

GCSE Curriculum Overview

(Revised March 2020)



BRITISH SCHOOL
MUSCAT

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Welcome from the Head of Senior School

Dear Student,

Key Stage 4 is an important part of your education and it is essential that you take time to think carefully about your next two years at BSM. This is the first time in your schooling that you will have some choice over the subjects that you study and there are some important factors to take into consideration.

At this stage, the curriculum will still be broad, so that you can continue to extend your knowledge and skills in a central core of subjects. You will all continue to study English Language, Mathematics and Science GCSEs and most of you will also study English Literature. Additionally, you will all continue to study PSHE and Physical Education.

You will also begin to make choices in other areas, based on your own abilities and preferences. This curriculum will ensure that as many opportunities as possible remain open to you, both for further study, at school and in higher education, and for your future career.

The subjects you choose for your options should do two things. First, they should give you as broad and balanced a platform as possible to maximise your choices when you leave BSM. Secondly, they should allow you to achieve the best possible results.

In making your choices listen to your parents, teachers and other students, but remember that the choice is yours and should be based on what you enjoy; what you are good at; and, what you might need for future study and careers.

You might have difficulty deciding which subjects to choose and be reluctant to opt for one course at the expense of another. It is therefore important to check which can be studied in the Sixth Form without a GCSE background and which cannot.

Please look into the content of the course. A summary of each course can be found in this booklet. Make sure that it matches up with your abilities and interests and, if necessary, talk to students in Years 10 and 11. Some careers need certain subjects. If you have a particular career in mind you can find out what is required by seeking advice from your teachers or the Careers Advisor.

Our aim is that when you leave BSM you should be self-confident young men and women who will find fulfilment and happiness in your future lives. It is something that we remain passionate about.



Nadia Megnin
Head of Senior School

Subject Overviews

English

Exam Boards:

CIE iGCSE First Language English and CIE iGCSE Literature CIE First Language English only

English Department Aims

Our main aim is make the study of English exciting and purposeful for as many students as we can at all levels in school.

In doing so, we want students to:

- read a range of literature (pre and post 1914) including texts from other cultures;
- study and experience other texts through a variety of media;
- think deeply and widely;
- have the confidence to write creatively;
- learn to express themselves persuasively both orally and in writing for a variety of audiences and purposes;
- develop a 'social conscience' and sense of global responsibility, with an understanding, awareness and respect for other cultures;
- become a reflective learner;
- communicate in a confident, articulate manner in a variety of contexts;
- read critically; speak and write analytically.

We believe that the department's strength lies in its strongly held commitment to the teaching of language and literature, and in the diversity of approaches employed by its staff. As a department, we share a belief in the importance of being kind, as well as demanding, and we emphasise the building of confidence.

English Courses at BSM

We are currently studying the Cambridge International First Language English and World Literature:

- Bands A and B study a 2 year course that includes iGCSE First Language English and iGCSE World Literature.
- Band C (including C-EAL) consists of a 2 year course in iGCSE First Language English and/or iGCSE EAL for EAL students, depending on the student's needs and ability. These classes are much smaller, with additional in-class support. (Sixth Form requirement includes a C in Language or B in iGCSE EAL.)
- More information on the structure and timing of the courses follows.

Course Overview for Current Year 10, Bands A and B (please ask for the Band C overview)

COMPONENTS/TEXTS STUDIED IN YEAR 10					
First Language English (0500) Paper 1 Reading Passages (Core) <ul style="list-style-type: none"> Duration: 1 hour 45 minutes (spend 10 mins reading the passages) Worth: 50 marks/50% of whole assessment Candidates answer three questions on two passages (comprehension/extended response/summary) Passage A: 500–600 words/Passage B: 300–350 words long. Or Paper 2 Reading Passages (Extended) <ul style="list-style-type: none"> Duration: 2 hours Worth: 50 marks/50% of whole assessment Candidates answer three questions on two passages (extended response/language/summary) Passage A: 650–750 words long/Passage B: 550–650 words long. And Component 4 Coursework Portfolio (Core and Extended) <ul style="list-style-type: none"> Worth: 50 marks/50% of whole assessment Candidates submit three assignments, each of 500–800 words		World Literature (0408) Component 1: Portfolio (coursework) Worth: 50% of whole assessment 1. Critical essay – 25 Marks • 800–1200 words (including quotations but not references/bibliography). <ul style="list-style-type: none"> The text must not be on the examination or the same text as empathic response (must cover at least 2 short stories/poems) Based on one text 2. Empathic response - 25 Marks • 600–1000 words. <ul style="list-style-type: none"> Assumes the voice of one character in one prose or drama text. The task prescribes a particular moment in the text (which may be the end of the text). The text must not be on the exam or same text as critical essay 3. Oral response: recorded conversation -15 Marks • 4–7 minutes. <ul style="list-style-type: none"> A conversation with the teacher on an aspect of the candidate's chosen text: EITHER the way a novelist or playwright presents a particular character OR the way their chosen writer (from prose, drama or poetry) presents a particular theme. Text may be an examination text or other text studied for one of the c/wk assignments 			
TERM	WORK COVERED	TERM	WORK COVERED	TERM	WORK COVERED
Autumn 1	Exam World Literature Paper 2: Response to unseen Poetry or Prose First Language Component 4: C/wk portfolio Assignment 1 – Informative, analytical and/or argumentative	Spring 1	Exam: World Literature paper 3 Set text Poetry - 'Songs of Ourselves' (5 poems)	Summer 1	Coursework Text 2 WL Component 1 c/wk portfolio: Critical Essay
Autumn 2	First Language Exam Component – Paper 1 (Core) or 2 (Extended) Reading passages – response to questions 1,2 and 3	Spring 2	First Language Component 4: C/wk portfolio Assignment 2 – descriptive and/or narrative First Language Component 4: C/wk portfolio Assignment 3 – response to text	Summer 2	Exam: World Literature Paper 3: Set text Poetry - 'Songs of Ourselves' (5 poems) END OF YEAR 10 EXAMS: tbc
HOL READS	READING - WORLD LITERATURE EXAM SET TEXT: 'SONGS OF OURSELVES'		READING - WORLD LITERATURE EXAM SET TEXT: 'SONGS OF OURSELVES'		READING - Coursework Text 2 for WL Component 1 c/wk portfolio: Empathic and oral

Course Overview for Current Year 11, Bands A and B (please ask for the Band C overview)

COMPONENTS/TEXTS STUDIED IN YEAR 11

First Language (0500)**Paper 1 Reading Passages (Core)**

- Duration: 1 hour 45 minutes (spend 10 mins reading the passages)
- Worth: 50 marks/50% of whole assessment
- Candidates answer three questions on two passages (comprehension/extended response/summary)
Passage A: 500–600 words/Passage B: 300–350 words long.

