITY AND CATERING (LEVEL 1/2)

Examination Board: WJEC

Syllabus Number: 601/7703/2

### WHY CHOOSE LEVEL 1/2 AWARD IN HOSPITALITY AND CATERING?

This vocational award has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in the hospitality and catering sector. It provides students with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training. Students will develop independent learning, problem solving, and the skills of project based research, development and presentation.

#### What will you learn in Years 10 and 11?

Students will gain knowledge of the nutritional needs of a range of client groups in order to plan nutritional dishes for a menu. You will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes. Students will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success.

#### **Unit 1: Hospitality and Catering Industry (40%)**

This unit is externally assessed through a written examination which contributes 40% to the overall qualification grade.

**Duration:** 1 hour 20 minutes

**Number of marks:** 80

**Format:** short and extended answer questions based around applied situations. Learners will be required to use stimulus material to respond to questions.

#### **Unit 2: Hospitality and Catering in Action (60%)**

This unit is internally assessed through controlled assessment. The assessment contributes 60% to the overall qualification grade.

**Duration:** 12 hours

3 hours practical 9 hours' coursework

**Number of marks:** 120

**Format:** An assignment brief will be provided by WJEC, which will include a scenario and several tasks. The assignment brief will be set annually by WJEC and issued to centres in an assessment pack via the WJEC Secure Website.

**Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction**

#### Where could level 1/2 hospitality and catering lead?

The hospitality, leisure and tourism workforce is diverse with over 1.7 million workers in a range of careers, from chefs to croupiers, housekeepers to office administration, with a generous supply of management opportunities. From eco-hotels to wellbeing escapes, pop-up hotels to luxury brands, this is an ambitious industry that continues to adapt and innovate; and it's growing – in less than 20 years' time there will be almost 900,000 hotel rooms in the UK alone. Food service management companies are all around us, for example, grabbing a drink at a coffee shop; having lunch in the school bistro; buying some refreshments at a concert or stadium. For more information about careers in hospitality and catering visit <https://careerscope.uk.net/>.

6 Degree courses with Hospitality and Catering	6 Careers with Hospitality and catering
1. BA (Hons) Culinary Arts Management	1. Chef
2. BA (Hons) Hospitality and Business Management	2. Catering Manager
3. BA (Hons) Event Management	3. Event Organiser
4. BA (Hons) International Hospitality Management	4. Hotel Manager
5. BA (Hons) Hotel, Resort & Management	5. Restaurant Manager
6. Tourism Management	6. Sommelier



Examination Board: OCR

Syllabus Number: J536

## OPTION: MUSIC

### WHY CHOOSE GCSE MUSIC?

This GCSE course is taught over 2 years and is designed for students who have an interest in all aspects of music. Over the 2 year course there are 5 different areas of study.

#### AoS 1: My Music

This is a spotlight on the student's instrument. Students will perform and record a piece of their choice.

A second, 'group performance' in any genre is also recorded to make up the performance portfolio. The students will create a composition for their instrument. It can be on any instrument including voice.

#### AoS 2: The Concerto through time

This area of study looks at the historical genre of 'The Concerto' and its development from 1650 to 1910. Specific topics include:

- the Baroque Solo Concerto
- the Baroque Concerto Grosso
- the Classical Concerto
- the Romantic Concerto

#### AoS 3: Rhythms of the World

The students study the traditional rhythmic roots from four geographical regions of the world:

- India, Classical Indian Music and Punjabi Bhangra
- Eastern Mediterranean & Middle East, Greek, Palestinian and Israeli
- Africa, African drumming
- Central & South America (Calypso and Samba)

#### AoS 4: Film Music

The study of music composed specifically for a film

- Traditional Western Classical music that has been used within a film
- Music that has been composed as a soundtrack for a video game.



