BAYSIDE SCHOOL GIBRALTAR

KS4 OPTIONS

2023 – 2025

‘It is our choices... that show what we truly are, far more than our abilities.’

J. K. Rowling

CHOOSING YOUR OPTIONS

YEAR 10 & 11:

In September 2023 you will start a two year course. You have already completed the 'Choosing Your Options' booklet in PSHE. You will now have to make your final choices.

It is important for you to know that you can come and discuss your choices. You can discuss choices with your Form Tutor or Year Tutor, Mrs Holmes. You can also speak to the Senior Teachers, Mr Mauro and Mr Guilliano or the Deputy Heads, Mr Lester, Mrs Benitez or Mr Edmunds

Bayside offers a range of courses. We realise that there are some of you who prefer more academic subjects and others who prefer practical subjects. We aim to help **you** choose the best combination of subjects.

From pages 4-47 you will find details about each subject. We encourage you to look at this information with your parents/guardians. If you want more information you can look at the following websites which are general links to the exam boards where you can download the specification documents:

www.aqa.org.uk – www.edexcel.com – www.ocr.org.uk

FURTHER STUDIES

A list of subjects currently available at 'A' Level will is provided at the back of this booklet to help you make a more informed choice about your progression after Year 11. Alternative opportunities are available at the Gibraltar College. Online versions of information will be provided on our platforms for you and your parents/guardians.

SUBJECTS OFFERED

Students will follow a course in all of these subjects:

COURSES
English*
Mathematics
Combined Science
Spanish
Core PE
PSHE
Religious Education

***English Literature is not a separate option but done within normal GCSE English lessons. We aim to have as many students as possible doing Language and Literature, but this will be dependent on your ability and potential.**

Students will choose to follow a course in 3 of these subjects*:

COURSES	
Art & Design: Fine Art	Food Preparation and Nutrition
Business Studies	French
Certificate of Personal Effectiveness (CoPE)	Geography
Child Development	Hair and Beauty
Computer Science	History
Construction and the built environment	Music
Dance	Physical Education
Design and Craft: Fashion Wear	Religious Studies
Design Technology	Sociology
Digital Technologies	Triple Science
Drama	

Important Notes:

- We will make every effort to accommodate your choices. However, please note that in some cases this may not be possible. For example, <u>we may not be able to offer a course if there is not enough interest in the subject.</u>
- We encourage you to give your options choices a great deal of thought. Changing options is possible but not recommended.
- You may also find that some subjects are full and the change may not be possible.
- **Level 1 and 2 grades are equivalent GCSEs**.
- For COPE Level 1 **<u>is</u>** a Grade D/E and Level 2 **<u>is</u>** a GCSE Grade
- **<u>No options can be changed after the 14th October 2023</u>**

ENGLISH

English is a CORE Subject, which is taken by all students. The English Department offers students in Year 10/11 three different Courses/Specifications:

1. AQA English Language GCSE (8700)

2. Cambridge O'Level English Language (1123)

3. AQA English Literature GCSE (8702)

Students' choice of Course will be based on Year 9 Subject Teacher recommendations, which will take into account performance, ability, attitude towards the subject and attainment.
The students' best interest will be taken into account, at all times, when choosing the Exams most suited to meet their needs and potential.

ENGLISH LANGUAGE

AQA Specification GCSE (8700)

http://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF

Introduction

The GCSE English Language course encourages students to achieve the following:

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism.
- read and evaluate texts critically and make comparisons between texts.
- summarise and synthesise information or ideas from texts.
- use knowledge gained from wide reading to inform and improve their own writing.
- write effectively and coherently using Standard English appropriately.
- use grammar correctly and punctuate and spell accurately.
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- listen to and understand spoken language and use spoken Standard English effectively.

Specification Content/Examinations

The above skills will be assessed at the end of Year 11.

The English Language exam consists of two papers, taken at the end of Year 11. There is also a Speaking and Listening module but this does not influence the final grade.

Paper 1, *Explorations in Creative Reading and Writing,* looks at how writers use narrative and descriptive techniques to engage the interest of readers. Section A will focus on one literature fiction text. Section B is a writing section where pupils will have to choose between a descriptive or narrative piece of writing.

Length of exam: 1 hour 45 minutes
80 marks
50% of GCSE

Paper 2, *Writers' Viewpoints and Perspectives,* looks at how different writers present a similar topic over time. This exam is also divided into two sections. Section A is a reading section and Section B asks pupils to present a viewpoint.

Length of exam: 1 hour 45 minutes
80 marks
50% of GCSE

Other Information

- This is a Core Subject taken by all students.
- It is important to note that homework will be set on a regular basis.
- This GCSE follows the NEW GCSE Grading system 9 -1

ENGLISH LITERATURE

AQA Specification GCSE (8702)

http://filestore.aqa.org.uk/resources/english/specifications/AQA-8702-SP-2015-V1-1.PDF

Introduction

This course encourages students to develop their knowledge and skills in reading, writing and critical thinking. Through literature students have a chance to develop culturally and read a wide range of literary texts.

Specification Content/ Examinations

GCSE English Literature is divided into two papers and both papers are examined at the end of Year 11.

Paper 1, *Shakespeare and the 19th Century Novel*

This consists of a written exam [1 hour 45 Minutes] which is worth 40% of the final grade. In Section A, students will answer a question on a Shakespeare play. It will require them to write in detail about an extract from the play and about the play as a whole. Section B explores a 19th century novel. Here, pupils will be required to write about an extract in detail and then about the novel as a whole.

Paper 2, *Modern Texts and Poetry*

This paper is worth 60% of the final grade and the written exam lasts 2 hours and 15 minutes. The paper is divided into 3 sections:

Section A – Modern Texts - Students will answer a question on their chosen novel or drama.
Section B – Poetry – students will answer one comparative question on an unnamed poem and one that belongs to the Anthology.
Section C – Unseen Poetry – Students will answer one question on an unseen poem and one question comparing this poem with a second unseen poem.

0ther Information/ Entry Requirements

It is important to note that this course is not an option. Pupils who embark on this course will be selected by their subject teachers.

Homework will be set on a regular basis.

All assessments are closed book and all exams take place at the end of Year 11
This GCSE follows the NEW GCSE Grading system 9 -1

English Language

Cambridge O Level (1123)

https://www.cambridgeinternational.org/Images/634453-2024-2026-syllabus.pdf

Introduction

The Cambridge O Level English Language syllabus enables learners to communicate accurately, appropriately and effectively and to understand and respond appropriately and imaginatively to what they read and experience. They will employ different forms of writing to suit a range of purposes and will show that they can understand the content and argument of given texts.

Aims

The aims are to enable students to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively, using standard English appropriately
- work with information and with ideas in language by developing skills of evaluation, analysis, use and inference
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

Assessment overview

All candidates take two components. Candidates will be eligible for grades A* to E. All candidates take:

Paper 1 2 hours
Reading 50%
50 marks
Structured and extended writing questions. Questions are based on two reading texts. Externally assessed

Paper 2 2 hours
Writing 50%
50 marks
Directed writing question and a composition task that is externally assessed.

Details of the assessment

Paper 1 - Reading

Section A
Comprehension and Use of Language
(25 marks)

Question 1 Comprehension task
Candidates respond to a series of sub-questions based on Text A, a narrative text. These are short answers testing understanding of both explicit and implicit meanings. Text A is approximately 900 words long and is from either the twentieth or the twenty-first century. (16 marks)

Question 2 Use of Language task
Candidates respond to a series of sub-questions based on Text A. These are short answers worth a total of nine marks relating to the author's use of language and the effect this has. (9 marks)

Section B Summary and Short response
(25 marks)

Question 3a Summary task
Candidates answer a summary task in response to Text B. Candidates write a summary as continuous writing of 150–180 words. Text B is approximately 550–600 words long. (10 marks)

Paper 2 - Writing

Section A
Directed Writing
(25 marks)

Candidates answer one compulsory question. Candidates read one or two texts totalling approximately 400–450 words in length. They use, develop and evaluate the information in the text(s) to create a discursive/argumentative/ persuasive speech, email, report, letter or article. Candidates write about 250–350 words (15 marks)

Section B
Composition
(25 marks)

Candidates answer one question from a choice of four: two descriptive and two narrative. Candidates develop and write a composition. Candidates write about 350–450 words.

Other Information/ Entry Requirements

It is important to note that this course is not an option. Pupils who embark on this course will be selected by their subject teachers.

MATHEMATICS

OCR Specification A GCSE (J560)

https://ocr.org.uk/Images/168982-specification-gcse-mathematics.pdf

Introduction

Mathematics is a CORE subject and is taken by all students. The course will provide students with an understanding of mathematics and develop their logical problem-solving skills, while providing the opportunity to acquire a valuable qualification often requested by employers. It has been designed to meet the needs of the National Curriculum and to provide skills that will be useful in later life.