Or Paper 2 Reading Passages (Extended)

- Duration: 2 hours
- Worth: 50 marks/50% of whole assessment
- Candidates answer three questions on two passages (extended response/language/summary)
- Passage A: 650–750 words long/Passage B: 550–650 words long.

And Component 4 Coursework Portfolio (Core and Extended)

- Worth: 50 marks/50% of whole assessment

Candidates submit three assignments, each of 500–800 words

World Literature (0408)**World Literature Exam (0408)****Paper 2 Unseen**

- Worth: 25% of the whole assessment
- Duration: 1 hour 15 minutes
- Candidates answer **one question** from a choice of two
- Each question asks candidates for a critical commentary on (and appreciation of) previously **unseen writing** printed on the question paper.
- One question is based on a **passage of literary prose** (such as an extract from a novel or a short story); the other question is based on a **poem, or extract of a poem**. The material will be taken from writing either originally in English or in English translation.

Paper 3 Set Text

- Worth: 25% of the whole assessment
- Duration: 1 hour 30 minutes
- Questions will be set on a **range of prose, poetry and drama** texts in English translation, or originally written in English. On each set text there will be **two** questions: one extract-based question and one general essay question. Each question carries the same number of marks.

The paper is divided into:

- **Section A: extract-based questions**
- **Section B: essay questions**

Candidates answer **two** questions: one question from each section. They may answer both of their questions on the same set text, or on two different texts.

This is a 'closed book' paper: set texts may not be taken into the examination

TERM	WORK COVERED	TERM	WORK COVERED	TERM	WORK COVERED
Autumn 1	First Language Exam: Paper 1 or 2 WL Paper 3: Set text	Spring 1	Review of all MOCK PAPERS WL Paper 3: Set text	Summer 1	Review of: WL: Paper 2 (Unseen) and Paper 3 (set text) First Language: Paper 1 or 2 Revision classes
Autumn 2	WL Paper 2: Unseen MOCK EXAMS: TBC FIRST LANG: Paper 1 or 2 WL Paper 2: Unseen 5.3 WL Paper 3 Set Text	Spring 2	First Language Exam: Paper 1 or 2 WL Paper 2: Unseen	Summer 2	Exam dates TBC First Language English is usually early May and World Literature is usually late May

Mathematics

Exam Board: Edexcel

This course builds on the content, knowledge and skills developed in the Key Stage 3 Programme of Study for Mathematics. The aims of the course are sub-divided in five strands:

1. Number:

- students use calculators and computer software, e.g. spreadsheets;
- students develop and use flexibly a range of methods of computation, and apply these to a variety of problems.

2. Algebra:

- students explore a variety of situations that lead to the expression of relationships;
- students consider how relationships between number operations underpin the techniques for manipulating algebraic expressions;
- students consider how algebra can be used to model real-life situations and solve problems.

3. Ratio, Proportion and Rates of Change

- students practice fractions, ratios and explore their applications in real life contexts;
- students continue to extend this knowledge to sequences and relationships;
- students then see how these fundamental concepts form the core of algebraic relationships, such as linear expressions and equations, and how they can be visualized.

4. Geometry and Measures

- students use a variety of different representations;
- students explore shape and space through drawing and practical work using a wide range of materials;
- students use computers to generate and transform graphic images and to solve problems

5. Statistics and Probability

- students formulate questions that can be considered using statistical methods;
- students undertake purposeful enquiries based on data analysis;
- students look critically at some of the ways in which representations of data can be misleading and conclusions uncertain.

The GCSE Mathematics course consists of two tiers: Foundation and Higher. Students will follow a tier appropriate to their abilities.

Weighting	Paper 1 Non-calculator 33.3%	Paper 2 Calculator 33.3%	Paper 3 Calculator 33.3%
Foundation Tier (1-5)	80 Marks 1 hour 30 minutes	80 Marks 1 hour 30 minutes	80 Marks 1 hour 30 minutes
Higher Tier (4-9)	80 Marks 1 hour 30 minutes	80 Marks 1 hour 30 minutes	80 Marks 1 hour 30 minutes

- The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.
- Paper 1 is a non-calculator assessment, whilst for papers 2 and 3 a calculator is allowed.
- Each paper is 1 hour 30 minutes in length, and has 80 marks available.
- The qualification will be graded on a nine-grade scale from 9 to 1, using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.
- Foundation tier: grades 1 to 5.
- Higher tier: grades 4 to 9 (grade 3 allowed).
- An approximate comparison guide to the old style letter grades is that an 8 is about a low A* grade under the old system, and a 4 is about equivalent to a low C grade.
- Each paper will cover all Assessment Objectives and topics, in the percentages shown:

Tier	Topic area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

Assessment Objectives		Weighting	
		Higher	Foundation
AO1	Use and apply standard techniques	40%	50%
AO2	Reason, interpret and communicate mathematically	30%	25%
AO3	Solve problems within mathematics and in other contexts	30%	25%

Science

Exam Board: Edexcel

All students receive a broad, balanced Science education during Key Stage 4 including separate classes in each of Physics, Chemistry and Biology, taught by subject specialists. We feel that the courses we offer are very relevant to the student's everyday experiences and follow on well from our current Year 9 course.