#### AoS 5: Conventions of Pop

- Learners should study a range of popular music from the 1950s to the present day, topics include:
- Rock 'n' Roll of the 1950s and 1960s
- Rock Anthems of the 1970s and 1980s
- Pop Ballads of the 1970s, 1980s and 1990s
- Solo Artists from 1990 to the present day.

#### Composition

There are 2 compositions as part of the coursework. The first is part of area of Study 1 (written for your chosen instrument), and the second is based on a set brief given by the exam board.

#### Listening Test

This will assess knowledge and understanding of the Music studied in AoS 2, 3, 4 and 5.

#### The final GCSE grade is made up of:

- Solo Performance - 15%
- Composition 1 - 15%
- Group Performance - 15%
- Composition 2 - 15%
- Listening exam - 40%

#### Where could GCSE Music lead?

6 Degree courses with Music	6 Careers with Music
1. Music	1. Music Management
2. Music Technology	2. Music Producer
3. Musical Management	3. Music Therapist
4. Music and Drama	4. Performer/Session Musician
5. Performing Arts	5. Songwriter
6. Sound Technology	6. Sound Engineer



## OPTION: PHYSICAL EDUCATION

Examination Board: AQA

Syllabus Number: 8582

### WHY CHOOSE GCSE PHYSICAL EDUCATION?

If you enjoy sport and wish to develop as a sportsperson

If you have enjoyed and experienced success in KS3 Physical Education

If you have an interest in the theoretical aspect to Physical Education

If you wish to study Physical Education or other related courses at A Level and/or university

If you desire to work within the sports industry in some capacity in the future

If you wish to develop key employability skills: leadership, teamwork and communication

### Aims and learning outcomes

GCSE Physical Education will equip learners with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. This will require them to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution which physical activity and sport make to health, fitness and well-being
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

### Assessment

#### Component 1: Physical factors affecting performance

- Externally assessed
- 30% of the total GCSE
- Overview of content:
  - ◊ Applied anatomy and physiology
  - ◊ Physical training
- Overview of assessment:
  - ◊ This unit is assessed through an externally set examination. The examination is 1 hour 15 minutes long
- The total raw mark available is 78

#### Component 2: Socio-cultural issues and sports psychology

- Externally assessed
- 30% of the total GCSE
- Overview of content:
  - ◊ Socio-cultural influences
  - ◊ Sports psychology
  - ◊ Health, fitness and well-being
- Overview of assessment:
  - ◊ This unit is assessed through an externally set examination. The examination is 1 hour 15 minutes long.
- The total raw mark available is 78





### Component 3: Performance in Physical Education

- Internally assessed by PE staff
- 40% of the total GCSE
- Overview of content:
  - ◊ Practical performance
    - ◆ Performance of three activities taken from the two approved lists\*.
    - ◆ one from the 'individual' list (10%)
    - ◆ one from the 'team' list (10%)
    - ◆ one other from either list (10%)
  - ◊ Evaluating and analysing performance (10%)
- Overview of assessment
  - ◊ This unit is assessed under controlled conditions.
  - ◊ This unit is externally moderated.

The total raw mark available is 100.

Team activities		Individual activities	
Association football	Lacrosse	Amateur boxing	Polybat
Badminton	Netball	Athletics	Rock climbing
Basketball	Powerchair football	Badminton	Sailing
Blind cricket	Rowing	Boccia	Sculling
Camogie	Rugby League	Canoeing	Skiing
Cricket	Rugby Union	Cycling	Snowboarding
Dance	Sailing	Dance	Squash
Figure skating	Sculling	Diving Platform diving	Swimming
Futsal	Squash	Equestrian	Table Tennis
Gaelic football	Table cricket	Figure skating	Tennis
Goal ball	Table tennis	Golf	Trampolining
Gymnastics	Tennis	Gymnastics	Windsurfing
Handball	Volleyball	Kayaking	
Hockey	Water Polo		
Hurling	Wheelchair basketball		
Ice Hockey	Wheelchair rugby		
Inline Roller Hockey			

