



TBSHS

Options for Key Stage 4
2022

Contents

INTRODUCTION	3
Fundamental Questions.....	3
Advice.....	3
ENGLISH LANGUAGE	4
ENGLISH LITERATURE	5
MATHEMATICS	6
SCIENCE	7
HUMANITIES	8
MODERN FOREIGN LANGUAGES	9
ART & DESIGN (FINE ART)	11
BUSINESS STUDIES	13
COMPUTER SCIENCE	15
DESIGN AND TECHNOLOGY	16
DRAMA	17
GEOGRAPHY	19
HISTORY	21
MUSIC	24
PHYSICAL EDUCATION	25
RELIGIOUS STUDIES	26
SEPARATE SCIENCES: BIOLOGY, CHEMISTRY, PHYSICS	28
Frequently Asked Questions	29
Subject Related Questions.....	29
General Questions	29
Practice Form	31

INTRODUCTION

This booklet contains all the information you need to make well-informed choices of subjects for Key Stage 4 (KS4). Of course, you are encouraged to discuss your choices with your parents and with your teachers.

Fundamental Questions

Question	Answer
What subjects are compulsory ?	English (most students will do Language and Literature as separate GCSEs), Maths, Science (<i>for those students who do not take 3 separate Sciences</i>), one Modern Foreign Language (French or German) and one Humanity (Geography, History or Religious Studies)
How many other subjects do I have to choose ?	2
What options can I choose from?	A second Modern Foreign Language (French or German) A second Humanity (Geography, History or RS) Art Business Studies Computer Science Design Technology Drama Music Physical Education Separate Sciences – Biology, Chemistry, Physics
Can I choose any combination of subjects?	Yes - but check the advice given below.

Advice

You should make sure that your choices give you a balanced range of subjects:

- Eligibility for entry onto the separate sciences course will be based on ability. All students will sit an exam during Year 9 Exams week. All students will have knowledge of the Module 1 topics in Biology, Chemistry and Physics and are expected to demonstrate key skills such as graph drawing, calculations and planning experiments. The results of the exam will be used to determine eligibility for the separate science course and will contribute towards deciding the setting in all sciences in Year 10.

ENGLISH LANGUAGE

Component 1: 20th Century Literature Reading and Creative Prose Writing

- Written examination: 1 hour 45 minutes
- 40% of qualification

Section A (20%) – Reading - Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions.

Section B (20%) – Prose Writing - One creative writing task selected from a choice of four titles.

Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing

- Written examination: 2 hours
- 60% of qualification

Section A (30%) – Reading - Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions.

Section B (30%) – Writing - Two compulsory transactional/persuasive writing tasks.

Component 3: Spoken Language*

- Non-exam assessment
- Unweighted

One presentation/speech including response to questions from an audience.

*Achievement in Spoken Language will be reported alongside GCSE English Language – it does not form part of the final mark/grade.

ENGLISH LITERATURE

All assessments are closed book and are compulsory.

Paper 1: Shakespeare and the 19th-century novel

What's assessed - Shakespeare play* & the 19th-century novel

How it's assessed - written exam: 1 hour 45 minutes (64 marks) 40% of GCSE

Questions

Section A Shakespeare: students will answer the question on their chosen play. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer the question on their chosen novel. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

What's assessed - Modern prose or drama text*; the poetry anthology & unseen poetry

How it's assessed - written exam: 2 hour 15 minutes (96 marks) 60% of GCSE

Questions

Section A Modern Texts: students will answer one essay question from a choice of two on their chosen modern prose/drama text.

Section B Poetry: students will answer a comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen Poetry: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

* These texts will also be assessed against spelling, punctuation and grammar.

Studying English can lead to the following ...

Clearly there are certain jobs you might wish to go into which benefit from not just studying English up to GCSE but also taking it on into A Level and beyond. For example, if you want to become a journalist, author or teacher.

But, having said that, it is also the case that studying English is the bedrock on which (nearly) all other subjects sit! Your understanding of your mother tongue is central to the fluency of your communication: this is not only in how well you write but also in how well you speak. Similarly, you will become an excellent reader able to unpick a range of different types of text. Hopefully, you will also enjoy what you read and take that with you into the rest of your life!

All this clearly means that studying English is fundamental to any line of work you might choose to go into: so, to be an impressive candidate, become an impressive English student.

MATHEMATICS

Assessment

Terminal Examinations	
Weighting	100%
Number of Papers/ Length	Three 3 x 1 hr 30 min papers for Foundation (Grades 1 to 5) Or 3 x 1 hr 30 min papers for Higher (Grades 4 to 9)
Style of exam	Each paper has a selection of questions at progressive levels. There are three papers, the first paper set is non-calculator and the subsequent papers are calculator papers. The papers have an increasing amount of problem solving questions. Quality of written communication is tested, so students showing working is extremely important as well as writing conclusion statements for certain questions.

The Scheme of Work for mathematics at Key Stage 4 builds on the topics studied at Key Stage 3 and leads to GCSE Mathematics. The main textbook used will be Edexcel GCSE (9-1) Mathematics Student Books published by Pearson Education Limited.

It is important that we get the tier of entry correct for our students and this can mean a number of set changes may be made at the end of Year 8. We expect that sets 1, 2, 3 and 4 will start the Higher Scheme of work from the beginning of Year 9 whereas sets 5 to 7 will start the Foundation Scheme. This is different to the previous GCSE Mathematics course, with more students studying Foundation than before due to the higher level of difficulty of both tiers.

It is expected that all boys will have a pen, ruler, pencil, pair of compasses, protractor and a scientific calculator with them in every lesson.