All students will be encouraged to reach their maximum potential and will be well-prepared for external examinations at the end of the Key Stage. Students who successfully complete either the Triple Award or the Combined award course at grade 7 or above will be able to progress onto A level Science courses. Those who do not wish to pursue A-Level will have an excellent knowledge and skills base in Science for any alternative courses they may wish to take.

Science sets in year 10 will be determined by examination grades at the end of year 9. All sets will cover the same course content during year 10 so the decision as to who study Separate Award Science (triple science) or Combined Award Science (double science) will be based on their performance throughout year 10. Students will be entered for Separate Science examinations if they achieve grade 7 or above at the end of year 10 and in the mock examinations in December of year 11. Students who achieve grade 6 or less will be recommended to take the Combined Science examinations with a view to improving their grades. Students entered for Combined Science who achieve grade 5 or above in mock examinations in December of year 11 will be entered for the Higher paper in the final examinations in which it is possible to achieve grades 9 to 1. Students who achieve less than a grade 5 in the mock examination will be entered for the Foundation paper in the final examination.

The aim of each of these courses is:

To impart a systematic body of scientific knowledge and facts, and an understanding of scientific concepts, principles, themes and patterns

To further students' appreciation of the practical nature of Science; developing experimental skills based on correct and safe laboratory techniques

To develop an appreciation of the importance of accurate experimental work to scientific method and reporting

To develop students' ability to form hypotheses and design experiments to test them

To sustain and develop an enjoyment of, and interest in, the scientific world

To foster an appreciation of the significance of Science in wider personal, social, environmental, economic and technological contexts with a consideration of ethical issues

To enable students to select, organise and present information clearly and logically, using appropriate scientific terms and conventions

To prepare students for more advanced courses in each of the three scientific disciplines which comprise this specification

Course content

The following topics will be covered in Combined and Triple award courses in Science. Coverage will be in progressively greater depth in dual and triple awards.

Biology

1. Key Concepts in Biology
2. Cells and Control
3. Genetics
4. Natural Selection and Genetic Modification
5. Health and Disease and the Development of Medicines
6. Plant Structures and their Functions
7. Animal Coordination, Control and Homeostasis
8. Exchange and Transport in Animals
9. Ecosystems and Material Cycles

Chemistry

1. States of Matter
2. Atomic Structure
3. The Periodic Table
4. Chemical Bonding
5. Acids and Alkalis
6. Mass Calculations
7. Electrolysis & Metals
8. Rates of Reaction and Energy Changes
9. Fuels, the Earth and Atmosphere

Physics

1. Forces and motion
2. Conservation of Energy
3. Waves
4. Light and the Electromagnetic Spectrum
5. Radioactivity
6. Forces and their Effects
7. Electricity and Circuits
8. Magnetism and Electromagnetic Induction
9. Particle Model, Forces & Matter

Students will need to demonstrate their ability to communicate clearly and logically, using specialist vocabulary and conventions. A satisfactory knowledge of mathematics is essential in order to fully appreciate the course.

Examinations

Separate Science:

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Biology (1BI0) consists of two externally-examined papers. Each paper lasts 1 hour and 45 minutes and has a total of 100 marks. Each paper is worth 50% of the Biology GCSE.

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chemistry (1CH0) consists of two externally-examined papers. Each paper lasts of 1 hour and 45 minutes and has a total of 100 marks. Each paper is worth 50% of the Chemistry GCSE.

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physics (1PH0) consists of two externally-examined papers. Each paper lasts of 1 hour and 45 minutes and has a total of 100 marks. Each paper is worth 50% of the Physics GCSE.

Combined Science:

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Combined Science (1SC0) consists of six externally-examined papers, 2 in each subject. These are available at foundation tier and higher tier. Students must complete all assessments in the same tier. Each paper has a duration of 1 hour and 10 minutes, has a total of 60 marks, and is worth 16.67% of the Combined Science GCSE.

Modern Foreign Languages – French, German & Spanish

Exam Board: AQA

French (8658)
German (8668)
Spanish (8698)

Core content for all three languages (French, German & Spanish)

Students study all of the following themes on which the assessments are based: -

- a. Theme 1: Identity and culture
- b. Theme 2: Local, national, international and global areas of interest
- c. Theme 3: Current and future study and employment

Assessments has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

The examination consists of: -

- a. Listening
- b. Reading
- c. Writing
- d. Speaking

Each skill area is worth 25%. Students will complete an examination in each skill.

Grammar

The grammar requirements for GCSE are set out in two tiers: Foundation Tier and Higher Tier. GCSE students will be expected to have acquired knowledge and understanding of French/German or Spanish grammar during their course.

The GCSE French specification provides further details and can access at:
<http://filestore.aqa.org.uk/resources/french/specifications/AQA-8658-SP-2016.PDF>

The GCSE German specification provides further details and can access at:
<https://filestore.aqa.org.uk/resources/german/specifications/AQA-8668-SP-2016.PDF>

The GCSE Spanish specification provides further details and can access at:
<https://filestore.aqa.org.uk/resources/spanish/specifications/AQA-8698-SP-2016.PDF>

Modern Foreign Languages – Arabic (as a foreign language)

Exam Board: Edexcel (1AA0)

Overview

The Edexcel Arabic course is an engaging and inspirational course of study that will enable students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

The content and assessments provide an engaging real-world focus. Authentic situations and stimuli enable students to see language in context and learn about the culture of Arabic speaking countries. The assessments allow for spontaneity and test grammar as well as providing plenty of opportunities for students to apply their knowledge independently, creatively and in authentic situations.

Students are expected to be able to read and write Arabic script. By the end of the course students will be relatively fluent and accurate in using the language and must, to some extent, be able to initiate language and to express their feelings, interests and ideas. They must be able to extract information from situations covering a wide range of structures and unfamiliar vocabulary.

Course Content

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are:

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension

Assessment

Students will be assessed in four skill areas.

Paper 1: Listening and understanding in Arabic

Paper 2: Speaking in Arabic (internally conducted and externally assessed)

Paper 3: Reading and understanding in Arabic

Paper 4: Writing in Arabic

Each skill is worth 25% of the total qualification.