### Where could GCSE Physical Education lead?

6 Degree courses with Physical Education	6 Careers with Physical Education
1. Sport and Exercise Science	1. Exercise Physiologist
2. Sports Technology	2. Sports Equipment Design
3. Sports Management	3. Sports Marketing
4. Sport and Social Science	4. Sports Development Officer
5. Coaching Science	5. Sports Coaching
6. Physical Education with QTS	6. PE Teacher



# OPTION: TEXTILES DESIGN

Examination Board: AQA

Syllabus Number: 8204

## WHY CHOOSE GCSE TEXTILE DESIGN?

In Year 10 and 11, students will produce a portfolio of work and a final outcome inspired by the theme 'Humans and the Environment' and 'Colour, Pattern, Shape and Texture'. They will select a theme from several set by the exam board for their externally set task.

### 'Humans and the Environment' Y10 Mock Exam Project

Students will produce a range of different art and textiles work inspired by their summer homework project. They will learn about art media and techniques as well as fashion illustration and rendering and will produce a series of fashion illustrations. Students will learn about construction techniques and processes and will look at commercial patterns and basic blocks used in industry. Students will learn about the work of influential artists and designers and the visual elements and principles including pattern, colour, line, shape, repetition, scale, composition, harmony and balance. Students will be taught how to create different types of pattern repeats and use ICT to develop designs. Students will be given the opportunity to learn about and experiment with a wide range of textiles techniques & processes including heat transfer techniques and printing, stencils, lino and poly-board printing, mono- printing, block printing, embroidery, beading, couching, applique, reverse applique, padded applique, trapping, fabric manipulation, slashing, fabric painting, batik, needle punching, felting, weaving, patchwork, dyeing & tie dyeing.

Students will develop ideas in their sketchbook for garments, soft furnishings and art textile pieces. Students will learn about contemporary designers, craftspeople and artists and will produce work which shows the influence of these sources of inspiration on their own style. Students will apply their knowledge of textiles techniques & processes to creating experimental samples, mock ups and prototypes for their chosen final idea. At the end of Year 10, students will have a 10 hour mock practical exam over two days. During this time students will produce a practical outcome which is a personal response to their given brief and that links clearly to their sources of inspiration and the rest of their work.

In Year 11, students will have their Year 11 mock exam. In January, students will be provided with the externally set task for Component Two which includes a choice of several questions from the exam board to respond to. Students will develop ideas for their final practical outcome which will be produced during a 10 hour practical exam, usually in April. Students will be able to choose whether they want their final practical outcome to be a fashion textiles product, an interior design textiles product or an art textiles product.

### Assessment

#### **Component 1:** Portfolio worth 60% of the qualification [96 marks]

Students produce a portfolio of independent work. There is no time limit.

#### **Component 2:** Externally set assignment worth 40% of the qualification [96 marks]

Students respond to an externally set assignment. There is a preparatory period followed by a ten hour supervised practical exam.

### Where could GCSE Textiles lead?

6 Degree courses with Textiles Design	6 Careers with Textiles Design
1. Fashion with Textiles BA	1. Textiles Designer
2. Printed Textiles BA	2. Fashion Designer
3. Fashion Design BA	3. Interior Designer
4. Surface Design and Innovation BA	4. Costume and/or Theatre Designer
5. Costume & Set Design BA	5. Fashion Consultant/Stylist
6. Art and Design BA	6. Trend Forecaster





### **Why do we have to do Spanish/Mandarin?**

Because they are highly facilitating subjects that open doors later in life. Because as a Christian school we believe in the importance of hospitality and respect. Being able to speak a foreign language well is one of the most respectful and useful things that you can learn to do at school. Because we have studied them for four lessons a week since you were in Year 7 to build up to this moment! Having done four lessons per week for three years, all students will be able to pass Spanish or Mandarin. There is a foundation tier paper (unlike other option subjects) which makes a pass very achievable for every student. For example, no student has ever failed to gain a grade 4 or higher at GCSE Mandarin. A Grade 4 pass will make a significant difference to future prospects.