Studying Maths can lead to the following Jobs and Careers

Maths is an excellent basis for a wide range of careers and supports A Level subjects well. Skills developed through the study of Maths are in high demand from employers allowing students to develop problem solving, logical thinking, effective communication and team working skills. If you enjoy Maths, then you might like jobs or careers such as Accountant, Actuary, Auditor, Economist, Financial Adviser, Fund Manager, Investment Analyst, Insurance/Stockbroker's Assistant, Statistician, Physicist, Meteorologist, Materials Scientist, Geneticist, Loss Adjuster, Biochemist, Company Secretary, Pilot, Air Traffic Controller, Buyer, Travel Agent, Sports Scientist, Architectural Technologist, Cryptographer, Maritime Engineer, Aeronautical Analyst, Optometrist – plus many more.

SCIENCE

The Combined Science Trilogy Award / Assessment

Number of Papers	Paper 1 – Cell biology, Organisation, Infection &, Bioenergetics Paper 2 – Homeostasis, Inheritance, Variation & Ecology Paper 3 – Atomic structure, Bonding, & Chemical changes Paper 4 – Rates, Organic Chemistry, & Chemistry of the atmosphere. Paper 5 – Energy, Electricity, Particle Models & Atomic Structure Paper 6 – Forces, Waves, Magnetism & Space
Duration	Each paper will be 1hour and 15 minutes
Tiers	Foundation and Higher Tiers
Weighting	The papers are equally weighted at 16.7%.
Number of Required Practicals	There are 16 required practicals
Grade boundaries	4 - 9 for the higher tier 1-5 for the foundation tier

The Combined Science Trilogy Award

This course is equivalent to two GCSE's.

The students will gain knowledge and understanding of the important concepts of biology, chemistry and physics through exploration, investigation and enquiry. They are encouraged to look at how science impacts on their lives as individuals and on society as a whole. The new course underpins the importance of practical work throughout the course and students will undertake sixteen required practicals.

Students will have 10 lessons of science over the two week timetable, divided between the three subject areas.

- The double science course is linear with all examinations taken at the end of year 11.
- The examination entry must be based on one tier only so all six papers must be taken at either the foundation or higher entry level.
- The course followed will depend on the aptitude of the groups of students and final tier entry will be made after the mock exams in year 11.

Studying Science can lead to the following Jobs and Careers

If you enjoy any of the Sciences, there are many, many jobs or careers you might enjoy.

For those who like Chemistry, consider Radiographer, Chiropodist, Doctor, Health Visitor, Dietician, Nurse, Pharmacist, Forensic Scientist, Geologist, Oceanographer, Agricultural/Biochemical/Chemical Engineer, Veterinary Surgeon, Agricultural Scientist and Glass Technologist.

For those who enjoy Physics, consider Architect, Structural Engineer, Civil Engineer, Geologist, Materials Scientist, Army, Forensic Crime Analyst, RAF, Scene of Crime Officer, Radiologist, Medical Physicist, Royal Navy, Nuclear Engineer, Laboratory Technician, Timber Technologist – these are just a few examples of careers.

For those who enjoy Biology, consider Paramedic, Medical Secretary, Gamekeeper, Veterinary Surgeon, Zoo Keeper, Oceanographer, Medical Receptionist, Landscape Architect, Horticultural Scientist, Nurse, Biochemist, Marine Biologist, Farm Secretary, Animal Physiotherapist, Forensic Scientist, Food Scientist – plus many more.

Compulsory

HUMANITIES

Geography

History

Religious Studies

All students must study a Humanities subject at GCSE level.

For more detailed information about the requirements of each course, please go to the individual subject pages.

You may, if you wish, choose to study more than one humanities subject.

MODERN FOREIGN LANGUAGES

French and/or German

Content

Studying a language at GCSE equips you with the knowledge and skills to communicate with native speakers in real-life situations, making you a confident communicator in that language. It also offers insight into another culture, society and language, giving a different world view.

Topics include:

- relationships with family and friends
- marriage/partnership
- social media/mobile technology
- free-time activities
- customs and festivals in French or German-speaking areas
- home, town, neighbourhood, region
- social issues e.g. poverty, charity work, healthy living, the environment
- travel and tourism
- life at school
- education post-16
- jobs, career choices and ambitions

Trips and Exchanges

To be able to practise more naturally what he has learned in the classroom, your son will be encouraged to visit France and Germany by taking part in one of our home-to-home exchanges, as well as take part in visits to the Goethe Institut, the Institut Français and International House London.

Why pursue languages?

Careers using languages cover almost everything. Graduates use language skills in everything from Orchestral Tour Management, Wine Tourism, Buyer for international goods for ASDA/LIDL etc., law, consultancy, international development or charities e.g. Human Rights Watch, media (Thomson Reuters), publishing and industry of many kinds.

Languages are very much in demand from employers. For example, over the past two years the University of Cambridge has had nearly 900 jobs mentioning a requirement for French come through their vacancy system, including Researcher for Counter Terrorism in Europe, Investigation and Intelligence Consultancy, Marketing and communications roles, analyst in financial services and more.

For many, a language degree doesn't seem very vocational. It doesn't end with a clear career path the way a law or economics degree does. However, it does leave a lot of doors open and plenty of students go into careers in the "professions" with a language degree. They're in demand. They could do a law conversion course, a psychology conversion course or, with the right work experience along the way, go into banking, consultancy, business as well as a myriad of other things.

Compulsory

Assessment

All language courses use the same scheme of assessment.

Examination Board: AQA

All assessment is terminal, i.e. takes place at the end of Year 11.

Paper	Skill	Percentage of final GCSE Duration of examination	Questions/Style of examination
Paper 1	Listening	25% Foundation: 35 minutes Higher: 45 minutes	<ul style="list-style-type: none"> • Answering questions in English and French/German about spoken texts (recorded at near normal speed by native speakers) • Variety of questioning styles: multiple choice, true/false/not in the text, written response etc.
Paper 2	Speaking	25% Preparation time: 12 minutes PLUS Foundation: 7-9 minutes Higher: 10-12 minutes	<ul style="list-style-type: none"> • Roleplay • Discussion of picture stimulus • Conversation
Paper 3	Reading	25% Foundation: 45 minutes Higher: 1 hour	<ul style="list-style-type: none"> • Answering questions in English and French/German about written texts • Translation into English • Variety of questioning styles: multiple choice, true/false/not in the text, written response etc.
Paper 4	Writing	25% Foundation: 1 hour Higher: 1 hour 15 minutes	<ul style="list-style-type: none"> • Writing about a picture (foundation only) • 2 open-ended writing tasks (choice of 2 questions) • Translation into French/German

The GCSE specifications cater for pupils of all abilities by offering two levels of attainment in **all four skills**. It is not possible to sit different tiers for different skills, so pupils will either sit all Higher or all Foundation papers.