Students can be entered for Foundation tier (Levels 1-5) or Higher tier (Levels 4-9). Please note that the tiers cannot be mixed. All skills will be assessed in either foundation or higher.

Art & Design

Exam Board: Edexcel

GCSE Fine Art is about having an adventurous and enquiring approach to art and design and developing the skills to express it. Pupils will:

- Develop an understanding of past and contemporary art and design and be able to produce a personal response embracing a range of ideas.
- Develop a working knowledge of the materials, practices and technology of art and design.
- Develop the skills to investigate, analyse and experiment using art, craft and design.
- Develop imaginative powers and skills to express ideas, feelings and meanings.
- Develop an understanding of the language and conventions of art and design and an understanding of the place of art, craft and design in history and in society.

The GCSE in Fine Art follows on from what pupils have been doing at Key Stage 3. The emphasis in this GCSE is on the process of developing both ideas and work. Central to this is the work journal –personal sketchbooks. If pupils are interested in art, craft or design and have an aptitude for the subject – creative or ‘good at drawing’ – pupils have the skills to succeed.

How is the course structured?

The GCSE in Fine Art contains two Papers – Paper 1 is Coursework, consisting of 2 units of work, and Paper 2 is the Externally Set Assignment – the timed test.

Coursework, Unit 1: Completed in Year 10 this project is about our local culture. It incorporates a field trip to places of local interest and students develop skills in painting & drawing, surface texture, digital media, photography, textiles and ceramics

Coursework, Unit 2: Completed in term 1 of year 11, this project is based on natural forms which students investigate in a personally chosen direction, selecting media and techniques of their choice

Externally Set Assignment: The starting point comes from the exam board which students interpret individually during term 2 before the 10 hour timed test (usually held in late April).

The Collection

ART & DESIGN EXHIBITION

Each year the Art & Design Department produce an end of year exhibition called ‘The Collection’ which is held at The Omani Fine Arts Society. The gallery exhibits A’ level and GCSE work, plus selected work from Key Stage 3 students.

A visiting Edexcel moderator travels from the UK to externally assess and moderate all work on display. The exhibition is well received and published by the local press and open to the general public for one week in early June every year.

Business Studies

Exam Board: Edexcel

Is this the right subject for me?

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 and how to manage that business effectively. Simply, this GCSE is for people interested in knowing how the world of business works. The vast majority of people will be employers or employees in their working life. This course provides an initial insight into what those roles involve and what you can do to increase your chances of success in the work environment. It's not just a course for budding entrepreneurs, although this course will be just what entrepreneurs are looking for.

Delivered by the same department as Economics, the philosophy and approach is the same. This course is active and enjoyable. You will enjoy this subject if you have an enquiring mind and a willingness to explore new ideas. Debating is great fun and there are lots of opportunities for talking in this subject. Teaching and learning are based around group work, problem solving, pre-reading and independent research. The learner is expected to take responsibility for their own progression. Lessons not only build subject knowledge and exam technique, but also develop "soft" skills such as team work, resilience and communication. As a department and to support learning, we use ICT, the Web and the VLE a great deal.

How will I be assessed?

Unit	Description of Unit	Method	%-age
Paper 1	Theme 1: Investigating Small Business <ul style="list-style-type: none"> ● Enterprise and entrepreneurship ● Spotting a business opportunity ● Putting a business idea into practice ● Making the business effective ● Understanding external influences on business 	Written 90 minutes Calculations, multiple-choice, short-answer and extended-writing questions.	50%
Paper 2	Theme 2: Building a Business <ul style="list-style-type: none"> ● Growing the business ● Making marketing decisions ● Making operational decisions ● Making financial decisions ● Making human resource decisions 	Written 90 minutes Calculations, multiple-choice, short-answer and extended-writing questions.	50%

Please note: ALL external assessment will take place in the summer of Year 11.

What can I do after I have completed the course?

At BSM, we currently offer 2 related A-Level courses: Business, and Economics

Even if you do not want to study business further, you will be skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of a team. These are all skills that you will use when you go out to work, whatever your profession.

Computer Science

Exam Board: Edexcel

Why is GCSE Computer Science being offered at BSM?

Computer Science is more than the ability to code. It is more than a good grasp of the theoretical elements of the discipline. Computer Science is Problem Solving and Logical Thinking. It is Decomposition of Projects into manageable and achievable sub tasks, and strategizing to improve chances of a successful outcome. It is realising that challenges don't become easier, but that you develop the ability to take on greater and harder challenges. GCSE Computer Science will be the first step for many students into what is arguably the core industry of the 21st Century. Whatever their future career, it will provide students with a skill set that will be relevant and empowering no matter what career they choose.

Who should choose Computer Science?

You may be someone who is interested in pursuing a career in Computing and Technology and want to take the first valuable step. You may be someone with a natural curiosity about how the technology that has become ubiquitous in today's world works. You may be interested in becoming a better problem solver, strategist and logical thinker. The person who chooses Computer Science is the person interested in opening up an unfathomably large range of future opportunities.

You will need to be able to:

- Develop your higher level, and problem-solving, thinking (called *computational thinking*)
- Break problems down into smaller parts (*decomposition*)
- Generalise and formalise data structures and processes (*abstraction*)
- Examine your own work, using formal methods, to remove errors (*debugging*)
- Manage your own learning journey.
- Develop your understanding of the theoretical aspects of the subject

The Computer Science course involves a great deal of collaborative work, peer support, and self-reflection. You will need to come to lessons prepared to expand the learning you have done outside the lesson. You will be expected to develop your knowledge using the videos and other resources provided via the VLE and keep up to date with how technology is progressing.

How is GCSE Computer Science Assessed?

There are 6 Topics that form the content of the End of Course Examinations.