The course is appropriate to candidates requiring a general qualification in Mathematics and is suitable for anyone wishing to progress to GCE A level or other similar courses.

Specification Content/Examination

Learners are entered for either Foundation tier (Paper 1, Paper 2 and Paper 3) **or** Higher tier (Paper 4, Paper 5 and Paper 6).

Qualification Overview **Foundation Tier Grades 5 to 1**	**Assessment Overview**	
Paper 1 (Foundation Tier) J560/01	Written Paper 100 marks 1 hour 30 mins Calculator permitted	33.33% of total GCSE
Paper 2 (Foundation Tier) J560/02	Written Paper 100 marks 1 hour 30 mins Calculators not permitted	33.33% of total GCSE
Paper 3 (Foundation Tier) J560/03	Written Paper 100 marks 1 hour 30 mins Calculator permitted	33.33% of total GCSE

Qualification Overview **Higher Tier Grades 9 to 4**	**Assessment Overview**	
Paper 4 (Higher Tier) J560/04	Written Paper 100 marks 1 hour 30 mins Calculator permitted	33.33% of total GCSE
Paper 5 (Higher Tier) J560/05	Written Paper 100 marks 1 hour 30 mins Calculators not permitted	33.33% of total GCSE
Paper 6 (Higher Tier) J560/06	Written Paper 100 marks 1 hour 30 mins Calculator permitted	33.33% of total GCSE

Other Information

N/A

GCSE Combined Science – Trilogy

AQA Specification 8464

https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF

Combined Science is a joint award that looks at all three science disciplines. It is worth two GCSEs upon completion. Please note that the previously offered 'Core and Additional Science' options have now been replaced with the new 'Combined Science' which is compulsory.

This covers the new Key Stage 4 Science Programme of Study (the content of this makes up part of the separate Science awards). This has been developed so that students become more 'scientifically literate', i.e. they are able to make reasoned judgements about scientific issues which may affect them in their everyday lives. It looks at aspects of Biology, Chemistry and Physics and includes a detailed look at investigative skills.

SPECIFICATION CONTENT / EXAMINATIONS

Programme of Study

Year 10
The topics covered are: cell biology, organisation, infection and response, bioenergetics, atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes, energy, electricity, particle model of matter and atomic structure.

Year 11
The topics covered are: homeostasis and response, inheritance, variation and evolution, ecology, the rate and extent of chemical change, organic chemistry, and chemical analysis, chemistry of the atmosphere, using resources, forces, waves, magnetism and electromagnetism.

How will I be assessed?

- Assessment will use the new 9-1 grading system, replacing the A*-G.
- The foundation tier will cover grades 1– 5 / Higher tier grades 4-9.
- No controlled assessments in the new science qualification, questions assessing students' use of mathematical skills will make up 15% of the assessments.
- Final examination will consist of 6 separate papers (two for each science), each 1 hour and 15 minutes long, making up a total of 7.5 hours' worth of assessment.
- MATHEMATICAL SKILLS will be assessed as follows 10% of the Biology paper, 20% of the Chemistry.
- Practical skills are assessed within the 6 papers. Questions within the papers are based upon 15 practical's set by the exam board. These will be done in lessons as either DEMONSTRATIONS, SIMULATIONS or PRACTICAL LESSON.
- NEW REVISED Equations Sheets will be provided

OTHER INFORMATION

Future opportunities

The course prepares students for progression onto A level sciences. Entry requirements for A Level sciences can be found on Page 45. The development of science in a modern society is essential for economic growth. It increasingly plays a part in our everyday lives. The list of career opportunities is almost endless. They range from the medical profession, i.e. doctor, nurse, pharmacist, public health and dentistry, to construction engineering, chemical engineering and mechanical engineering. Opportunities also occur in computing, electronics, telecommunications and electrical engineering. Scientists also form an important part of the aerospace, chemical manufacturing, textiles and motor industries.

SPANISH

AQA Specification GCSE (8698)

http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698

Introduction

All students in Year 10 & 11 take Spanish. The course aims to develop listening, speaking, reading and writing skills in the language. These four language skills form the basis of the GCSE examination in Spanish.

Listening - *the ability to understand & respond to spoken Spanish*

Speaking - *the ability to use Spanish effectively for purposes of practical communication*

Reading - *the ability to read, understand & respond to written Spanish*

Writing - *the* ability to communicate *in writing*

Students who are not native speakers are withdrawn from mainstream Spanish lessons and taught in different ability groups, better geared to the needs of the non-native users of the language. They will also sit the GCSE examination.

Specification Content/Examination

- **Listening Component =** 25% of the total GCSE marks.
- **Speaking Component =** 25% of the total GCSE marks.
- **Reading Component** = 25% of the total GCSE marks.
- **Writing Component** = 25 % of the total GCSE marks.

Students will be entered either for Foundation Tier exams or Higher Tier exams. They must sit exams in all four skills at the same tier. Students who are non-native speakers are advised to purchase a set of verb tables to help them with the controlled assessments. This GCSE follows the NEW GCSE Grading system 9 -1

Other Information

Homework will be set on a regular basis. Students are advised to study grammar points covered in class regularly at home, in order to keep up with the course.
Useful links and resources:
www.bbc.co.uk/education/subjects/z4dqxnb
www.bbc.co.uk/schools/gcsebitesize/spanish/
www.bbc.co.uk/language/spanish/
http://conjugator.reverso.net/conjugation-spanish.html
www.linguee.com
Collins verb tables and dictionary

Alternative Course Routes

Students who may not be suitable for the GCSE Spanish course may be offered a Languages Short Course through ASDAN.

ART AND DESIGN: ART & DESIGN

AQA Specification GCSE FINE ART (8201)

http://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF

Introduction

GCSE Art and Design provides students with a wide range of creative and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature. This two Unit Specification motivates students to develop their ability to actively engage in the processes of Art and Design.

The course aims to further creative skills through learning and doing, to enhance imaginative and intuitive ways of working and develop knowledge and understanding of materials and technologies in historical and contemporary contexts. GCSE Art and Design is a strong foundation for further progression to Art and Design related courses such as A-level Art and Design and career pathways.

Specification Content/Examination

This title FINE ART promotes learning across a variety of experiences and through various processes including drawing, painting, printmaking, textiles, sculpture and digital imaging. Emphasis is on an increased breadth of approach enabling students to generate different kinds of evidence of working and outcomes.

Unit 1 Portfolio

Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

1. 1 A **sustained project** developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.
2. 2 **A selection of further work** resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

Unit 2 Externally set assignment

AQA will provide an externally set assignment with seven different starting points. Students must select and respond to **one** starting point. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.
A three months preparation period is followed by 10 hours of supervised unaided work in which students are required to realise their intentions.

Assessment

Unit 1: Portfolio 60%

Unit 2: Externally set assignment 40%.

Other Information

Students opting for the subject should have both an interest in art and also some drawing and painting ability.
This GCSE follows the NEW GCSE Grading system 9 -1

BUSINESS STUDIES

AQA Specification GCSE (8132)

http://filestore.aqa.org.uk/resources/business/specifications/AQA-8132-SP-2017.PDF

Introduction - Why choose GCSE Business Studies?

- This course offers students a chance to enter a field of study they have not covered at Key Stage 3: to learn about and develop an understanding of business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.
- It provides students with an understanding of the commercial world and applies this knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.
- Students will be encouraged to investigate and analyse real business opportunities and issues to construct well-argued, well evidenced, balanced and structured arguments, demonstrating their depth and breadth and understanding of business.
- Students will develop and apply quantitative skills relevant to business, including using and interpreting data.
- It gives students the opportunity to develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems.
- It will obviously provide progression to AS/A level Business Studies.
- Gibraltar's main industry being the Finance Centre makes Business Studies and its application in the workplace extremely valuable, equipping them for their future careers. This course is also useful for career paths in business, marketing, management, retailing, finance or economics.

Specification content/examination

The new Business Studies GCSE is a linear qualification. Linear means that students will sit all their exams at the end of the course

Subject content

1. Business in the real world
2. Influences on business
3. Business operations
4. Human resources
5. Marketing
6. Finance

Assessments

Paper 1: Influences of operations and HRM on business activity	Paper 2: Influences of marketing and finance on business activity
What's assessed • Business in the real world • Influences on business • Business operations • Human resources	**What's assessed** • Business in the real world • Influences on business • Marketing • Finance
How it's assessed • Written exam: 1 hour 45 minutes • 90 marks • 50 % of GCSE	**How it's assessed** • Written exam: 1 hour 45 minutes • 90 marks • 50 % of GCSE
Questions • Section A has multiple choice questions and short answer questions worth 20 marks. • Section B has one case study/data response stimuli with questions worth approximately 34 marks. • Section C has one case study/data response stimuli with questions worth approximately 36 marks.	**Questions** • Section A has multiple choice questions and short answer questions worth 20 marks. • Section B has one case study/data response stimuli with questions worth approximately 34 marks. • Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Assessment Objectives

The exams will measure how students have achieved the following assessment objectives.
•AO1: Demonstrate knowledge and understanding of business concepts and issues.
•AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts.
•AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.