Please note that dictionaries are not permitted in any paper.

ART & DESIGN (FINE ART)

Assessment

Paper	Component	Weighting	Method of Assessment	Requirements
1	Personal portfolio in Art & Design	60%	Internally set Controlled assessment Externally moderated	Must show evidence of all 4 assessment objectives
2	Externally Set Assignment (ESA)	40%	Externally set Internally marked Externally moderated 10 hours timed examination	Must show evidence of all 4 assessment objectives.

The Art and Design Department offers the AQA GCSE in Art and Design (Fine art). This encourages an adventurous and enquiring approach to the study of the subject. Successful students should be able to demonstrate an understanding of past and contemporary art and design practice and be able to produce a personal response that embraces a range of ideas.

The course will enable students to explore a range of two or three dimensional approaches to their studies either as free-standing or related experiences.

Work produced for this specification will demonstrate the use of formal elements and creative skills, and give visual form to individual thoughts, feelings, observations and ideas. Students will show evidence of trying to extend their own and others ways of seeing the world. They will use the visual language of the discipline sensitively and thoughtfully to support their intentions.

Knowledge, understanding and skills

This GCSE specification requires students to develop practical and theoretical knowledge and understanding of:

Assessment objectives, marked out of 96

A01	Develop ideas through investigations, demonstrating critical understanding of sources.	25%
A02	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	25%
A03	Record ideas, observations and insights relevant to intentions as work progresses.	25%
A04	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	25%

The assessment objectives are the means by which the formal elements, processes and practices can be defined and assessed to ensure that a coherent and meaningful course has been followed. By making all four assessment objectives compulsory and of equal value, the specification ensures that the above is accomplished.

Breakdown of Assessment Objectives

Component	A01%	A02%	A03%	A04%	Total for all Assessment Objectives
Component 1: Personal Portfolio	15	15	15	15	60%
Component 2: Externally Set Assignment	10	10	10	10	40%
Total for GCSE	25%	25%	25%	25%	100%

Studying Art & Design can lead to the following Jobs and Careers

Art encourages students to question their own values and aesthetic perceptions; it is unique with the curriculum in developing an expressive way of working. Careers of the future will require people with creative and imaginative learning skills. If you enjoy Art and Design, consider Animator, Florist, Cabinet Maker, Camera Operator, Fashion Designer, Upholsterer, Landscape Architect, Image Consultant, Tree Surgeon, Video Producer, Make-Up Artist, Product Designer, Special Effects Technician, Film/Video Editor, Commercial Photographer, Signmaker/writer, Photographer, Model maker, Theatre/Television Designer, Garden Designer – plus many more.

BUSINESS STUDIES

Exam Board AQA Business

Why study GCSE Business?

Business Studies is a great subject to bring balance to your option choices. Your careers will see you working in a variety of organisations, this course will give an excellent understanding of the kinds of opportunities that lie ahead of you.

Businesses and the different roles available are really varied. There are creative aspects in terms of new product design, marketing, managing people and general problem solving. There are also more logical and scientific aspects, in product development, analysing marketing data or financial information. There is role in business for everyone and this subject will help you to begin the process of working out which one is for you.

GCSE Business is a good preparation for A Level Business or Economics, but you do not have to take it to do these courses at A Level.

What work do we do in Business?

The Year 9 course has been deliberately designed to be very practical to in order to develop your independence, employability skills and give you a grounding in the subject. Some elements of this will continue, but there will be fewer extended projects.

In order to prepare you for the exams we will do lots of quizzing to ensure you have learnt the language of business, we will also look at case studies of both real and imaginary businesses and you will have to act as consultants and assess the performance of those companies.

We will continue to work on skills such as team-working and presentations but you will not be assessed in these.

What do I have to do to be successful?

To progress well in this subject you need to be hard working and dedicated, and should be able to work in a variety of ways, from working as a group to working independently on tasks or case studies.

You should also be able to prepare well for exams and make good use of the revision sessions offered. Most importantly, you need to be able to think critically about situations/scenarios and evaluate data in order to provide solutions to businesses. You need to be able to back up your opinions with theories and evidence.

The rest of the information below explains both the method of assessment (how you will be examined) and identifies the topics you will cover.

Assessment

Paper	Type	Description
1	Paper 1: Influences of operations and HRM on business activity Written Paper (1 hour 45 minutes) 90 marks 50%	This unit looks at the operations of a business (production processes and challenges) and Human Resources Management (recruitment and selection, training and motivation) as well as the broader topics of starting a business and expanding business in the context of different environments (the economy, technology, legal, ethical).
2	Paper 2: Influences of marketing and finance on business activity Written Paper (1 hour 45 minutes) 90 marks 50%	Focuses on marketing (research and strategy and tactics) as well as finance (raising funds, investment decisions, forecasting, accounting for liquidity and profitability as well as the broader focus on how businesses operate in different environments.

In both papers there are three sections:

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.

Studying Business Studies can lead to the following Jobs and Careers

Business Studies provides an excellent foundation for studying finance or management plus the skills you learn are transferable across a broad range of subjects and careers. If you enjoy Business Studies, then you might like jobs or careers such as Company Secretary, Recruitment Agency Consultant, Internet/Web Professional, Advertising Account Executive, Marketing Manager, Purchasing Officer, Vehicles Sales Executive, Importer, Exporter, Actuary, Bilingual or Legal Secretary, Auditor, Stockbroker, Credit Manager, Financial Adviser/Planner, Copywriter, Database Administrator, Exhibition Organiser – but to be honest the list is endless!