Topic 1 Problem Solving

Topic 2 Programming

Topic 3 Data

Topic 4 Computers

Topic 5 Communication and the Internet

Topic 6 The Bigger Picture

Unit	Description of Unit	Method	
Component 1: Principles of Computer Science	<p>This Unit is about the acquisition and demonstration of theory knowledge and understanding. It covers:</p> <ul style="list-style-type: none"> • Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms • Understand the requirements for writing program code • Understanding of binary representation, data representation, data storage and compression, encryption and databases • Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudo-code • Understanding of computer networks, the internet and the worldwide web • Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues 	<p>Written examination</p> <p>100 minutes</p> <p>80 marks</p>	40%
Component 2: Application of Computational Thinking	<p>This Unit is about the application of theory knowledge and problem solving and logical thinking. It covers:</p> <ul style="list-style-type: none"> • Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms • Understanding how to develop program code and constructs, data types, structures, input/output, operators and subprograms <p>This component may also draw on:</p> <ul style="list-style-type: none"> • Understanding of binary representation, data representation, data storage and compression, encryption and databases • Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudo-code • Understanding of computer networks, the internet and the worldwide web • Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues 	<p>Written examination</p> <p>2 hours</p> <p>80 marks</p>	40%
Component 3: Non-examined Assessment	<p>Project</p> <p>Students will develop a computer program. The content for this component will draw on:</p> <ul style="list-style-type: none"> D algorithms, decomposition and abstraction D design, write, test and refine a program D data 	<p>Written examination</p> <p>2 hours</p> <p>80 marks</p>	20%

Careers

Students can study Computer Science and go on to a career in Computing, Engineering, Medicine, Law, Business, Politics or any type of Science. They will also find that skilled coders and problem solvers are sought after in just about every sector of business and society.

Dance

Exam Board: AQA

This course will encourage candidates to:

- Develop their dance techniques and performance skills
- Develop understanding and an appreciation of a range of dance styles
- Develop aesthetic and artistic sensibility to dance works
- Develop the knowledge, skills and understanding needed to perform, choreograph and appreciate dance, including an awareness of its artistic contexts.
- Develop life skills and attributes including decision making, critical and creative thinking, aesthetic sensitivity and the ability to co-operate with others

The course is broken down as follows:

<p><u>Component 1</u></p> <p>Performance and Choreography</p>	<p>Performance- 30% of GCSE (40 Marks)</p> <ul style="list-style-type: none"> D Students must select 2 of the 4 phrases set by the exam board and accurately replicate the action, spatial and dynamic content of each. 1-1.5 minutes, (15 marks) D Students then work in duets / trios to combine each of their 4 phrases and develop them into a group dance. 3.5-5 minutes, (25 marks) <p>Choreography – 30% of GCSE (40 marks)</p> <ul style="list-style-type: none"> D Students must select one of the stimuli that are externally set by the exam board. Using this stimulus they must research, explore and structure ideas to create either a solo (2-2.5 minutes) or group dance (3-3.5 minutes). <p>Summary- 2 performance tasks, 1 choreographic task, 60% of the whole GCSE. Practical coursework is internally assessed and externally moderated.</p>
<p><u>Component 2</u></p> <p>Dance Appreciation</p>	<p>Written examination - 1.5 hours, 40% of GCSE (80 marks).</p> <ul style="list-style-type: none"> D Students will be expected to answer question based on their own choreographic and performance experiences from Component 1. D Students will also study 6 short professional dance works as selected by the exam board. For each work students will be able to identify, the choreographic intent, influences, movement styles, physical setting, aural setting, choreographic structures and performance qualities of the dancers. Longer answer questions will require students to compare, contrast and interpret the significance of the dance works.

Design Technology

Exam Board: AQA

Students work in a range of materials including wood, metal and plastics to understand, design and manufacture a range of products. They learn a range of design and manufacturing skills, building on those learnt in previous years.

During the course the main areas studied, through both written and practical work, are:

- New and emerging technologies
- Energy storage and generation
- Modern and Smart Materials
- Materials selection and their working properties
- The use of Computer Aided Design and Manufacture (CAD/CAM)
- How to present their work through drawing and ICT skills
- A range of graphics skills to model and enhance their work.

They will learn this by designing and manufacturing projects in Y10, which will develop and enhance the skills needed for their GCSE non-exam assessment (project) in Y11, and through learning the theory of materials and manufacturing techniques.

The course is assessed by each student completing one piece of non-exam assessment and sitting one written examination.

Non-Exam Assessment

This represents 50% of the final GCSE grade and the exam board will release the contextual challenge on the 1st June at the end of year 10. Each student will use the design process to create and then produce a three dimensional (and, if relevant, two dimensional) product and/or model. This will be supported by a design folder of about 20 pages of A3. It is a major part of the Design and Technology course and it represents approximately 30-35 hours' work. 80% of the marks will be awarded for the design folder and 20% for the practical outcome. The design folder is sent to the U.K. for moderation along with photographs of the completed product.

The Final Examination

This carries 50% of the total marks. The examination is 2 hours long and will test the application of knowledge and understanding of materials, components, processes, techniques, technologies and the evaluation of commercial practices and products.

This GCSE is designed to progress directly on to the Advanced GCE in Product Design and provide a foundation for the study of Advertising, Marketing, Product Design, Environmental Design, Architecture, Furniture Design, Interior Design, Fashion Design, Graphic Design and all other areas of design, engineering and manufacture in any form.

Drama

Exam Board: Edexcel

Drama is an exciting, rewarding and highly creative subject to study at GCSE. It is not just for students who want to be performers. Your time studying this course will equip you for many life skills: teamwork, listening, public speaking, time management, confidence in your imagination, problem solving – and as you study your set texts or explore your devising stimuli you will encounter aspects of history, sociology, psychology.