Other information

It is essential that students understand the demands of this subject so they should seek advice from a Business Studies teacher who will explain the course content further and show them relevant materials.

During the GCSE course, both summative and formative assessments are used to assess the progress of the student. The qualification will be graded at the end of the GCSE course on a nine-point scale: 1 to 9 – where 9 is the best grade.

CERTIFICATE OF PERSONAL EFFECTIVENESS

CoPE- ASDAN- LEVEL 1 OR 2

FILE:///C:/USERS/USER/DOWNLOADS/COPEL1L2_JAN15_WEBFLYER.PDF **(NO LINK)**

Introduction

The Certificate of Personal Effectiveness (CoPE) is ASDAN's flagship qualification and offers an imaginative way of accrediting young people's curriculum enrichment and extra-curricular activities, allowing centres to certificate a wide range of personal qualities, skills and achievements, as well as introducing new activities and challenges.

The aims of the qualification are to enable candidates:

- to develop and demonstrate a range of personal, key and employability skills leading to personal effectiveness
- to broaden their experience and manage learning through the enrichment activities provided by the ASDAN challenges
- to receive formal recognition and accreditation for the above.

This is a nationally recognised qualification where Level 1 CoPE is equivalent to a D/E Grade at GCSE and Level 2 a B Grade at GCSE.

Specification Content/Examination

CoPE offers students the opportunity to develop a number of skills needed for life long learning. These skills are assessed through a number of activities – for example:

Problem Solving - Students need to organise their own work experience and reflect on the difficulties faced in doing this.

Working with others - To demonstrate their ability to work in groups effectively, students are asked to work in teams to raise money for charity or to organise a school trip. This year our students raised £800 for The GBC Open Day and they have organised a trip to Ronda.

Research skills - Success in this area requires students to identify a question for research, design and administer questionnaires and make conclusions from their findings. Some of the questions recently researched are:
Which Chinese meal is a favourite for Gibraltarians?
What is the most common injury for 15 to 18 year old football players?

Improving own learning - This is probably the most important of skills. By working through a series of exercises students are helped to understand their individual learning styles.

Participating in discussions and presentations - Students are often challenged when developing both these skills. After researching different topics, (e.g. Holocaust, abortion), students are asked to deliver a power point presentation to the class and a discussion then follows. Students who perform well in this area are able to present well reasoned arguments and are able to support their opinions with facts.

Challenges can come from 12 modules within the Student Booklet under the following areas of study:

- Communication
- Citizenship and Community
- Sport and Leisure
- Independent Living
- The Environment
- Vocational Preparation
- Health and Fitness
- Work Related Learning and Enterprise
- Science and Technology
- International Links
- Expressive Arts
- Beliefs and Values

Students can choose the challenges that suit their strengths, which make for an interesting and varied course and they will build a **Portfolio of Evidence** as they complete various challenges.

Other Information

THIS COURSE DOES NOT HAVE AN EXAMINATION. IT IS ASSESSED VIA THE PORTFOLIO WORK DEVELOPED OVER THE 2 YEARS.

CHILD DEVELOPMENT

OCR CAMBRIDGE NATIONALS LEVEL 1/2 CERTIFICATE - J818

HTTPS://WWW.OCR.ORG.UK/IMAGES/264237-CENTRE-HANDBOOK.PDF

INTRODUCTION

This is a vocational option subject. Students choose this subject if they have an interest in working with children and they are interested in all areas of child development. Students will have the opportunity to develop their knowledge of child development in key areas such as physical, social, intellectual and emotional development and child needs in various contexts.
Specification Content/Examination
Outline of programme of study

The topics covered over the two years include:
•Unit R057: Health and well-being for child development This is assessed by an exam.
In this unit you will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. You'll also learn about postnatal care and the conditions in which a child can thrive.
Topics include: o Pre-conception health and reproduction
o Antenatal care and preparation for birth
o Postnatal checks, postnatal care and the conditions for development
o Childhood illnesses and a child safe environment.

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years This is assessed by a set assignment.
In this unit you will learn how to create a safe environment for children from birth to five years in childcare settings. You'll research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs.
Topics include:
o Creating a safe environment in a childcare setting
o Choosing suitable equipment for a childcare setting
o Nutritional needs of children from birth to five years.

Unit R059: Understand the development of a child from one to five years This is assessed by a set assignment.
In this unit you will learn the physical, intellectual and social developmental norms for children from one to five years. You'll understand the importance of creating plans and providing different play activities to support children in their development.
Topics include:
o Physical, intellectual and social developmental norms from one to five years
o Stages and types of play and how play benefits development
o Observe the development of a child aged one to five years
o Plan and evaluate play activities for a child aged one to five years for a chosen area of development.

Assessment
There are three components:
Unit 1 - one written exam of 1 hour 15 minutes worth (40%) R057 Health and well-being for child development
Unit 2 - R058 Create a safe environment and understand the nutritional needs of children from birth to five years 30%
Unit 3 - R059 Understand the development of a child from one to five years 30%

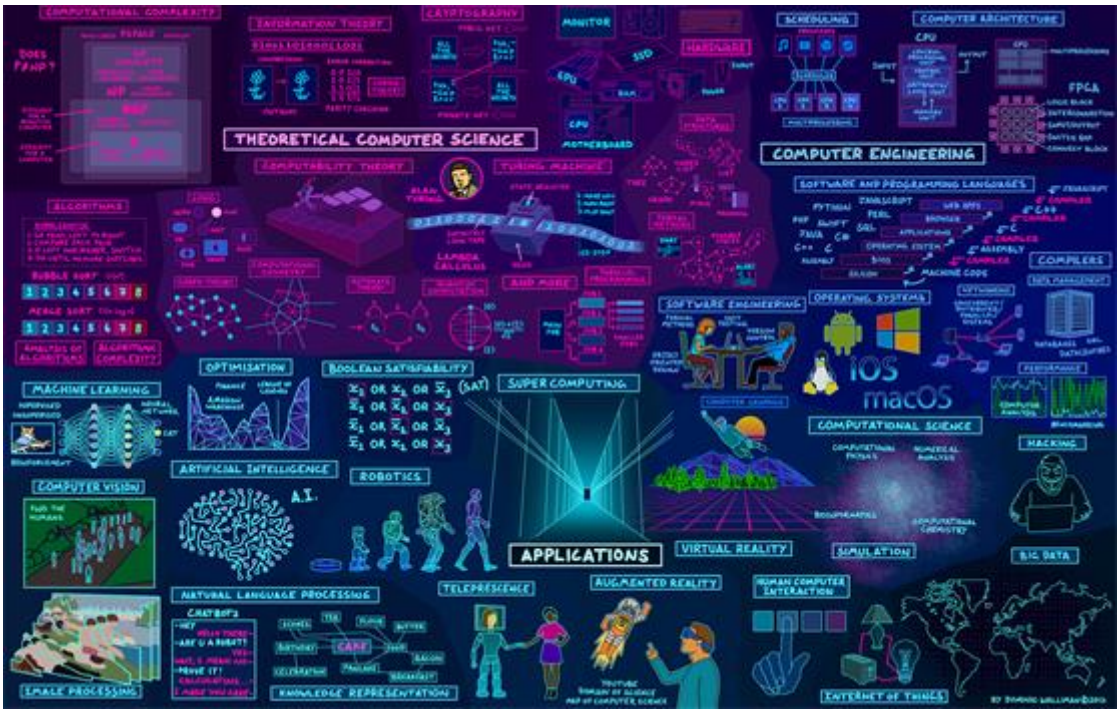
Other information

All students can access any grade from the following grade scale:
● Distinction* at Level 2 (*2)
● Distinction at Level 2 (D2)
● Merit at Level 2 (M2)
● Pass at Level 2 (P2)
● Distinction at Level 1 (D1)
● Merit at Level 1 (M1)
● Pass at Level 1 (P1)
The course provides a basis for further study of Child Development which could lead to work as an Early Years Practitioner, a Classroom Assistant or Health Support Worker. It could also be the starting point for careers in Nursing or Teaching.

COMPUTER SCIENCE

OCR COMPUTER SCIENCE GCSE- J277

HTTPS://WWW.OCR.ORG.UK/QUALIFICATIONS/GCSE/COMPUTER-SCIENCE-J277-FROM-2020/



Introduction

The GCSE (9–1) Computer Science is designed to boost computing skills essential for the 21st century. Computational thinking as its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence. They will apply academic principles they learn in the classroom to real-world systems in an exciting and engaging way.

