



Key Stage 4

**GCSE choices at Bridgnorth  
Endowed School**

### **Recent changes to GCSE:**

GCSEs have had the content reformed to make GCSEs more challenging, so that students are better prepared for further academic or vocational study, or for work.

GCSEs are graded from 1-9, with 9 being the highest attainment grade.

Students will take all GCSE examinations at the end of Year 11.

### **What are Key Stage 4 options?**

Key Stage 4 options are taken in Year 9. Options allow you to decide on some of the subjects that you will study in Year 10 and 11. You will decide on the most appropriate subjects based on, talents, interests and future study and career aspirations.

As you read through the information in this booklet you will need to think about making the most appropriate decisions for you. You will need to talk to your parents, teachers and tutor. You should also carry out some research into further and higher education, employment and training. This is important to ensure that you choose the most appropriate subjects.

### **How many subjects will I study?**

It will not be possible to study all the subjects that you have in Years 7, 8 and 9.

There are a number of subjects that you will have to study (these are the **core** subjects, a **humanity** (Option 1) and a **language** (Option 2)).

It is possible to study two subjects of your own choice in Options 3 and 4.

### **Are there different pathways?**

At Bridgnorth Endowed School almost all students will follow the English Baccalaureate pathway, which involves studying the core subjects alongside a humanity, a language and two further options.

For a small number of students it is possible to choose one less option in favour of extra tuition in English and mathematics.

### **Core Subjects**

GCSE English Language

GCSE English Literature

GCSE Mathematics

GCSE Science (double award) OR separate sciences; Biology, Chemistry and Physics

Core PE (non- examined)

Computing (non- examined)

Religious education, ethics, morals, and careers (non- examined)

In addition to the core subjects you will choose four GCSE optional subjects to study.

### **Option Subjects**

#### **Option 1**

**All students choose a humanity to study at GCSE.**

You must study either Geography or History, but if you would like to, there is the option to study both of them at GCSE.

#### **Option 2**

**All students choose a modern foreign language to study at GCSE.**

You must study either French or Spanish, but if you would like to, there is the option to study both of them at GCSE.

If you only studied one language in Year 9 then this should be the language that you choose. If you studied two languages you should make your choice carefully. Occasionally students choose to study two languages, particularly if they plan on a career in languages. You should discuss this with your languages teacher if you are considering it.

(\* for a small number of students it is possible to study extra English and mathematics in Option 2).

**Option3**

**Free choice from:** Separate Sciences; Food Preparation and Nutrition; Design Technology; Drama; Art Craft and Design.

**Option 4**

**Free choice from:** History; Computer Science; PE; Music; Art

**EBACC Subjects (Humanities, Sciences, Languages)**

GCSE Geography

GCSE History

GCSE French

GCSE Spanish

GCSE Computer Science

GCSE Separate Sciences (Students study Physics, Chemistry and Biology instead of double science GCSE)

**Creative and Technology subjects**

GCSE Art, Craft and Design

GCSE Food Preparation and Nutrition

GCSE Drama

GCSE Music

GCSE Physical Education

GCSE Design Technology

# ANCIENT HISTORY GCSE

## **COURSE DESCRIPTION**

Ancient History is a separate subject to the normal History course and is very different to it. It counts as a separate GCSE, part of the Classics subject area.

The course offers a fascinating insight into the ancient world looking at the Greek and Roman civilisations. We look at the history behind the great Persian Empire, the last stand of the 300 Spartans at Thermopylae, Alexander the Great, the rise of Rome and Hannibal taking elephants over the Alps.

Teaching takes place in the History Department and uses a variety of high quality resources and activities. We are looking for students who are keen to learn and who will commit themselves fully to this wide ranging course. It will give students a good knowledge of the great ancient civilisations, develop a number of useful skills and be of particular value to anyone wanting to take their historical studies further at GCSE, Advanced or Degree level.

## **ASSESSMENT**

Two written examinations of an hour and 45 minutes - 50% each. (no tiers)

## **ADVICE AND GUIDANCE**

You need to be committed to this subject! We want students who want to learn and are interested in Ancient History and what this course has to offer.

Be prepared to work hard to achieve your very best results!

## **GENERAL COMMENT**

This is an Ebacc subject and a Classics GCSE. You will have 5 lessons a fortnight in Years 10 and 11. The examination topics cover the Persian invasions of Greece, Alexander the Great, the rise of Rome and Hannibal's war invasion of Italy. These topics have fascinated people for centuries and the course is growing in popularity across the country. Several of our students have chosen to study Ancient History at university after taking this course. Last year our results were 16% higher than the national average.