COMPUTER SCIENCE

At the end of Year 9, all students will have completed the Key Stage 3 program of Study. Only one course is available after this, OCR GCSE Computer Science. This will build upon the programming skills learnt at KS3 and prepare students for A-Level Computer Science.

OCR GCSE Computer Science

The course will give learners a real, in-depth understanding of how computer technology works. Learners will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, the course will give them an insight into what goes on 'behind the scenes', including computer programming, which many learners find absorbing.

- The course provides excellent preparation for higher study and employment in the field of Computer Science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Learners who've taken a GCSE in Computer Science and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels.
- The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming. For many learners, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course will make an excellent preparation for learners who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

DESIGN AND TECHNOLOGY

Assessment for GCSE Design and Technology

	External Examinations		Coursework
Weighting	50%	Weighting	50%
Number of Papers/Length	1 x 2 hrs	Number of Assignments	One major project completed during the course (30 – 35 hours).
Style of exam	Section A – Core technical principles consisting of a mixture of multiple choice. (20 marks) Section B – Specialist technical principles consisting of short answers and one extended response. (30 marks) Section C – Design and making principles consisting of a mixture of short answers and extended response questions. (50 marks)	Nature of Coursework	A design and make task, based on a contextual challenge, which will be released annually.

The course has the following aims, as described by the examination board:

- To prepare students to participate confidently and successfully in an increasingly technological world.
- To gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.
- To be given opportunities to work creatively when designing and making and apply technical and practical expertise.

Studying Design Technology can lead to the following Jobs and Careers

Students may go on to university where they can study courses such as Product Design, Engineering, Interior Design, Graphic Design or Computer Aided Design and Manufacture. In addition to multiple university courses, there are also a range of apprenticeship options within the field of DT.

If you enjoy Design Technology, consider a career in; civil engineering, stage/set design, construction, advertising, special effects, project management, web designer, Joiner, games development, exhibition design, materials technician, textile technologist, jewellery design, welding, carpentry, metal engraving, automotive mechanics, plus many, many more.

DRAMA

You should do Drama

If you are:

- A student passionate about Drama and the Theatre.
- A hard working student prepared to take on lots of extra-curricular Drama challenges.
- An excellent team player who contributes ideas and takes on board those of others.
- An enthusiastic student prepared to get stuck in and learn new skills.

You will learn:

- How drama is created, including all the acting and staging elements that are needed to put a piece of drama onto the stage.
- How to create a character and play this character in a performance.
- How to complete a written analysis of a live piece of theatre evaluating the performance skills.
- Many skills that are highly valued in any walk of life including team work, confidently communicating and presenting yourself in public.

Drama Study:

- Encourages mental versatility and provides opportunities to examine drama and the work of others, and to explore it as a practical art form.
- Allows students to study drama in an academic setting, interrogating this art form and applying their knowledge and understanding to the process of creating and developing drama in both a written context and to their own performance work.

OUTLINE OF COURSE:

Component One: Coursework Devising 40% of the qualification

- Create and develop a devised piece from a stimulus.
- An Exam Performance evening of their devised piece or design element.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available.

Assessment

Learners will be assessed on **either** acting **or** design. Learners participate in the creation, development and performance of a piece of devised theatre using **either** the techniques of an influential theatre practitioner **or** a genre, in response to a stimulus set by the exam board, WJEC.

Learners must produce:

- a realisation of their piece of devised theatre.
- a portfolio of supporting evidence.
- an evaluation of the final performance or design.

Component Two: Performance from text Coursework 20% of the qualification

- Either perform in and/or design for 2 key extracts from a performance text.
- Centre choice of performance text.
- Performer or designer routes available.

Assessment

- Externally assessed by visiting examiner.
- Centres are free to cover the performance/designing of the two key extracts in any way.
- 250 word description of their artistic intentions.
- Create a 9-14 minute performance using a script provided by the Drama Department.

Component Three: Written examination: 1 hour 30 minutes 40% of the qualification

- Practical exploration and study of one complete performance text.
- Choice of eight performance texts.
- Live theatre evaluation – free choice of production.

Assessment

Section A: Bringing Set Texts to Life

A series of questions on **one** set text from a choice of five:

1. *The Tempest*, William Shakespeare
2. *The Caucasian Chalk Circle*, Bertolt Brecht
3. *Hard to Swallow*, Mark Wheeler
4. *War Horse*, Michael Morpurgo, adapted by Nick Stafford
5. *DNA*, Dennis Kelly.

Section B: Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Studying Drama can lead to the following Jobs and Careers

After you have completed GCSE Drama you can go on to higher levels of study. TBSHS offers GCE Drama and Theatre Studies at A Level and the opportunity to apply for The National Youth Theatre of Great Britain. Students with Drama GCSE have gone onto prestigious Drama Schools and a wide range of University courses from Law to Philosophy including Oxford and Cambridge. The subject provides transferable skills that equip you to function in all our working lives; readiness, resourcefulness, resilience, responsibility, reflection, research, analysis, collaboration & team-work, leadership, negotiation and reading body language. If you enjoy Drama, then you might like jobs or careers such as Art Therapist, Children's Nurse, Actor, Agent/Manager, Dancer, Speech & Language Therapist, Public Relations Officer, Event Organiser, Marketing Manager, Camera Operator, Special Effects Technician, Costume Designer, Stage/Set Designer.

GEOGRAPHY

Assessment: Edexcel A

	Terminal Examinations
Weighting	100%
Number of Papers/ Length	Paper 1: Physical Environment (1h30/37.5%) Paper 2: Human Environment (1h30/37.5%) Paper 3: Geographical Investigations - Fieldwork & UK Challenges (1h30/25%)
Style of exam	Short answer and long answer questions (no essays), often based on photographs, maps and graphs.

What is GCSE Geography?