Learning will be delivered through a creative blend of practical and theoretical lessons. Students will be given the opportunity to develop practical programming skills, and also develop vital understanding across a range of relevant computer science topics.

Specification Content/Examination

Content overview:

Component 01: Computer systems
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.

Component 02: Computational thinking, algorithms and programming
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.

Practical Programming
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. The programming language students will develop during this course is Python; a high-level and general-purpose programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

Assessment Overview

Component	Marks	Duration	Weighting	Exam Guidelines
Computer systems (01)	80	1 hour 30 mins	50%	Calculators **not** allowed The question paper will consist of short and medium answer questions. There will also be one 8-mark extended response question. This question will enable students to demonstrate the ability to construct and develop a sustained line of reasoning
Computational thinking, algorithms and programming (02	80	1 hour 30 mins	50%	Calculators **not** allowed The question paper will consist of short and medium answer questions. There will also be one 8-mark extended response question. This question will enable students to demonstrate the ability to construct and develop a sustained line of reasoning

LEVEL 1/2 AWARD IN CONSTRUCTING THE BUILT ENVIRONMENT

https://www.eduqas.co.uk/media/cjvn3orz/constructing-the-built-environment-level-12-award-specification-from-2018.pdf

Why choose Level 1/2 Award in Constructing the Built Environment?
The local construction industry employs over three and a half thousand individuals and the WJEC level 1/2 Award in Constructing the Built Environment provides an ideal introduction for anyone looking to follow a career in this field. This course is a GCSE equivalent and as such carries a substantial amount of assessed theory material. It is not aimed to substitute the Design and Technology GCSE but rather complement it should you be looking to undertake both.

What will I study?

Unit 1: Introduction to the Built Environment (40%)
In this mandatory examined unit you will study the built environment life cycle, types of buildings and structures, technologies and materials, building structures and forms, sustainable construction methods, employment and careers and health and safety.

(Only one of Unit 2 or Unit 3 to be done)

Unit 2: Designing the built environment (60%)
This is one of two optional units where you will gain knowledge and understanding of the design of the built environment, encompassing what information is required in order to produce a drawing, and the different types of media used in both approval and planning of the built environment.

Unit 3: Constructing the Built Environment (60%)
This unit is an optional unit that you will only study in addition to Unit 1 **unless** Unit 2 is studied.
In this unit you are required to develop knowledge, skills and understanding in **three** areas, selected from: Textiles, Wood, Brick, Plaster, Decoration, Tiles, Electrical, Plumbing and Heritage.

Careers with the Level 1/2 Award in Construction the Built Environment
This subject will be useful if you are intending to further your studies in areas such as architecture, engineering or design, as well as if you are planning a career in the construction industry.

DANCE

AQA Specification GCSE (8236)

HTTPS://FILESTORE.AQA.ORG.UK/RESOURCES/DANCE/SPECIFICATIONS/AQA-8236-SP-2016.PDF

INTRODUCTION

The AQA GCSE in Dance offers students the opportunity to embark on a course which covers a critical appreciation of dance, in tandem with the development of practical and performance skills. Students will study professional works, perform solo and group dances and choreograph their own pieces.

This course is aimed at developing, and building on, any previous experience of dance a student may have. The study of dance contributes to students' aesthetic and social development, increases self -awareness and confidence and will broaden students' artistic and cultural experiences.

Specification Content/Examination

Component 1: Performance and Choreography - 60% of total marks

Component 2: Dance Appreciation - 40% of total marks

All students sit the same written examination.

Examination Structure

1. Practical Component - 60%
2. Written Examination - 40%

Other information

Please note that students who intend to follow an A Level course in Dance will highly benefit from choosing it at GCSE. Please refer to the Appendix for entry requirements for A Level Dance.

DESIGN & CRAFT: FASHION WEAR

Course Details

Award: Level 2 Certificate in design and craft

Awarding Body: City & Guilds

Specification Code: 7716-32

Specification Website: **https://1stdirectory.co.uk/_assets/files_comp/5f934412-aa8a-4d5e-9771-d3e232c23994.pdf**

Course Introduction

The course is designed for pupils who enjoy Fashion. Learners will be exposed to a variety of craft and design techniques followed by the making of fashion wear.

The course will be divided into 2 units of work.

During the course students will be required to:

• Measure and record body sizes accurately

• Recognise the characteristics of a range of fibres – natural and man-made and the basic fabrics made from them

• Prepare fabrics for cutting and stitching and make an accurate lay

• Handle fabrics correctly during cutting, stitching and pressing

• Select pattern styles to compliment a variety of figure shapes

• Adjust patterns as necessary

• Finish garments correctly

• Understand the care requirements for the garments made

• Sample the techniques

Units

Unit 1: This unit provides a practical introduction to the skills and knowledge needed to begin the design process for craft in general. It aims to assess the ability to use a range of materials and mediums, based on a personal approach, in order to understand the visual implications of the design process.

There are four outcomes for this unit.

The candidate will be able to:

1 Use primary colours to produce secondary colours, add black and white to produce tints, tones and shades.

2 Explore the qualities of line and mark-making.

3 Demonstrate the relationship between shape and form.

4 Create a range of surface textures using simple techniques.

Unit 2: This unit provides the practical skills and knowledge needed to make Fashion Wear items. It aims to develop practical skills, using a range of materials to record this subject matter. The unit utilises the principles of Unit 1 throughout the outcomes - planning, preparing, making and completing the items.

There are five outcomes for this unit.

The candidate will be able to:

1 Apply basic design ideas to planning and making for a fashion item.

2 Plan, prepare and manage the making of fashion items to a design brief

3 Operate tools and equipment applicable to this craft carefully, safely and effectively

4 Make well-constructed fashion items to a design brief.

5 Appreciate the contextual influences relating to fashion wear.

Assessment

The outcomes for unit one will be assessed using evidence from practical activities, which will take the form of:

• Practical exercises, paper based or using a range of materials, designed to assess the skills of the candidate in producing the components of basic design work
• A workbook that will demonstrate underpinning knowledge in support of the practical exercises, which may include samples, sketches, notes, ideas etc.

The outcomes for unit two will be assessed using:

Three projects are to be undertaken and a folder of work is to be produced.

The Design for Craft studies will be presented, appropriately, with the assessments.

Option one
• A top -blouse, shirt, simple jacket
• A skirt – any style
• A waistcoat – of any length
• A folder of work

Option two
• A top – blouse, shirt, simple jacket
• Trousers – any length
• A waistcoat – of any length
• A folder of work

Option three
• A simple one-piece dress
• Waist slip – decorated
• A waistcoat – of any length
• A folder of work

DESIGN & TECHNOLOGY

AQA Design and Technology: GCSE (8552)

http://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF

Introduction

The new GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment.

They will also have the opportunity to study specialist technical principles in greater depth.

Specification Content/Examination

In Year Ten the course is structured as follows:

Lesson One: Theory content delivered in class which will normally include a homework activity on a weekly basis. This will continue throughout the second year and will lead up to the final written examination.

Lesson Two: During this lesson students will be working on their Design folders which can either be presented on A4 format or in Digital form. These lessons will focus on topics which include research skills, generating designs, planning and evaluation techniques.

Lesson Three: This will be the student's practical lesson where they will be able to work on their products using tools, machinery and equipment available in school.

In Year Eleven, pupils are prepared to meet the final course requirements of:

50% Theory. Tested by a two hour written examination.

50% Design Folder and Practical outcome.

This is also an academic subject. The practical element is only 30% of the allocated time (1 out of 3 lessons.)