## **FUTURE PROSPECTS/ CAREER OPTIONS**

Ancient History is an impressive academic subject valued by all branches of higher education and employers. The study of Ancient History develops students' skills of analysis, evidence evaluation, communication and understanding people. These skills are highly sought after by employers and will benefit students in their working and social life. They will be particularly valuable to those seeking a career in the law, the civil service, commerce, business, management, the media, nursing, the armed forces and many others.

# ART, CRAFT AND DESIGN

## COURSE DESCRIPTION

Students will develop visual perception and understanding, including the creative, imaginative and practical skills for working in art, craft and design. They will also develop visual literacy and an appreciation of the richness of our cultural heritage through practical and critical responses to achievements in art, craft and design.

Students have the choice to work in a variety of materials:-

- Drawing and painting
- Printmaking – Lino, Intaglio, Collagraph
- Ceramics – Hand Built clay
- Textiles - Printed, stitched , embellished
- Other 3 D Materials – Card, Modroc, wire

## ASSESSMENT

Both component 1 and 2 are assessed by 4 assessment objectives relating to:

- Development of ideas showing critical understanding
- Refine work through use of materials, techniques and processes.
- Record observations and insights.
- Make a personal response to present final outcomes.

### **Component 1 (Portfolio)**

Consists of coursework which counts towards 60% of the final mark.

### **Component 2 (Externally Set Test)**

10 hour exam amounting to 40% of the final mark the final MARK.

**A 10 Hour exam at the end of the course amounts to 40% of the final mark.**

## ADVICE AND GUIDANCE

Your child will develop cognitive and creative skills, along with their imagination. They will learn to be more tolerant and open, through multicultural and historical perspectives and through their involvement in the creative process itself. They will develop skills in collaboration, cooperation and decision-making.

## FUTURE PROSPECTS/ CAREER OPTIONS

Whether pupils decide to embark on a career in the creative industries or not this course will give them essential skills for their future. Some career paths include graphic designer, fashion buyer, interior designer.

# COMBINED SCIENCE TRILOGY

## **COURSE DESCRIPTION**

For students hoping to follow careers where a traditional GCSE is required such as teaching, nursing.

This course offers students:

A good knowledge of science, by studying Biology, Chemistry and Physics units.

A firm foundation to go on to study A-level Science subjects.

The opportunity to gain a good understanding across topics such as:

- Keeping healthy
- Elements and atoms
- The transfer of energy
- Organic Chemistry
- Forces and Waves
- Chemistry of the atmosphere
- Ecology

## **ASSESSMENT**

There are six exams, two within each area of Science.

Each exam is one hour and fifteen minutes.

Each paper will cover different subject content to help students to prepare.

There are a variety of question styles.

## **ADVICE AND GUIDANCE**

GCSE Combined Science Trilogy is a science qualification suitable for a wide ability of learners.

It will help develop practical and analytical skills over the course of two years.

## **FUTURE PROSPECTS / CAREER OPTIONS**

Students go on to pursue A levels science subjects (when GCSE Science A is combined with GCSE Additional Science). These Advanced subjects then can lead to University Science study. Professions then include teaching, Forensic Science, nursing, Armed Forces etc.

# COMPUTER SCIENCE

## **COURSE DESCRIPTION**

This qualification gives you an understanding of the key computing ideas and the basics of programming.

It focuses on you creating programs and learning the theory behind computational thinking.

Teachers can choose computing languages that best suit you, to make sure that you get the best from the course.

It prepares you for learning, working and living in an increasingly digital world.

It develops creativity, logical thinking, independent learning and self-evaluation.

It gives you a chance to design apps and software for technologies you use - mobile phones, games consoles and the internet.

It teaches computing which is of enormous importance to the economy and focuses on computer technologies that are relevant in the modern world.

## **ASSESSMENT**

There is one non examinable assessment task which allows you to show-off what you have learned and produce an application to solve a complex real-world problem.

There two exams at the end which look at your understanding of the course.

**Exam 1** uses practically based scenarios.

**Exam 2** covers the theory you will learn during the course.

## **ADVICE AND GUIDANCE**

This course is aimed at students who are on track to gain at least a grade 6 in mathematics. You will need technical, analytical and logic skills in your approach to problem-solving

If you want to learn to program but have always been afraid to ask then this is the course for you.

If you have some programming skills and want to develop these then this is a must course as you will create real world solutions.

## **FUTURE PROSPECTS/ CAREER OPTIONS**

The course has links with Microsoft Technology Associate certifications to give industry recognised skills. It gives a thorough grounding in computing, creating opportunities for you to move on to A-levels, vocational courses, industry recognised IT qualifications and employment. It also allows progress in other areas such as technology, science, engineering and the creative industries.