GCSE Geography involves the study of the natural and human environments and how they interact with each other. The course considers a series of important contemporary issues including extreme weather events, hurricanes, deforestation, flood damage and flood prevention, coastal protection, urban growth and regeneration, globalization and sustainable development - to name but a few! GCSE Geography enables an understanding of these issues and promotes the need to develop sustainable responses.

Why is GCSE Geography a useful subject to take?

There has never been a more important time to study Geography. Geographical issues are increasingly the topic of local, national and international debates on key issues including pollution, world poverty, immigration, globalisation, and the seemingly more common and devastating natural disasters. Having knowledge and understanding of geographical issues has become essential in modern industry, government, science and education and as a consequence, good Geographers are becoming ever more sought after. Geography at GCSE is unique in the range of transferable skills acquired by students throughout the course; these include primary and secondary data collection and interpretation, report writing, numeracy, literacy, and ICT. Consequently, Geographers can go on to study a wide range of post-16 courses. Geography is highly regarded by higher education institutions (e.g. The Russell Group of Universities) and Geographers are highly sought after by graduate employers.

Geography in Years 10 and 11

We will be following the Edexcel A specification. It contains three components:

- Component 1 - The Physical Environment. This includes studies of:
 - The changing landscapes of the UK – rocks and coasts
 - Weather hazards and climate change – tropical cyclones and drought
 - Ecosystems, biodiversity and management – tropical rainforests and deciduous woodlands in the UK.

- Component 2- The Human Environment. This includes studies of:
 - Changing cities – in the UK and around the world
 - Global development – the challenges facing our divided world
 - Resource management – energy issues and sustainability.

- Component 3 - Geographical Investigations: Fieldwork & UK Challenges.
There are two topics:
 - Geographical investigations & Fieldwork - we investigate a coastal landscape and an urban environment (see below)
 - UK Challenges – this draws upon the rest of the course and will explore consumption and sustainability; population and economics; landscape & the UK’s climate change challenges.

The balance of theory, skills and practical fieldwork makes this course highly suitable for students across a range of abilities and with diverse interests.



Fieldwork

Our department is passionate about the importance of geography in today’s world. We are committed to offering students the opportunity to experience real-world learning throughout their study at TBSHS. Over the course of a year, we run trips for years 7, 8, 9, 10, 11 and 12 to places as diverse as Epping Forest, the Thames Barrier, Cambridge, London, Walton-on the Naze and Dorset, which is a residential trip at A-level.

Fieldwork involves human and physical data-collection, analysis and presentation, which increasingly uses GIS mapping software. Students become accomplished at evaluating and writing up research findings, all skills which make geographers highly employable!

‘A’ Level Geography

Post-GCSE Geography has changed beyond all recognition and we believe that the changes are making Geography one of the most contemporary, relevant and exciting courses to take. We have an active Geography Society that regularly meets and many of our students go on to study Geography in many forms, including Environmental Science, Oceanography and International Relations at university, including Cambridge University. We have offered a variety of extended learning opportunities in the past including visits to the Royal Geographical Society in London and video-links with UK government officials in Ghana. Please speak to members of the Geography department for more information.

How can you find out more?

If you, or your parents, would like to find out more about GCSE Geography, your Geography teacher or any member of the Geography Department will always be happy to talk to you.

HISTORY

"If you would understand anything, observe its beginning and its development." Aristotle

Assessment

	Terminal Examinations
Weighting	100%
Number of Papers/ Length	Three Terminal Exams Paper 1 – British Thematic Study (1 hr 15 mins) 30% Paper 2 – Period Study and British Depth Study (1 hr 45 mins) 40% Paper 3 – Modern Depth Study (1 hr 20 mins) 30%
Style of exam	A range of questions which require students to (i) describe key features of historic societies, (ii) explain the causes and consequences of major events and developments, (iii) analyse primary source material and (iv) evaluate contrasting interpretations to reach substantiated judgements on historical debates.

The Course – What you will learn

History students will be sitting the Edexcel GCSE (9-1) course. The syllabus consists of three exams covering a range of topics:

Paper 1 - Thematic Study and historic environment:

Medicine in Britain, c1250-present including The British sector of the Western Front, 1914-18: injuries, treatment and the trenches.

Paper 2 – Period Study and British Depth Study:

- i. **Superpower Rivalry and the Cold War, 1941-91**
- ii. **Early Elizabethan England, 1558-88**

Paper 3 – Modern Depth Study:

Weimar and Nazi Germany 1918-1939

Key Questions

"Why did so many people die of the Plague in Medieval Europe?"

"To what extent did the pioneers of the Renaissance transform medical practices?"

"How far did the NHS revolutionise medical treatment?"

"Who has made the greatest contribution to modern medicine?"

"Who was to blame for the origins of the Cold War?"

"What is the significance of the Berlin Wall?"

"Why did the world face the prospect of nuclear war in 1962?"

"Why did the Soviet Union collapse?"

“How did Elizabeth 1 settle England’s religious divisions?”
“Why were the English victorious over the Spanish Armada?”
“How did the Elizabethans deal with poverty?”
“Why did the Elizabethan era become an Age of Exploration?”

“What was the legacy of the First World War on Germany?”
“Why was Adolf Hitler able to rise to power in Germany between the World Wars?”
“How did the Nazis establish a one-party dictatorship?”
“How far did the Third Reich transform the lives of the German people?”

GCSE History students are encouraged to answer questions such as these, and many more, by studying a wide range of historical evidence. Through their analysis they learn to detect bias in historical sources and to construct and back up their own arguments. Confronted by a variety of interesting problems and personalities from past societies, they are able, ultimately, to understand better the society in which they themselves now live.

The Rationale – Why study History?

The study of medical beliefs and practices gives pupils a fascinating overview of how society has developed since the earliest times, and how such varied forces as technology, individual scientists and doctors, religion, war and reforming governments have caused changes in the development of medicine. This course gives a fascinating sweeping overview of 3000 years of human history (with a particular emphasis on the period since the Middle Ages). A focused study on Injuries and Treatment on the Western Front involves students engaging in primary source material to investigate changing attitudes at the time and major breakthroughs in surgery catalysed by the evolving nature of warfare.