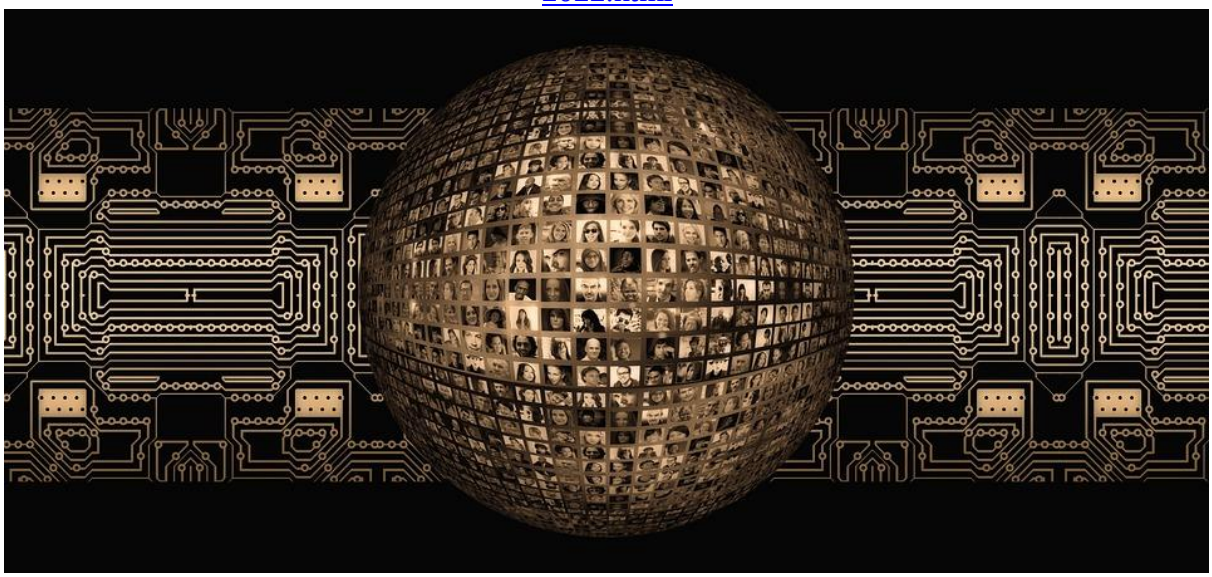
Other Information

Pupils need to understand that the course carries substantial homework content. Most weeks they will have questions to complete at home related to the theory covered that week. Added to this they will also have ongoing Design Folder work to complete at home linked to the practical outcomes being covered.

DIGITAL INFORMATION TECHNOLOGY

BTEC Level 2 (603/7050/6)

https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology-2022.html



Introduction

Over the years, technology has revolutionised our world and daily lives. Technology has created amazing tools and resources, putting useful information at our fingertips. Modern technology has paved the way for multi-functional devices like the smartwatch and the smartphone. Computers are increasingly faster, more portable, and higher-powered than ever before. The way we work, play, shop and communicate has changed dramatically in the last few years and continues to do so at an even faster pace - and all this is due to ICT.

This course is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying project planning, data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

What does the qualification cover?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces and dashboards as a way to present and interpret data
- process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- attitudes that are considered most important in digital information technology, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues. This Tech Award complements the learning in GCSE programmes such as GCSE Computer Science. It is an introduction to the application of project planning techniques to plan, design and develop a user interface, how to collect, present and interpret data and the use of digital systems.

This qualification has four units:

- Exploring User Interface Design Principles and Project Planning Techniques
- Collecting, Presenting and Interpreting Data
- Effective Digital Working Practices

Specification Content/Examination

Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology				
Component number	**Component title**	**GLH**	**Level**	**How assessed**
1	Exploring User Interface Design Principles and Project Planning Techniques	**36**	**1/2**	Internal – externally moderated
2	Collecting, Presenting and Interpreting Data	**36**	**1/2**	Internal – externally moderated –
3	Effective Digital Working Practices	**48**	**1/2**	External Synoptic

Other Information

Grading and approximate equivalence to GCSE 9-1

Technical	**9 to 1 Grading**
L2 Distinction *	8/9
L2 Distinction	7
L2 Merit	6
L2 Pass	4/5

DRAMA

AQA Specification GCSE (8261)

http://filestore.aqa.org.uk/resources/drama/specifications/AQA-8261-SP-2016-DRAFT.PDF

Introduction

GCSE Drama is not just for students who want to be actors. Universities and employers value a background in Drama because of the personal and social skills the subject helps you to develop. Succeeding in Drama shows the following:

- That you can work effectively as part of a team
- That you can work to deadlines
- That you can communicate clearly with people
- That you are confident about speaking in public
- That you have an imaginative and creative mind

These skills are all valuable in any area of higher education and/or employment.

Specification Content/Examination

The GCSE Drama course consists of three components:

Understanding Drama (worth 40% of the GCSE course): Students will study a set play from the point of view of performance. They will also watch live productions and develop evaluative and analytical skills in response to live theatre. The unit is assessed through a 1 hour and 45 minute exam consisting of questions on the set play and on a response to a live theatre production seen during the course.

Devised Drama (worth 40% of the GCSE course): This is a practical component. Students will devise and performance a piece of original drama. The unit is assessed through a performance of the piece.

Texts in Practical (worth 20% of the course): This is a practical component. Students will perform two extracts from one play. The unit is assessed through a performance of both extracts.

Other Information

At Bayside, we explore a number of theatre styles, including Theatre-In-Education, Devising and Acting. You will take part in a number of performances and will develop an advanced understanding of many drama techniques. This GCSE follows the NEW GCSE Grading system 9 -1

Success in GCSE Drama can lead to the A-Level Theatre Studies course currently available to Bayside students.

FRENCH

AQA Specification GCSE (8658)

http://www.aqa.org.uk/subjects/languages/gcse/french-8658

'If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.'

Nelson Mandela

Introduction

The GCSE French course will allow you to further develop your competence in the language in order to progress from beginner to intermediate level. You will be able to understand the language in different contexts and acquire the skills to communicate effectively.

Why choose French for your options?

- get ready for life in a multilingual world
- increase your chances of getting a good job
- improve your English and Maths (students who do foreign languages tend to perform better in these)
- improve your chances of entry into university (some top universities now require applicants to have a GCSE in a foreign language)
- have a better chance to study or work abroad
- improve your communication and social skills
- get more out of travel to other countries
- enjoy and appreciate other cultures
- make friends all around the world
- Bayside has a very high pass rate A*- C / 9-4 in GCSE French (78% over the past eight years)

Specification Content/Examination

What does the GCSE involve?

The AQA GCSE in French is a linear qualification with 100% external assessment. Linear means that students will sit all their exams at the end of the course. There are four equally weighted components:

Listening	25%	Reading	25%
Speaking	25%	Writing	25%

This GCSE follows the NEW GCSE Grading system 9 -1

Assessment of these skills will be as follows:

Students will be entered for either Higher Tier or Foundation Tier across all four components. They will sit written papers in Listening, Reading and Writing. The Speaking tests are conducted and recorded by the class teacher and assessed by the exam board.

Other Information

In the GCSE course you will continue to follow the Boardworks audio-visual course that is used in Years 8 and 9. This is delivered through interactive Power Point presentations in class which, as you already know, are also accessible to you at home on the Doddle website. The 'AQA French GCSE' textbook, with access to the Kerboodle audio-visual online content, is used in conjunction with Doddle and you will also have free access to Linguascope which is another very useful online resource aimed at developing vocabulary. You will regularly be set homework tasks online on Doddle and Kerboodle. These will often involve interactive audio-visual assessments which you will be able to repeat as many times as necessary in order to ensure progress. By logging into your Doddle account you will also have access to revision material on every single aspect covered for the GCSE, which will provide you with excellent opportunities for independent study.

Thanks to the new technologies it has never been so easy to learn a foreign language, hence the name Doddle for this very practical and useful resource. However, this does not mean that you do not have to work hard. What it means is that you have the latest and best tools at your disposal to learn a language successfully, in an enjoyable and stimulating manner, if you are prepared to put in the time and effort required.

What will be expected of you at GCSE?

You will be required to:

- listen and respond to spoken French
- perform role-plays and do oral presentations
- read and respond to written French
- write text messages, posts, emails, blogs, articles and reports in French
- translate passages from French to English and from English to French
- keep good, neat, organised notes on language and grammar
- read and listen to French regularly at home and look up new words that you come across
- revise your notes regularly in order to learn what you have covered before moving on to the next topic or grammar point
- use online resources such as Doddle and Linguascope on a regular basis to enhance your language learning

IMPORTANT NOTE: If you are learning Spanish as a foreign language you need to consult the Head of Modern Foreign Languages (Mr Santos) before opting for French.

Useful websites:

https://www.doddlelearn.co.uk/french

http://www.linguascope.com/preview/

http://www.wordreference.com/

FOOD PREPARATION AND NUTRITION

AQA Specification GCSE (8585)

http://filestore.aqa.org.uk/resources/food/specifications/AQA-8585-SP-2016.PDF

Introduction

This new 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.

Specification Content/Examination

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

Paper 1: Food preparation and nutrition	**Non- Examination Assessment Task 1: Food investigation (30 marks)***	**Non- Examination Assessment Task 2: Food preparation assessment (70 marks)***
Written exam Theoretical knowledge of food preparation and nutrition • 1 hour 45 minutes • 100 marks • 50% of GCSE Questions • Multiple choice questions (20 marks) • Five questions, each with a number of sub questions (80 marks)	**Written or electronic report** • (1,500–2,000 words) including photographic Evidence of the practical investigation. • Assessment of the understanding of the working characteristics, functional and chemical properties of ingredients. **Practical investigations are a compulsory element of this NEA task**.	**Written or electronic portfolio** • Including photographic evidence. • Assessment of knowledge, skills and understanding in relation to the planning, preparation, cooking, • Presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present **a final menu of three dishes within a single period of no more than 3 hours**, planning in advance how this will be achieved.