Through a series of practical workshops you will explore how drama can shape our understanding of the world. For Component 1 you will produce a coursework portfolio that records the creation of an original piece of drama. Component 2 is a performance of two extracts from a play. This can be presented as a solo, with a partner or in a group. The final component is on performance but from the viewpoint of a director, performer and designer. This is a creative approach to a text where you will have the chance to consider technical aspects of a production including, lighting, sound and costume. It is important that you set aside time to work on preparing your portfolio and making notes for the written examination but remember there is a strong practical approach to learning

How is the course structured?	
Component 1 – 40% Component 1 Devising – Students devise a piece of performance which they then will perform. They will record the process in a portfolio. (40% of marks)	Internally assessed, externally moderated
Component 2 – 20% Component 2 Performance from a text – A performance of two extracts from one set text.	Externally assessed by a visiting examiner
Component 3 – 40% Component 3 Theatre Makers in Practice – practical exploration of one set text AND Live theatre.	Exam 1 hour 30 minutes Sec A – Set text Sec B – Live Theatre

This course offers you an excellent insight into the world of theatre and you will develop skills in performance, design, analysis and evaluation. Your confidence will grow and you will discover the ability to find solutions to a wide range of problems. It is hard work but great fun. It is a GCSE that would complement science and maths and would demonstrate that you have skills in presentation and negotiation. It is a subject that sits comfortably alongside English and history and it is invaluable as a pathway to studying Drama and Theatre A level or building directing and acting skills required for film and media. Please come and talk to Mrs Vacher if you would like to know more about this course.

Geography

Exam Board: Cambridge International GCSE

Geography GCSE at BSM follows the **Cambridge International GCSE Syllabus (0460)**. This provides a balance between **Human and Physical Geography** and encourages students to develop their knowledge and understanding of a wide range of themes and issues within an international context. Students engage in a variety of learning experiences over the two years including in depth class discussion about pertinent issues, case study productions, presentations, class debates and structured research projects. All students take part in a fieldtrip which is the basis of their coursework. Coursework is written by students in class with their teacher and is worth 27.5% of the total grade.

Year 10	Year 11
THEME: Population & Settlement Population Change Population Structure Population Distribution Settlements and Urban Studies	Coursework write up completed (end of Y10) This is based on Urban Studies THEME: Economic Development Development Farming & Food Production
THEME: The Natural Environment Earthquakes and Volcanoes Rivers Coasts Weather, Climate & Ecosystems	Industry Tourism Energy & Water Environmental Risks of Economic Development Revision and exam preparation

Coursework is completed in Year 10, lightening the load for Year 11. Students sit 2 examinations at the end of Year 11:

Paper 1 Geographical Themes studied in years 10 and 11.	1hr 45mins:	45%
Paper 2 Geographic Skills	1hr 30mins:	27.5%
Paper 3 This is the submission of the written coursework (from Y10)	Project:	27.5%

Where can Geography take you?

Geography is highly valued by sixth form colleges & universities as it is considered a 'facilitator subject' (i.e. it nurtures skill and knowledge pertinent to careers involving the sciences)

The Russell Group [of Universities] Report lists Geography as one of the KEY facilitating subjects.

"Geography is a subject most likely to be preferred for entry to top quality degree courses...it is found that choosing a facilitator such as Geography will keep more options open to you at university. Choosing 'soft' subjects (or non-facilitators) at GCSE and at A Level can reduce the degree options available to you at the best universities".

Geography allows the opportunity for students to develop communication skills, graph and map skills, ICT and GIS applications, debate and discussion skills, and problem solving abilities. Geography is a study of the world at every level and as such supports almost ALL careers.

Exciting and High Flying Careers... just a few examples...

The units about tectonics connect well with future paths linked to geology and careers in resource exploration (oil and gas). The economic geography units deal with how trade and globalisation shape our world and are pertinent for careers in international business and the emerging

economies. The study of coastal and climatic hazards prepares students for work in finding answers for a warming planet, and the international development & geopolitical elements can lead to careers in international relations and finding solutions to global inequality and ending poverty.

Geography leads to interesting destinations with many inspiring and honourable careers on offer. If you want a highly successful career which makes your world better, you'll have to understand your world – ***welcome to Geography!***

”

History

Exam Board: Edexcel

Brief description of the course units:

- Paper 1 – 30% of final mark: A Thematic Study: Crime & Punishment Through Time
- Paper 2 – 40% of final mark: British Study: Elizabeth I
Period Study: Superpower relations: The Cold War
- Paper 3 – 30% of final mark: Modern Depth Study: Germany 1918-1939

We are very conscious of our international heritage and our students study a broad range of material focussing on Britain, Germany and the international community post-1945.

The department runs an optional trip to Berlin once every two years as students study the country in the contexts of both Nazism, and the Cold War.

There is no coursework element to History GCSE.

The benefits of studying history

Students develop very good skills of reading, writing and evaluation – particularly in regard to source material and understanding interpretations. Class work demands that students are strong communicators and are able to debate issues with their peers. The best historians can cope with the challenge of constructing coherent and well detailed answers to difficult questions under timed examination conditions.

The Crime & Punishment element of the course makes it especially relevant to those wishing to study Law in future. Likewise, the Cold War module appeals to those wishing to study international relations or politics. Studying History is an excellent preparation for a wide range of careers which include Journalism, Law, Politics, Government and Civil Service.

Entry information

Students who enjoy History most are intellectually curious by nature, willing to read around the subject and good independent learners.

Media Studies

Exam Board: AQA

The GCSE Media Studies specification engages students in the in-depth study of media products in relation to the four areas of the theoretical framework;

- Media language forms, codes, conventions and interpretations
- Media representation selection, construction, mediation and perspectives
- Media industries production, distribution and exhibition
- Media audiences profiling, targeting, positioning and response

Students are required to study media products from all of the following media forms:

- Audio visual forms (TV, film, radio, advertising & marketing, video games and music video)
- Online forms (social and participatory media, video games, music video, newspapers, magazine, advertising and marketing)
- Print forms (newspapers, magazines, advertising & marketing)

AQA will specify a separate theme for each examination year, which will underpin the study of all four areas of the theoretical framework and will inform up to 30% of the examination component marks.

There are three assessment units; two externally assessed (examinations) and one internally assessed (practical production).