### **Why do we have to do RP?**

As a Church of England school it is compulsory. Curriculum entitlement at a C of E school makes it a legal obligation. Students here excel at RP because of the nature of the school.

### **Why don't we have more of a choice of options?**

We do have a good choice of options with a very wide selection of GCSEs. It is a very good offer, with many subjects that other schools don't run.

### **Why can't I do two creative subjects?**

It's important to only attempt nine or ten GCSEs otherwise, students become overstretched and achieve lower grades overall. Students all do: 1. English literature 2. English language 3. Mathematics 4. Biology 5. Chemistry 6. Physics 7. Geography/History 8. Spanish/Mandarin 9. RP 10. Option Choice. High, strong grades at GCSE in these subjects are the most important thing that students can take away from their time in school. Particularly bearing in mind that universities now use GCSE grades to decide offers, as there are no AS grades anymore! So, all of that means that you can only take one other subject.

### **What if we want to do (example) Music and Drama at A level to go to drama school? Or a similar question with different subjects (eg Computer Science and Business)?**

Fundamentally, you don't need a subject at GCSE to study it for A level or University. Instead, students should weigh up which one they want to study most – for example if you go to drama school outside of school perhaps study music in school. If you learn an instrument outside of school, study drama in school. We haven't allowed students to do both music and drama in the past as they are high in coursework demands, and this impacts on time to revise for the Ebacc subjects. The requirements for sixth form courses are in this guide. The Sixth Form course guide is also on the school website. Families can look and see that for every subject there are alternative routes in. For example Music: "Grade 6 in music. If a student has not taken GCSE music, Grade 5 ABRSM or equivalent in performance and Grade 4 ABRSM in theory are required. Students who do not have high level performance skills will not be eligible for A Level music."

### **How do I choose my final option?**

We recommend that you start by thinking of the subjects that you have been enjoying and doing well in for the last three years. Ask yourself - Do I like sitting in a classroom? Or do I want to be creative? Be active? Choose something you will enjoy as a contrast to your other academic subjects. You will have more time in classrooms at GCSE than you have ever had before. Consider your final choice wisely as an opportunity to vary your lessons. Would you like to wake up knowing that you are going to be cooking in the food room? Painting in an art room? Acting in the drama studio? Or would you prefer to be sitting in a computer suite? Or studying in a classroom? All of these are available to you. The final option is an opportunity to do something completely different during your day. An example is a previous Head Boy who is now studying Law at Cambridge – His A levels were History, Biology and PE. He didn't need to do Law GCSE or A level. He loved PE and wanted to carry on with it. Good for him!



### **If I do Combined Science Trilogy (rather than triple) can I pick another option?**

Everyone does six periods of science all the way through Year 10 and Year 11 regardless of whether they are doing double or triple. We don't decide who is doing triple or trilogy until the end of Year 10. A high number of lessons ensures success whichever route students take.

### **If I don't study Mandarin/Spanish, what will I do?**

Students who currently don't study an MFL will be doing Hospitality and Catering, with some French.

### **Do we still do PE at GCSE?**

Yes, all students will still do core PE throughout KS4. This doesn't result in a GCSE qualification.

### **Where can I find A level requirements?**

On our website and in this Options Booklet.

### **When is the Year 9 Curriculum Options evening?**

This will be on Thursday 15th February and starts at 6.00pm.

### **What if I am unable to attend the Curriculum Options evening?**

A presentation will be available after the event and circulated.

### **Who do I contact if I have further questions or queries following the Curriculum Options evening?**

You can email [options@becketkeys.org](mailto:options@becketkeys.org)

## Key dates

- ◆ *Parents' Evening – Thursday 30th January*
- ◆ *Curriculum Choices Evening with Mrs Trebess – Thursday 13<sup>th</sup> February* - Options process will be explained along with how to submit choices
- ◆ *Choices made by – Friday 28th February*



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