*NEAs form 50% of the final mark.

Other information

Students must take note that the majority of this course involves challenging science based theory. It is not just a practical cookery course and students will NOT cook every week.

Students will carry out practical tasks throughout the year to learn necessary skills and put theory into practice. Some of which will be investigative tasks. This GCSE follows the NEW GCSE Grading system 9 -1

Other Information.
Student could also opt for the food wise short course.

About this Course. (ASDAN)

The Food Wise Short Course offers exciting and rewarding activities to develop skills and knowledge through cooking and food preparation. This course helps learners develop practical cooking skills, as well as personal, social and work-related skills.

The short course will contain seven modules.

- Healthy Eating
- Basic Food Safety
- Food Preparation and presentation
- Cooking on a budget
- Entertaining
- The food Industry
- Practical Cooking Skills.

The **Food Wise Short Course** will enable learners to:

- learn what is meant by healthy eating and wellbeing
- learn and demonstrate the skills and techniques needed to cook
- gain an understanding of the importance of sustainability and cooking on a budget
- learn about aspects of the food industry and how it operates

Students will be able to complete challenges, record skills development and upload evidence. Teachers can view learner progress and sign off work, leaving feedback as needed.

This course will help the student gain credits towards a qualification or a part qualification, depending on the purpose of the programme.

GEOGRAPHY

"WITHOUT GEOGRAPHY, THE WORLD AND HOW IT FITS TOGETHER IS A MYSTERY…IT GIVES YOUNG PEOPLE THE INSIGHT TO DRAW CONNECTIONS, MEASURE HOW INDIVIDUAL ACTIONS CAN CHANGE THE WORLD, ASSESS THE COSTS AND BENEFITS, AND SEEK SOLUTIONS TO THE MANY COMPLEX QUESTIONS ABOUT OUR PLANET. IT'S…A SCIENCE POWERFULLY SUITED TO ADDRESS THE CHALLENGES OF THE 21ST CENTURY." FORBES, 2020

AQA Specification GCSE (8035)

http://filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016.PDF

Introduction

This exciting and relevant course is based on a balanced framework of physical and human geography. Students will travel the world from their classroom, exploring case-studies in the United Kingdom (UK), higher income countries (HICS), newly emerging economies (NEEs) and lower income countries (LICS). Topics of study allow students to investigate the link between physical and human themes, and approach and examine the battles between the man-made and natural worlds.

Geography AQA is designed to provide students following GCSE Geography with a course that develops a sound understanding and knowledge of geographical themes. From climate change to global shifts in economic power, students will study the issues and develop skills to solve twenty-first century problems. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Specification Content/Examination

The examination consists of 3 written papers:

Paper 1: Living with the physical environment.
Written Paper – 1hr 30 mins. – 35% of total marks.

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK

Paper 2: Challenges in the Human Environment. Written Paper – 1hr 30 mins. – 35% of the total marks.

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

Paper 3: Geographical applications.
Written Paper – 1 hr 15 mins – 30% of the total marks

- Pre-Release material issued 12 weeks before exam.

- **BOTH** field work activities and associated write ups are carried out during the two year course. There will be two sets of field work with associated write up and it is crucial students complete these. There is a **day trip** to the Rio Hozgarganta towards the end of Year 10 and so students will need a **valid passport**.

HAIR AND BEAUTY STUDIES

CITY & GUILDS / LEVEL 2 TECHNICAL AWARD (SPEC 3038-21)

https://www.cityandguilds.com/qualifications-and-apprenticeships/beauty-and-complementary-therapies/beauty/3038-technicals-in-hair-and-beauty#tab=information

Introduction

This qualification allows you to explore the exciting world of hair and beauty and the environment in which its industries operate.

If you enjoy looking back in time to explore changing trends and developments within the hair and beauty sector, find out how science is used to create products, and understand why we create images for business use, then this qualification is for you.

Students will study how hair and beauty has developed from ancient times to the present day and develop hair-styling, make-up and manicure technical skills to produce your own photographic image. You will explore ethics of product testing, effects of ingredients on hair and skin and how disorders of the hair and skin can impact services.

The qualification develops the following knowledge, understanding and skills:

- specific services carried out within the hair and beauty sectors, roles and responsibilities and typical working patterns
- evolution of hair and beauty from use in ancient times to the mid 90s
- how technological advancements, changes to the economy, and social factors have influenced the sector
- chemistry of cosmetics and biology related to hair and beauty
- uses of design and images for business use
- technical hair styling, make-up and manicure skills

The course will be delivered by qualified external instructors.

Specification Content/ Examination

This course into three units:

- Exploring the world of hair and beauty

  Students will explore the exciting world of hair and beauty and the global environment in which its industries operate. You will explore key features of typical hair and beauty businesses and know how a range of trades and industries link to the sector. You will study how hair and beauty has developed from ancient times to the present day and understand how technological advancements have changed and shaped the range of products and services on offer today.

- Science of hair and beauty

  The purpose of this unit is to encourage learners to explore the relevance of the associated sciences in hair and beauty and how science influences the development of products in the hairdressing and cosmetic industry. The study of the application of science in the hairdressing and cosmetic industry should promote an understanding of the commercial application of science and how it may affect personal decisions.

- Design in the hair and beauty sector

  The purpose of this unit is for learners to explore the creative world of design used in business. Students will have the opportunity to plan and create their own design image using technical hair and beauty skills.

Students will complete two mandatory assessment components:

1. Synoptic assignment - an externally set, internally marked and externally moderated project that requires candidates to identify and use effectively in an integrated manner an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole content area. This is worth 60% of the overall qualification.

2. Theory exam - a 90-minute externally set and externally marked written examination that assesses the candidates' depth and breadth of understanding across the mandatory content in the qualification. This is worth 40% of the overall qualification.

Other Information/ Entry Requirements

This course is graded according to the following scale:

- Distinction*
- Distinction
- Merit
- Pass
- Fail

These grades are equivalent up to Level 9 at GCSE.
This qualification provides a good foundation for future employment in this industry.

As part of the City and Guilds Technicals in Hair and Beauty course, the training provider will offer opportunities for our students to engage in a programme of work experience. Whilst this is not a compulsory part of the course, it is a great opportunity for students to gain invaluable real world experience and add to their learning. It is important to note that the optional work experience would be arranged after school hours (in the afternoons and/or on Saturdays), and would be unremunerated.

AQA: GCSE Specification (8145)

https://www.aqa.org.uk/subjects/history/gcse/history-8145/specification-at-a-glance

Introduction

Why should you take History GCSE and why is it such a useful subject?

History is accessible to all pupils and the class teachers offer their recommendations in the Year 9 reports and parents' evening. The main requirements are an enjoyment of the subject and a positive attitude to learning.

In History you learn how to analyse sources; to weigh up evidence; to detect bias and inconsistencies, and to draw conclusions. You also learn how to use your knowledge to construct clear, balanced and convincing arguments. These skills are very useful in careers such as law or journalism. History is not compulsory for law students but is highly recommended because it develops similar skills.

A STUDENT'S VIEW OF HISTORY

"Every child is born a captive to his age. History emancipates the individual from the shackles of his time – it enlightens and enables the mind by showing that the concerns of this age are not the highest of concerns, that the achievements of this age are not the greatest of achievements, and most of all, that the spirit of this age may be no closer to the truth than any other". ***Luke Perera, former Bayside student.***

AQA: GCSE Specification (8145)

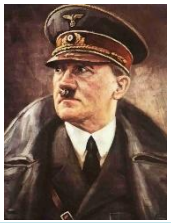
This GCSE follows the 9 -1 Grading system

1B Germany, 1890–1945: Democracy and dictatorship

This period study focuses on one country for over 50 years. Students will gain a coherent understanding of developments in **Germany** and their impact on people through a variety of perspectives: political, social and cultural, economic, the role of ideas and the contribution of individuals and groups.

Content includes;

Kaiser Wilhelm and Prussian militarism.
The impact of World War One
Weimar democracy and the rise of Nazi Germany.
Life in Nazi Germany



Paper 1
Written exam:
2 hours
84 marks

Worth 50%

Conflict and tension between East and West, 1945–1972

Students will deepen their understanding on an international conflict of the modern world; **the cold War.**
They will gain a coherent understanding of how and why conflict occurred and why it proved difficult to resolve the immediate issues which resulted from it.

Content includes;

The origins of the Cold War
The Iron Curtain, Berlin Blockade
Relations with Asia, China and North Korea
Arms and space race
Developments such as Berlin Wall, tensions with Cuba, Czechoslovakia and lastly easing of tensions.

2A Britain: Health and the people: c1000 to the present day

Gain an understanding of how **medicine and public health** developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments.