Paper 1
<p>What's assessed: Questions will focus on three areas of the theoretical framework: industries, audiences and representation. There will be a balanced approach to these three areas of study in that Section A will focus on industries and audience and Section B will deal with representation</p>
<p>How it's assessed:</p> <ul style="list-style-type: none"> ● Written examination 1 hour 30 minutes ● 84 marks ● 35% of GCSE
<p>Questions</p> <ul style="list-style-type: none"> ● Multiple choice and short answer questions assessing breadth of knowledge ● An extended response question assessing knowledge and response

Paper 2
<p>What's assessed: Questions will focus on media language and context of the media. Students will be expected to analyse media products both in relation to the theoretical framework and their contexts. Section A will focus on language and Section B will focus on contexts</p>
<p>How it's assessed:</p> <ul style="list-style-type: none"> ● Written examination 1 hour 30 minutes ● 84 marks ● 35% of GCSE
<p>Questions</p> <ul style="list-style-type: none"> ● Multiple choice, short answer and stepped questions assessing breadth of knowledge of language ● An extended response questions assessing depth of knowledge of all elements of the media studies course

Practical Production
<p>What's assessed:</p> <ul style="list-style-type: none"> ● Application of knowledge and understanding of the theoretical framework: media language, representation, industries and audiences ● Practical skills relating to the media format of your choice
<p>How it's assessed:</p> <ul style="list-style-type: none"> ● A choice of topics related to the annual theme ● 72 marks ● 30% of GCSE ● Assessed by teachers ● Moderated by AQA
<p>Tasks:</p> <ul style="list-style-type: none"> ● A statement of intent ● A media product for an intended audience

All assessment will take place at the end of the course, term 3 of Year 11. This course is an ideal lead into post-16 study where the options are:

- **A Level Media Studies**
An AS qualification is sat at the end of Year 12 and the A2 qualification is sat at the end of year 13. It remains 50% examination and 50% practical production (coursework). It is therefore a combination of theory and practical taking in both desktop publishing and moving image.
- **Level 3 BTEC in Creative Digital Media Production: Television and Film.**
This is a practical filmmaking course of which 100% is internally assessed.

Level 2 BTEC – Creative Media Production (Extended Certificate)

Exam Board: Pearson

This new international BTEC takes on the production side of the media spectrum and concentrates on the practical skills of photography, print layout and design, cinematography, digital editing, sound recording and lighting. The extended certificate has the weight of 2 GCSEs and prepares the students for the more demanding Level 3 BTEC available in the 6th form. It can be taken alongside the more theoretical exam based GCSE Media Studies.

Unit 1 – Research for Creative Media Production
<p>Assignments:</p> <ul style="list-style-type: none"> • Methods and Techniques • Research into existing media products • Research into a proposed media production
<p>Learning outcomes:</p> <ul style="list-style-type: none"> • Know about research methods and techniques • Be able to use research methods and techniques to investigate an existing media product • Be able to use research methods and techniques to gather material for a media production • Be able to present results of your research
<p>Assessment</p> <ul style="list-style-type: none"> • Pass – equivalent to an E grade • Merit – equivalent to a C grade • Distinction – equivalent to an A grade <p>Unit value 5 points</p>

Unit 2 – Communication Techniques for Creative Media Production
<p>Assignments:</p> <ul style="list-style-type: none"> • Communication skills • Reviewing written work • Preparation or work relating to a brief • Evaluation of production work
<p>Learning outcomes:</p> <ul style="list-style-type: none"> • Be able to communicate about media production in discussions • Be able to present information and ideas orally and to an audience • Be able to communicate information and ideas in written formats for media production
<p>Assessment</p> <ul style="list-style-type: none"> • Pass – equivalent to an E grade • Merit – equivalent to a C grade • Distinction – equivalent to an A grade <p>Unit value 5 points</p>

Unit 4 – Music Video
<p>Assignments:</p> <ul style="list-style-type: none"> • Pre-production • Production • Post-production
<p>Learning outcomes:</p> <ul style="list-style-type: none"> • Be able to carry out pre-production for a proposed video product • Be able to contribute in a technical capacity to the creation of a video product • Be able to carry out post-production for a video product • be able to review your own video production work
<p>Assessment</p> <ul style="list-style-type: none"> • Pass – equivalent to an E grade • Merit – equivalent to a C grade • Distinction – equivalent to an A grade <p>Unit value 10 points</p>

Unit 4 – Advertising promotion
<p>Assignments:</p> <ul style="list-style-type: none"> • Analysis of Advertisements • Advertising Campaign Production • Review of Advertising Campaign
<p>Learning outcomes:</p> <ul style="list-style-type: none"> • know how advertisements are constructed • be able to develop ideas for an advertisement • be able to create an advertisement • be able to review your own advertising production
<p>Assessment</p> <ul style="list-style-type: none"> • Pass – equivalent to an E grade • Merit – equivalent to a C grade • Distinction – equivalent to an A grade <p>Unit value 10 points</p>

Points are multiplied by the grade awarded (Distinction x7, Merit x6, Pass x5) to give a total for the course. A distinction* is awarded over 200 points. Maximum available is 210 points.

Grading	Pass (E)	Merit (C)	Distinction (A)	Distinction* (A*)
BTEC International Level 2 Extended Certificate	Below 170	170–189	190–199	200 and above

This course is certificated in June of year 11 as there are no exam results to wait for. It is an ideal lead into post-16 study where the options are:

- **A Level Media Studies**

An AS qualification is sat at the end of Year 12 and the A2 qualification is sat at the end of year 13. It remains 50% examination and 50% practical production (coursework). It is therefore a combination of theory and practical taking in both desktop publishing and moving image.

- **Level 3 BTEC in Creative Digital Media Production: Television and Film.**

This is a practical filmmaking course of which 100% is internally assessed.