In the module covering Germany 1919 - 1939, pupils are able to build on their study of World War One and World War Two in Year 8 & 9. The collapse of the Weimar Republic, the rise of Hitler, the role of the Gestapo and the nature of the police state, the use of propaganda and The Nazis’ treatment of the Jews, are just some of the important issues addressed by this course.

The Cold War extends the study of Germany, to investigate the legacy of World War Two on Europe and the wider world. A series of case studies, from Berlin to Cuba to Czechoslovakia will reveal the complex diplomatic games played by both East and West. Through a consideration of the end of the Cold War and its consequences, pupils will gain a greater insight into the world in which they live, as well as, we hope, becoming more critical of the statements of politicians and others.

Finally, a contrasting in depth study of Elizabethan England will offer an insight into religious tension, ideological division, “terrorist” plots and international conflicts. Although offering a rich study of a different period which will draw students into a world unlike their own, parallels will be drawn with similar themes which continue to impact upon the C21st.

Extra Opportunities and Success

The staff of the History department at TBSHS have a passion for the subject which stretches beyond the classroom. As a result they organise many extra-curricular activities including a **6 day visit to the Battlefields of Ypres and Berlin**. This is a highlight of many students’ studies and covers trips to Essex Farm, Sachsenhausen and Potsdam, as well as a variety of museums and sites within central Berlin itself. We also arrange a variety of guest speakers to come and speak to students on topics relevant to their GCSE syllabus, and other enrichment trips such as to professional productions of relevant plays (e.g.

'Hitler on Trial'). In recent years, we took a group of 30 students to the brand new Cold War experience at Duxford – the first school in the country to use the facility.

The department also put on a wide range of revision sessions both at lunchtimes and in Easter and half term holidays, to help students prepare for their exams.

The department is proud of its academic record, particularly of the high number of students achieving the highest grades each year. In 2019, 53% of students who studied GCSE History achieved grades 9-7 and 95% achieved 9-4. However, in addition to exam success, we also hope to instil a love of history amongst all students – the success of which can be seen by the high number of historians choosing to study the subject in the Sixth Form. We are a hugely popular subject for A level study, and over the last five years, over 50 students have gone on from the school to study History or History related degrees (e.g. Joint Honours) at university, with a number achieving a place at Oxford and Cambridge.

The Exam – How is the course assessed?

The GCSE History course is assessed through three written papers. Paper 1 (30%) tests pupils' knowledge and understanding of the development of medicine including medical change on the Western Front; Paper 2 (40%) is split equally between the Cold War period study and the British depth study focused on the early Elizabethan period; Paper 3 (30%) addresses Germany between the wars and includes the evaluation of contrasting historical interpretations. Paper 1 and 3 require the analysis of primary source material as part of the examination.

From the Past to the Future – Where can the study of History lead?

History is also a valued subject in many future careers. As a traditional academic course, which develops many evaluative and analytical skills it is highly regarded by universities and employers as an excellent qualification. It also improves written communication. Specific jobs for which expertise in History can offer excellent grounding include: Lawyers, Barristers, Journalists, Civil Servants, Politicians, Management Consultants, IT Entrepreneurs, Writers/Authors, Editors, Researchers/Academics, Designers, TV/Film production, Broadcasters, Archaeologists, Web Developers, Teachers, Army Officers, Charity Workers, Investment Bankers, Careers in business (approximately 10% of the directors of FTSE 100 companies have a history degree) and many more. Indeed History provides a way of looking in the world that could provide a path into almost ANYTHING!!!

"A country without a memory is a country of madmen." George Santayana

MUSIC

What will you study?

At TBSHS we study the Edexcel course for music. The course is broken into the following components:

Examinations		Coursework	
Weighting	40%	Weighting	60%
Number of Papers/ Length	1 1 hr 45mins	Performance (30%)	Perform one solo piece. Perform one ensemble. Performances can be in any style and on any instrument and the total performance length must be at least 4 minutes long.
Style of exam	Listening: Based on set works from four areas of study:	Composition (30%)	Two compositions: one in response to a brief set by Edexcel and one free composition.

Why study Music?

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” Plato

An education in Music has much to offer both society and future employers. The world of Music in schools has changed so much over the last decade, resulting in a course which is varied, flexible and open to all, regardless of their prior instrumental experience (although a willingness to study an instrument upon commencement of the course is strongly advised, and essential for those wanting the highest grades). There are also optional pathways which enable students to offer music technology projects as an alternative to the traditional performance requirement. The GCSE course consists of a balance of history and theory of music and practical music-making. It prepares students for A Level Music or Music Technology and - in the longer term – can lead to Music degree courses and a large range of possible music related careers.

It is important for each student to study a variety of subjects at GCSE, and Music can offer the opportunity to develop valuable life-long skills such as independence; creativity; self-reflection/evaluation and teamwork.

The ability to become involved in the musical life of the school and the department is a compulsory part of the course and there are ensemble rehearsals in a wide variety of styles and disciplines each day to help you do this. The course covers a range of music genres, and some may be totally new to you. However, it is important that musicians have an open ear and learn to appreciate music from all traditions, cultures and backgrounds.

What Careers can GCSE music lead to?

A GCSE in music can directly lead to a wide range of professions including:

Arts administrator, Broadcast engineer, Community arts worker, Composer, Event manager, Foley Artist, Journalist, Librarian, Music manager, Music publisher, Music teacher, Music therapist, Peripatetic instrumental/singing teacher, PPC specialist, Professional musician, Promoter, Radio broadcast assistant, Radio producer, Recording engineer, Recording Artist, Teacher, Theatre stage manager, Sound engineer.