Content includes;

Medieval medicine; Hippocratic and Galenic method
contribution of Christianity and Islam to medical progress
Renaissance; work of Vesalius, Paré and William Harvey.
Germ theory and the work of Pasteur and Koch
Improvements to public health; cholera epidemics and acts
Modern treatments including the impact of war.

Paper 2
Written exam:
2 hours
84 marks

Worth 50%

Elizabethan England, c1568–1603

This topic promotes coherent understanding of the relationship between the historic environment in **Elizabethan England** and the historical events.
Learn to make connections and evaluate how specified sites have shaped or have been shaped by the historical events and developments of the time.

Content includes;

Elizabeth and her court; female ruler difficulties
A 'Golden Age' and the 'poor' in comparison.
Religious matters and Rebellions; Mary Queen of Scots
Spanish Armada
Specific site (10%)

Music

OCR GCSE Music J536

https://www.ocr.org.uk/Images/219378-specification-accredited-gcse-music-j536.pdf

Why pick GCSE Music?
If you enjoy performing, composing and listening to a wide variety of music then GCSE music will provide you with the opportunity to develop your musical knowledge and skills in a contemporary, accessible and creative way.

The course is designed to appeal to, and cater for, a wide range of interests, instruments, personalities and directions. From a rock-loving electric guitarist to a jazz-playing saxophonist or a pop vocalist – all are welcome and all will thrive!

Course Specification

Area of Study 1	My Music	Students study the capabilities and limitations of their instrument or voice. They practise and learn to perform one or more piece(s).
Area of Study 2	The Concerto through Time	Exploring the development of the concerto from the Baroque period through to the Romantic period.
Area of Study 3	Rhythms of the World	Exploring the traditional rhythmic roots from four geographical regions of the world.
Area of Study 4	Film Music	Exploring music that has been written specifically for film or as a soundtrack for a video game.
Area of Study 5	Conventions of Pop	Exploring a range of popular music from the 1950s to the present day.

Assessment
These 5 areas of study are approached through the 3 areas of the course; performance, composition and listening and appraising. Students will have an opportunity to perform and compose within their chosen style (Area of Study 1 - My Music), together with performing as part of an ensemble and composing music in a style chosen by the board (Area of Study 2-5). As part of the listening and appraising assessment, students will sit a 1.5-hour exam related to Area of Study 2-5.

Performance makes up 30% of the final grade
Composition makes up 30% of the final grade
Listening and Appraising makes up 40% of the final grade.

This course is ideal if….
Your interest in music goes beyond listening just for pleasure.

You play an instrument/sing, practise regularly AND you enjoy it!

You want to improve your musical knowledge and skills.

You enjoy performing on your instrument, both on your own and as part of a group

You want to be able to communicate musical ideas from a technical standpoint.

You want to be able to write and compose music in a variety of styles.

You want to discover and explore music from different time periods and cultures

You want the opportunity to grow as a musician alongside like-minded students.

PHYSICAL EDUCATION

AQA Specification GCSE (8582)

http://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016-V1-0.PDF

Introduction

The GCSE PE Course requires students to demonstrate a good level of physical and theoretical performance. Students will experience a wide range of activities and thus empower themselves with many key/life skills (for example, activity knowledge, communication, leadership, organisation etc) considered valuable for their development in the subject.

This GCSE course is designed to:

- be inspiring, motivating and challenging, and enable informed decisions about further learning opportunities and career pathways
- Develop knowledge, understanding, skills and values to develop and maintain performance in physical activities and understanding of the benefits to health, fitness and well-being.
- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- develop understanding of how the physiological and psychological state affects performance in physical activity and sport
- develop the ability to perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop the 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 wellbeing
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

Specification Content/Examination

The two year course consists of practical (40%) and theoretical (60%) components. Pupils will be assessed practically on four AQA approved sports. The theoretical exam includes multiple choice questions and short answer questions. Students will sit two 1hour and 15min exams, focusing on different topics (see below). The weekly periods allocated to this subject will be based upon two periods of theory, one period of practical work in Years 10 and 11. Reinforcement lessons will also be planned and held at lunchtimes. Activities will be assessed by teachers and moderated by AQA. Students will only be allowed to be assessed as a performer in three different sports (one team sport, one individual sport and either team or individual sport).

GCSE - COURSE OUTLINE

Theory (Paper 1) 30% The human body and movement in physical activity and sport	•Applied anatomy and physiology •Movement of analysis •Physical training •Use of data
Theory (Paper 2) 30% Socio-cultural influences and well-being in physical activity and sport	•Sports psychology •Socio-cultural influences •Health, fitness and well-being •Use of data
Practical performance 40%	•Practical performance in three differenct physical activities •Player/performer role only •Sports: one in a team activity, one in an individual activity and a third in either a team or in an individual activity

Students will be required to produce at least one homework a week based on the theoretical work covered.

1. Students have to attend theoretical lessons where they will study areas of human performance i.e. anatomy, physiology, training and fitness, injury, skills etc and contemporary issues i.e. politics, sponsorship, media etc.
2. Students have to complete a Non Examination Assessment (Coursework). Pupils are expected to analyse their performance in a selected sport.
3. Students will also be assessed practically and theoretically in another five areas for each of the activities covered:
   i. Technical ability of various skills.
   ii. Performance (effectiveness in a competitive situation).
   iii. Ability to show an understanding of the rules and regulations of activities.
   iv. Ability to observe a performance, analyse and evaluate.

Students will be allowed to undertake sports which are not catered for in school, as long as they are within the list of approved sports on the AQA specification. Please see below the selection of sports available:

Team Sports	Individual Sports
Association Football	Amateur boxing
Badminton	Athletics
Basketball	Badminton
Camogie	Canoeing/kayaking (slalom)
Cricket	Canoeing/kayaking (sprint)
Dance	Cycling
Gaelic football	Dance
Handball	Diving
Hurling	Golf
Lacrosse	Gymnastics (artistic)
Netball	Equestrian
Rowing	Rock climbing
Rugby League	Sculling
Rugby Union	Skiing
Squash	Snowboarding
Table Tennis	Squash
Tennis	Swimming
Volleyball	Table tennis
	Tennis
	Trampolining

Activities are subject to change in accordance to AQA specification amendments.

Each sport is marked out of 25 marks. Overall practical performance is marked out of 75 marks (40% of overall GCSE PE grade).

PE teachers will assess external sports via visits or video evidence.

Below please find the Bayside Comprehensive School website link for further information:

https://sites.google.com/a/baysideschoolgibraltar.gi/bayside-pe-departments/

This GCSE follows the NEW GCSE Grading system 9 -1

Other Information

Pupils who take GCSE PE or meet the requirements will have the opportunity to cover the A level PE course in years 12 and 13.

Throughout the GCSE course, students will be exposed to certified courses in named sports, carried out by external entities.

RELIGIOUS STUDIES

AQA Specification A GCSE (8062)

http://filestore.aqa.org.uk/resources/rs/specifications/AQA-8062-SP-2016.PDF

Introduction

This is one of the subjects of the core curriculum.

The course offered in Years 10 and 11, which leads to GCSE examinations in Religious Studies, is open to all students and does **not presuppose faith**: it is designed to be accessible to persons of **any religious persuasion or none**. No prior learning or level of attainment is necessary for candidates to undertake a course of study based on this specification. Questions, schemes and assignments will not require of any student a predetermined opinion that he may not share.

The course's aims and learning outcomes are as follows:

- To encourage students to be inspired and challenged by following a broad, relevant and worthwhile course of study that challenges young people and equips them to lead constructive lives in the modern world.

This specification enables students to …

- adopt an enquiring, critical and reflective approach to the study of religion;
- develop…
  - their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism;
  - their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject;
  - their interest and enthusiasm for the study of religion, and relate it to the wider world;
- explore …
  - Islam and Christianity
    - and develop their knowledge and understanding of …
      - their beliefs, teachings and sources of wisdom and authority,
      - including through the reading of key religious texts, other texts and scriptures;
- reflect …
  - upon fundamental questions, engage with them intellectually and respond personally;
  - on and develop their own values, belief, and attitudes …
    - in the light of what they have learnt
    - and contribute to their preparation for adult life in a pluralistic society and global community;
- enhance…
  - their spiritual and moral development
  - and contribute to their health and well-being;
  - their personal,
  - social and cultural development,
    - their understanding of different cultures locally, nationally and in the wider-world and to contribute to social and community cohesion.

Specification Content / Examination

AQA Specification A – Route A Full Course 8062

In the new specification, the Full Course consists of two components of study:

Component 1: The study of Christianity and Islam. This section of work will be taught in **Year 10**.

- Focussing on their beliefs, teachings and practices and how these influence individuals, communities and societies. Both of these religions are compared and contrasted.

Component 2: Looking at the **four** religious, philosophical and ethical studies themes. This section of work will be taught in **Year 11**.