Music

Exam Board: Edexcel

GCSE Music is ideal for students with a love of music who would like to develop their understanding of a wide range of music. It is an academic subject and further develops the three skills of:

- 1) **Performing:** (assessed through coursework and performing)
- 2) **Composing:** (assessed through coursework)
- 3) **Appraising Music:** (assessed through a final examination)

Performing can be either vocal or instrumental and all GCSE Music students usually have individual lessons outside curriculum time either in the school instrumental system, or in the community. Participation in school choir/orchestra/band is also required to fully develop ensemble skills. For composing, students continue to develop their skills from KS3 in composition and may use music technology programs such as Cubase and Sibelius and work in the music studio. In appraisal work, students study a wide range of musical styles from western classical music to rock music, film music, world music and music from West End musicals. All work is based on the three areas of study outlined below. Students will develop a full range of vocabulary and knowledge of musical elements and techniques. This enables them to be able to listen to any music critically and discuss and answer questions with knowledge and understanding.

Summary of the Edexcel GCSE Music specification content and scheme of assessment

Paper 1: Performing [30%] (Coursework with a final performance)

Two performances at least one of which should be an ensemble.
The combined length of compositions should be a minimum of 4 minutes.

Paper 2: Composing [30%] (Coursework with a final submission of compositions)

Composition 1: One free composition
Composition 2: One composition based on a brief supplied by the examination board
The combined length of compositions should be a minimum of 3 minutes.

Paper 3: Listening and Appraising [40%] (A final examination of 1hr and 45 mins)

Candidates to answer questions on the 8 set works related to each of the four areas of study. Wider listening will also be required around these set works.

Areas of Study

Area of Study 1: Instrumental Music 1700-1820

Set Works: Bach – 3rd Movement from the Brandenburg Concerto no.5
Beethoven – 1st movement from piano sonata no.8 in C minor "Pathétique"

Area of Study 2: Vocal Music

Set works: H Purcell – Music for a While
Queen – Killer Queen

Area of Study 3: Music for stage and screen

Set works: S Schwartz – defying Gravity from „Wicked“
J Williams – Star Wars Episode IV: A New hope – Main Title/Rebel blockade runner

Area of Study 4: Fusions

Set works: Afro Celt Sound System - Release
Esperanza Spalding - Samba Em Preludio

Physical Education

Exam Board: Edexcel

This option also allows students to follow the separate GCSE course in Physical Education.

This highly successful subject is offered at two levels: **Full Course** and **Short Course**. Both the Full Course and Short course are offered over two years covering Years 10 and 11 as a subject within the Option pools. For both courses, students have to meet the physical and cognitive standards which will be required to be successful in this subject.

The Full Course now has a weighting of 60% theory and 40% practical. Students will select 3 activities which they will perform in.

They will learn about 4 different areas which include:

1. Fitness and body systems including, applied anatomy, physiology, movement analysis and use of data (36%).
2. Health and performance including, health, fitness and well-being, sport psychology, socio- cultural influences and use of data (24%).
3. Practical performance; Skills during individual and team activities (30%).
4. Personal Exercise Programme (PEP). This is their coursework controlled assessment element based around analysis and evaluation of their PEP (10%).

As well as participating in core PE lessons twice a week. Students will also have 5 hours of GCSE PE lessons which will consist of 3 theory lessons and 2 practical lessons.

Core PE (all students)

Throughout Years 10 and 11, all students are given the option to participate in a wide range of activities on offer. Research has proven that at this level and age, students are more likely to participate in Physical Recreation if given a choice of activities. It is also the intention of the PE Department to encourage participation for all and to provide an incentive for future adult participation when students leave school.

Activities range from the following:

Football	Trampolining	Rowing	Basketball
Volleyball	Dance	Badminton	Athletics
Table-tennis	Hockey	Fitness Training	

Through these lessons, students are motivated to participate regardless of ability and are encouraged to show initiative and independence in the organisation of the activity and themselves. Umpiring and refereeing become a focus in the majority of the games and activities which students are keen to develop.

Sports Leaders Award

The PE department is offering Year 10 students the opportunity to gain an internationally recognised qualification through the Sports Leaders UK programme. These courses develop, among other things, confidence, communication, time management and responsibility, as well as providing invaluable experience in leading others.

Year 10 students studying towards the Level 1 award in Sports Leadership will participate in a practically based course. Students will learn different aspects of sports leadership such as giving instructions, planning and officiating. All students will be encouraged to help with primary school extra-curricular sports. As well as providing valuable experience, the students invariably enjoy the responsibility of leading others.

Students will learn to plan and deliver a series of sessions to younger pupils. As they do so, they will gain experience by supporting PE lessons and extra-curricular clubs in their spare time.

GCSE (YEAR 10) Option Form

Please submit this form to the Senior School Office by **Thursday, 12 November 2020**. Please note that we will do our very best to offer the subjects that you choose. However, some combinations of subjects may not be possible.

Name	Class

For my core language I would like to study (tick):

French	<input type="checkbox"/>	German	<input type="checkbox"/>	Arabic	<input type="checkbox"/>	Spanish	<input type="checkbox"/>
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Choose 3 subjects from the following list:

Art & Design	<input type="checkbox"/>
Business Studies	<input type="checkbox"/>
Computer Science	<input type="checkbox"/>
Dance	<input type="checkbox"/>
Design Technology – Product Design	<input type="checkbox"/>
Drama	<input type="checkbox"/>
French (You cannot study French as <u>both</u> an option and a core language)	<input type="checkbox"/>
German (You cannot study German as <u>both</u> an option and a core language)	<input type="checkbox"/>
Geography	<input type="checkbox"/>
History	<input type="checkbox"/>
Media Studies	<input type="checkbox"/>
Level 2 BTEC Creative Media Production – Extended Certificate	<input type="checkbox"/>
Music	<input type="checkbox"/>
Physical Education (GCSE)	<input type="checkbox"/>
Spanish (You cannot study Spanish as <u>both</u> an option and a core language)	<input type="checkbox"/>

Rank the subjects that you have chosen in order of preference:

First Choice	Second Choice	Third Choice

In addition to the above subjects IGCSE EAL is available for selected candidates. The Learning Support department and English Department will approach students directly to offer these subjects.

Students and a parent should sign and date the form:

Student's Signature: _____ Date: _____

Parental Signature: _____ Date: _____