PHYSICAL EDUCATION

Assessment

	Theory Examinations		Practical / Coursework
Weighting	60%	Weighting	40%
Number of Papers/ Length	2 Approximately 1h 15min each	Practical (30%)	3 assessed practical activities
		Coursework (10%)	Internally assessed coursework task

During the theory aspect of the course students will study anatomy and physiology which covers the function of the skeleton, muscular system, basic biomechanics, the cardiovascular system and the respiratory system. The information will then be applied to training and students will learn about the different components of fitness, how to train them, the different types of fitness tests and how to avoid injury. Students will also cover the socio-cultural factors surrounding sport which includes reasons for participating in sport, the use of drugs in sport, deviance, the impact of the media and sponsorship, and the effects of violence within sport. The final area which is studied as part of this comprehensive course is the area of sport psychology which looks into how we learn skills, the mental preparation involved in sport and the use of goal setting to enhance performance.

GCSE PE is a diverse and interesting subject which draws upon many different areas of study to provide a comprehensive syllabus that should appeal to anyone who has an interest in sport.

Studying PE can lead to the following Jobs and Careers

Whilst studying sport, you will gain an understanding of how the body works during sport and how skills and techniques are acquired and utilised within sport. PE has strong transferable links with Biology and Physics, and students will develop a wide range of subject knowledge from a range of disciplines benefitting either the workplace or further education. Students who study PE may go on to have careers such as Army Serviceman/woman, Firefighter, Fitness Instructor, Sports/Leisure Centre Assistant, Sports Professional, Sports Scientist, Paramedic, Dietician, Sports Therapist and Physiotherapist.

RELIGIOUS STUDIES

Assessment

	Terminal Examinations
Weighting	100% (No Coursework)
Papers	2 x 1hr 45m papers. See below.
Style of exam	See below

What is Religious Studies GCSE?

In Religious Studies GCSE, we study “The Big Questions” of life. Religious believers, agnostics and atheists enjoy this subject. Religious Studies connects to, and reflects upon, other academic subjects, such as English, Business Studies, Geography, History, Science, Politics, Psychology and Sociology. It involves thinking about issues of right and wrong (ethics), philosophy and theology. It very much relates to current affairs and current news stories. What is in the news could appropriately relate to what is in the examination or the lesson. Topics are; Christian Beliefs and Practices, Islam Beliefs and Practices, Relationships and Families (involving Sexual Ethics, Marriage and Divorce), War and Peace, Crime, Punishment and Forgiveness and Human Rights and Social Justice (involving Prejudice and Discrimination, Poverty and the Environment). Through this GCSE we learn to be better people and create a better world. We also learn about the theology, beliefs and practices of religions so an interest in such study, as well as ethical and moral issues, is also paramount.

What do students learn in Religious Studies GCSE? How is the subject assessed?

GCSE Religious Studies

Paper 1: 1 hour 45 minutes Beliefs and Practices	Paper 2: 1 hour 45 minutes Ethics
1.Christian Beliefs 2.Christian Practices 3.Islam Beliefs 4.Islam Practices	1.Relationships and Families 2.Religion, Peace and Conflict 3.Religion, Crime and Punishment 4.Human Rights and Social Justice

For each of the 8 topics, across 2 examinations, students write the following:

- 1 multiple choice answer.
- 1 2 mark answer of 4 lines.
- 1 4 mark answer of half an A4 page.
- 1 5 mark answer of half an A4 page.
- 1 12 mark “debate” answer of 2-3 A4 pages giving arguments for and against an issue before concluding.

Students are awarded one mark for each relevant point.



How useful is Religious Studies?

Religious Studies is both a traditional academic subject and a modern and relevant academic subject. It is greatly respected by employers and universities.

As an accountant at an international company said in an e-mail to the school:

"In a prospective candidate, I look for the ability to work in a team. My company believes a diverse group of people working together enhances performance as a business. The collective skills, knowledge and background of our people are the strength behind our success. Religious Studies Advanced Level, with its understanding of different cultures, peoples and ethical decisions, would be a very good preparation to develop such skills of the workplace."

A former student of The Bishop's Stortford High School wrote:

"Studying Religious Studies was an enlightening and thought provoking experience. Religious Studies has growing importance on my C.V. Employers are always interested to see that a potential employee has learnt about ethics and morality and has a good understanding of, and respect for, other cultures and beliefs."



In a video message to TBSHS in July 2020, presenter and journalist Isabel Webster (above) said: "I loved Religious Studies at GCSE. I studied Philosophy at A-Level. I looked for a degree that would combine the subjects of Philosophy and Theology because they were thinking, "ethicy" and moral subjects, which I really found interesting. My Politics and Theology degree from Bristol University has stood me in good stead for my job. If you are thinking of studying Religious Studies and Philosophy at A-Level, I would really encourage this because it really encourages critical thinking, which is important to you as a person and also as a member of society. Also, many of our laws as a country are underpinned by Christianity and religion and it is important to understand where they have come from and understand how our laws are shaped in terms of our rights. It is a fantastic subject whether you are interested in history or humanity. Humanity is at the heart of Religious Studies and what guides us and helps us makes life-changing decisions."

SEPARATE SCIENCES: BIOLOGY, CHEMISTRY, PHYSICS

Assessment

BIOLOGY

Number of Papers	Paper 1 – Cell biology, Organisation, Infection &, Bioenergetics Paper 2 – Homeostasis, Inheritance, Variation & Ecology
Duration	Both papers are 1 hour 45 minutes
Tiers	Foundation and Higher
Weighting	Each paper is worth 50% of the grade and has 100 marks available
Number of Required Practicals	10 required practicals

CHEMISTRY

Number of Papers	Paper 1 – Atomic structure, Bonding, Quantitative Chemistry & Chemical changes Paper 2 – Rates, Organic Chemistry, Chemical Analysis & Chemistry of the atmosphere.
Duration	Both papers are 1 hour 45 minutes
Tiers	Foundation and Higher
Weighting	Each paper is worth 50% of the grade and has 100 marks available
Number of Required Practicals	8 required practicals

PHYSICS

Number of Papers	Paper 1 – Energy, Electricity, Particle Models & Atomic Structure Paper 2 – Forces, Waves, Magnetism & Space
Duration	Both papers are 1 hour 45 minutes
Tiers	Foundation and Higher
Weighting	Each paper is worth 50% of the grade and has 100 marks available
Number of Required Practicals	10 required practicals

- Choosing to study the sciences as separate GCSEs will take up one of your options and leads to three separate GCSEs in Biology, Chemistry and Physics.
- Students will have 15 lessons of science over the two week timetable, divided between the three subject areas.
- The separate science exams are all taken at the end of year 11.
- This is the ideal option for students with a particular interest and aptitude in the three sciences.
- The courses followed will depend on the aptitude of the groups of students.