Theme A: Relationships and families,
- Contraception, sexual relationships before marriage,
- Human sexuality including: heterosexual and homosexual relationships, family planning.
- The nature and purpose of marriage. Divorce, including reasons for divorce, and remarrying.
- Gender equality. Gender prejudice and discrimination.

Theme B: Religion and Life,
- Abortion, Euthanasia., Animal experimentation
- The relationship between scientific views, such as evolution, and religious views.
- The use and abuse of the environment, including the use of natural resources, pollution.
- The impact of beliefs on the value of human life.

Theme C: The existence of God,
- Religious and non-religious beliefs such as atheism and humanism:
- Philosophical arguments for and against the existence of God
- Visions, Miracles, Revelation, the Problem of Evil and suffering

Theme D: Religion, peace and conflict,
- Violence, Weapons of mass destruction, Pacifism, terrorism and war
- The criteria for a just war, Holy war.
- Religious responses to the victims of war

Theme E: Religion, crime and punishment,
- Treatment of criminals, Community Service. Corporal punishment, Death penalty, Forgiveness.
- The causes of crime, good and evil intentions and actions, views about different types of crime.
- Religion and punishment, aims of punishment, retribution, deterrence, reformation.

Theme F: Religion, human rights and social justice.
- Status of women and homosexuals in religion.
- Social justice. Racial discrimination (including positive discrimination),
- Wealth and poverty and the uses of wealth.
- Freedom of religious expression.
- Human rights, exploitation, fair pay, excessive interest on loans, people-trafficking.

The Full Course is a linear qualification examined at the end of the course by **two written examinations** (1hr 45 mins each). In the first exam students must answer questions on Christianity and Islam, studied in Component 1. In the second exam students answer **four** from the six religious, philosophical and ethical studies themes, studied in Component 2.

This GCSE follows the NEW GCSE Grading system 9 -1 (A**- G)

Other Information

https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance

SOCIOLOGY

AQA Specification GCSE (8192)

http://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF

Introduction

Why study Sociology?

Sociology aims to broaden students' minds, helping them to see the world from different perspectives in new and thought provoking ways.

To decide on future policy, governments, businesses, academic institutions and communities alike must evaluate the here and now and assess how best to make use of their understanding of the society of today.

Sociologists offer the most complete and wide ranging interpretations of modern life; from the scientific empirical analysis of human behaviour to the more specifically human evaluation of distinctly personal experiences.

To study Sociology is to develop a variety of skills explicitly transferable to any if not all careers. These unique skills have helped channel many Bayside students towards academic study and successful careers in Law, the Media, Teaching, the Police Force, Administration and many other areas of employment.

Specification Content/Examination

The final assessment consists of two written papers.

Unit 1: 1hour and 45 minutes

Families and Education.

Unit 2: 1hour and 45 minutes

Crime and Deviance, Social Stratification.

Other Information

The list below is a sample of courses that past year thirteen students have studied at University.

Law - Social Anthropology- Criminology- International Business & Management - Accounting - Creative Writing - Journalism

Students of Sociology range from Doctor Martin Luther King to George Lucas

"***The sociological imagination is more important than ever if we are to control the risks found in contemporary societies, and fulfill the potential for improving people's lives."*** Haralambos

GCSE Triple Science

AQA Specification GCSE (8461, 8462 and 8463)

http://www.aqa.org.uk/subjects/science/gcse

INTRODUCTION

We currently live in a world facing many challenges, whether it be in the form of environmental issues such as deforestation or meeting the energy demands of a growing population. Have you ever thought you may want to be part of the solution?

This is an exciting course which begins to give us an understanding of the world around us and builds a knowledge of principles which underpin all sciences.

This course will take up one of your options and it will cover a larger subject content than the Combined Science course. Although the course will require a high level of commitment, it will also provide the opportunity to explore science concepts in more depth.

SPECIFICATION CONTENT / EXAMINATIONS

You may notice that the topics covered are similar to Combined Science, but each has more content and more required practicals.

Programme of Study

Biology

http://www.aqa.org.uk/subjects/science/gcse/biology-8461

Year 10:

1. Cell biology.
2. Organisation.
3. Infection and response.
4. Bioenergetics.

Year 11:

5. Homeostasis and response.
6. Inheritance, variation and evolution.
7. Ecology.

10 Required Practicals are carried out during the two years of study.

Chemistry

http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462

Year 10:
1. Atomic structure and the periodic table.
2. Bonding, structure, and the properties of matter.
3. Quantitative chemistry.
4. Chemical changes.
5. Energy changes.

Year 11:
6. The rate and extent of chemical change.
7. Organic chemistry.
8. Chemical analysis.
9. Chemistry of the atmosphere.
10. Using resources.

8 Required Practicals are carried during the two years of study.

Physics

http://www.aqa.org.uk/subjects/science/gcse/physic-8463

Year 10:
1. Energy.
2. Electricity.
3. Particle model of matter.
4. Atomic structure.

Year 11:
5. Forces
6. Waves.
7. Magnetism and electromagnetism
8. Space physics

10 Required Practicals are done during the two years of study.

Note: Some of these topics have already been covered in Year 9, but they will be revisited over the two years to refresh subject knowledge.

How will I be assessed?

Assessment will be using the new 9-1 grading system, replacing the A*-G. The foundation tiers will cover grades 1–5 and the higher, grades 4-9. There are no controlled assessments in the new science qualification however the questions assessing students' use of mathematical skills will make up 15% of the assessments. The final examination will consist of 6 separate papers (two for each science), each 1 hour and 45 minutes long, making up a total of 3 hours and 30 minutes hours worth of assessment for each Science. An individual grade will be attained for each.

OTHER INFORMATION

Help build a better future, whether it be; designing safe water systems for the 771 million people without, saving the rainforest, using DNA to solve crimes, or being part of the sustainable fashion movement, the possibilities with science are endless.

While high grades in Science GCSEs can enable access to careers such as Medicine, Dentistry, Nursing, Engineering, Computer Science and Forensics, choosing science can mean much more than just that.

The problem solving and critical thinking skills that a science qualification develops are invaluable in many fields of employment outside of the subject.

NON-EXAMINATION COURSES

Personal, Social & Health Education

The PSHE programme aims to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

This programme of study is based on three core themes:
1. Health and Wellbeing
2. Relationships
3. Living in the Wider World, within which there will be broad overlap and flexibility.

A PSHE programme needs to meet the pupils' needs and should be tailored to local circumstances. To this end there will also be career advice and students will be able to hear from a number of local employers to help them broaden their knowledge on the variety of jobs available and the subjects they will need to study at A level if they wish to pursue them.

CORE PE

All students in Years 7-11 are required to participate in a Core PE programme designed to enhance fitness levels and develop physical, mental and social well-being.

All lessons are taught at the school gymnasium and Victoria Stadium complex, with the occasional external visit; this will allow students the opportunity to take part and experience a variety of sports. Football, hockey, basketball, athletics, cricket, volleyball, rugby, squash, table tennis, badminton and fitness methods are among many of the sports/disciplines practised.

Year 7-11 pupils will also be involved in the Fitness programme. This programme will help reinforce the importance of leading a healthy lifestyle through external speaker workshops, fitness sessions and visits.

These practical courses do not lead to public examinations.

Religious Education

The Non-GCSE RE course is designed to provide students with a broad overview of religious belief as well as allowing them to explore moral and ethical issues.

It is open to all students and does not presuppose faith: it is designed to be accessible to persons of any religious persuasion or none.

APPENDIX

Admission into Year 12

Students who are aiming to continue with their studies after passing GCSE should consider the following information:

Subjects available:

SUBJECTS	
ACCOUNTING *	HISTORY *
APPLIED BUSINESS *	HISTORY OF ART *
ART & DESIGN	ICT
BIOLOGY	ITALIAN
BUSINESS STUDIES	MATHEMATICS
CHEMISTRY	FURTHER MATHEMATICS
DANCE	MUSIC**
DESIGN TECHNOLOGY **	PHYSICAL EDUCATION **
DRAMA AND THEATRE STUDIES *	PHYSICS
ECONOMICS *	PSYCHOLOGY *
ENGLISH LITERATURE	RELIGIOUS STUDIES*
FRENCH	SOCIOLOGY *
GEOGRAPHY	SPANISH
HEALTH & SOCIAL CARE *	TRAVEL AND TOURISM *

- *These subjects can be taken at A Level if you have not done the subject at GCSE with a strong pass in English Language. In the case of Psychology – Maths and Science will also be necessary. In the case of Economics – Maths will also be necessary.
- **These subjects can be taken at A Level if you have not done the subject at GCSE with proven practical ability. In the case of Music this includes Grade 5 examinations. In the case of PE strong Science passes are needed.

All entry requirements and subjects available may change.