Frequently Asked Questions

Subject Related Questions

“What is Computer Science?”

Computer Science is more suited to those who are good at maths (a level 5 at least is desirable) and enjoy problem solving. The course is mainly about how a computer works and how to program it. Students who have enjoyed Scratch and visual basic programming at KS3 will enjoy computing as it continues to develop their programming skills.

“Why is there no DT Graphics and DT Material but only Design Technology?”

The DT specification has changed. There is no longer a qualification in DT Graphics or DT Materials. Please see the Design Technology course guide for further explanation.

“Do I need to play an instrument to take music GCSE?”

There are two options with regard to the performance unit (30% of final grade). Students can either perform on an instrument or they can follow a pathway which focuses upon the use of music technology (Cubase and Recording Studio Techniques). If they are choosing the subject because they enjoy practical music making, and want to play an instrument but haven't had private tuition in the past, they can do so but will need to commence instrumental tuition as soon as possible and certainly by the time the course begins. Regular private practise forms a large part of the homework on the music course.

“Can I sing for my performance or does that not count as an instrument?”

Students can sing for the performance unit and we have had students in the past who have done this successfully and achieved good grades, however some basic instrumental skills are very useful when it comes to completing the composition unit.

General Questions

“Why does my son have to study a language?”

As part of the school's 'truly all round education' all students study a language at KS4. The ability to study a language is highly prized by employers and forms one part of the Government's Ebacc portfolio of qualifications.

“What if my son doesn't get his choices?”

If your son does not get his choices then his Head of Year will contact him and discuss his options with him. It is vitally important that students put down reserve choices.

“When will we find out what subjects my son has been allocated?”

The timetabling process is a lengthy one. The timetable blocks are designed around student choice and therefore take some time to complete in order to give as many students as possible their first choices. Realistically your son will not find out if he has got his choices until late June or July.

“What subjects must I study at GCSE to go on to A-levels in that subject?”

The list on the next page shows our current entry requirements. These are subject to change.

6th Form Course	2022 Entry Requirements (5s in English – Lit or Lang- and Maths required for ALL courses)
Art and Design	6 in Art or DT Graphics
Biology	6 in Biology Separate Science or 6 in all Biology modules of combined Science qualification; 6 in Maths recommended; if 5 in Maths have to take Core Maths for enhancement option
BTEC Level 3 Applied Science	At least 34 points from your best 8 GCSEs; 5s in Mathematics, English (Language or Literature) and Grade 5s in Sciences
BTEC Level 3 Diploma in Sport	At least 34 points from best 8 GCSEs; 5 in Mathematics and English (Language or Literature)
Business Studies	5 in English Language and, if studied, 6 in Business Studies
Chemistry	6 in Chemistry Separate Science or 6 in all Chemistry modules of combined Science qualification; 6 in Mathematics recommended; if 5 in Mathematics have to take Core Maths for enhancement option
Computing	6 in Computing or, if not studied, 5 in Mathematics
Drama and Theatre Studies	6 in Drama and Theatre Studies
Economics	6 in Mathematics and, if studied, 6 in Business Studies
English Language	6 in English Language
English Literature	6 in English Literature
Environmental Science	6 in any Science
Geography	6 in Geography
History	6 in History
Mathematics	6 Mathematics – but a grade 7 is highly recommended
Core Mathematics	5 in Mathematics (recommended that this is at Higher Tier)
Further Mathematics	8 in Mathematics
Media Studies	6 in Media studies or, if not studied, 5 in English (Language or Literature)
Modern Foreign Languages	6 in French or German
Music	6 in Music
Music Technology	6 in Music
Physical Education	6 in PE or, if not studied, 5 in Biology Separate Science or 5 in all Biology modules of combined Science qualification
Physics	6 in Physics Separate Science or 6 in all Physics modules of combined Science qualification; 6 in Mathematics
Politics	5 in English (Language or Literature)
Product Design	6 in Design Technology
Psychology	6 in Psychology or, if not studied, 6 in English (Language or Literature)
Religious Studies	6 in RS
Sociology	5 in Language or Literature

Practice Form – Use this form to jot down your current thoughts before filling out the final form online.

Compulsory Subjects

Remember that everybody takes GCSEs in:

English (Language and Literature), Mathematics, at least double Science, an Humanities subject and one Modern Foreign Language. In the boxes below, please indicate your favoured option:

My choice of compulsory Modern Foreign Language is:			
French	<input style="width: 30px; height: 30px;" type="checkbox"/>	German	<input style="width: 30px; height: 30px;" type="checkbox"/>

My choice of compulsory Humanity is:			
Geography	<input style="width: 30px; height: 30px;" type="checkbox"/>	History	<input style="width: 30px; height: 30px;" type="checkbox"/>
		Religious Education	<input style="width: 30px; height: 30px;" type="checkbox"/>

Option Choices – Please select four subjects from the table below and place them in order of preference with **1** – favourite and **4** least favourite. As part of your choices you may choose an additional language or humanity if you wish. Where possible you will get your first two choices.

Options Subjects			
Art		Geography (as second Humanity)	
Business Studies		German (as second Language)	
Computer Science		History (as second Humanity)	
Design Technology		Music	
Drama		Physical Education	
French (as second Language)		Religious Studies (as second Humanity)	
		Separate Sciences	