# DESIGN TECHNOLOGY

## **COURSE DESCRIPTION**

The course requires students to develop skills in designing making a high quality product using wood, metal and polymer. Students will learn about contemporary technologies, materials and processes  
The course is divided into two units over two years.

**Unit 1** is a two hour exam that is divided into three sections.

- Section A Core technical knowledge
- Section B Specialist technical knowledge
- Section C Designing and making principles.

**Unit 2** is a non examined unit which requires students to design and make a product of their choice.

They will be required to produce a portfolio of research and design work including 3d CAD. The choice of products will be determined by the contextual theme set by the exam board.

Unit 2 is marked internally and moderated by AQA.

## **ASSESSMENT**

The examination board we follow is AQA.

You will be required to produce a portfolio of work for Unit 2 with evidence of your design and practical work. Unit 2 is assessed internally and moderated by AQA.

Units 1 and 2 are of equal weighting.

The Unit 1 exam is two hours in length.

### **Equipment**

To be successful students will require a range of basic equipment this should include:-

- A4 Layout pad
- 300mm Steel and plastic rules
- 12 pack of colour pencils
- Eraser
- 2B sketching pencils
- Fine liner drawing pens
- Compass
- Protractor

### **Costs**

Product Design is a practical subject requiring a wide range of materials to create the portfolio of evidence, due to the expense of materials, students will be required to contribute to the cost of the materials. Students will be required to pay a fixed sum contribution towards these costs.

Students who require specialist materials for Unit 2 e.g. Carbon fibre, will be required to fund these themselves.

## **FUTURE PROSPECT/ CAREER OPTIONS**

This course enable students to appreciate the possibilities of further study and progression into the Sixth Form. The department offers AS/A2 level courses in Product Design. Product Design can lead to a wide choice of courses at degree level and beyond especially when combined with other appropriate A level's such as maths, Physics, Art. This can lead to Architecture, Engineering, Product/Industrial Design, Furniture Design, Jewellery design and Silversmithing, Computer games design, Computer animation and Sports equipment.

# DRAMA

## COURSE DESCRIPTION

This qualification will engage students through encouraging creativity, focusing on practical work which reflects twenty-first century theatre practice and developing skills that will support progression to further study of drama and a wide range of other subjects.

There is a focus on the practical exploration of performance texts. The performance text that will be studied for the examination will require students to articulate how they would perform in certain roles, and direct and design for certain extracts.

Students will study one complete and substantial performance text (Component 3) and a minimum of two key extracts from a second contrasting performance text (Component 2).

## ASSESSMENT

**Component 1** (40%) – Devising – Assessed performance and written portfolio. *Internally assessed*

**Component 2** (20%) – Performance from text – Assessed on the performance of 2 extracts. *Internally assessed.*

**Component 3** (40%) – Theatre makers in practice – Written exam 1 hour 30 minutes.

## ADVICE AND GUIDANCE

Students should note that a substantial part of the course does involve written work.

### **Core skills developed in this qualification.**

- The ability to recognise and understand the roles and responsibilities of performer, designer and director.
- The study and exploration of texts and extracts must include the relevant social, historical and cultural contexts.
- The ability to analyse and evaluate their own work and the work of others.
- The ability to understand how performance texts can be interpreted and performed.

## FUTURE PROSPECTS/CAREER OPTIONS

Students can continue to study 'Drama and Theatre studies at Sixth form or college, which leads towards a greater focus on cultural, social, historical and political influences. Students also develop their performance skills and understanding of careers and context by continuing to study 'Performing Arts.'

# ENGLISH

## **COURSE DESCRIPTION**

### **Explorations in creative reading and writing**

The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by:

- **Section A**, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers
- **Section B**, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

### **Writers' viewpoints and perspectives**

The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:

- **Section A**, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader

## **GCSE English Literature**

### **Paper 1: Shakespeare and the 19th-century novel**

- **Section A**. Shakespeare
- **Section B**. The 19th-century novel

### **Paper 2: Modern texts and poetry**

- **Section A** Modern texts
- **Section B** Poetry
- **Section C** Unseen poetry
- 

## **ASSESSMENT**

Assessment will take the form of Examinations.

There are two exam papers in English Language and 2 in English Literature.

- There is only one tier and students will be graded 9-1.
- Examinations will take place in June of Year 11.

## **ADVICE AND GUIDANCE**

English is a core subject which means it is a compulsory subject which all students must take.

All students will sit the same paper and all students will be entered for GCSE English Language and GCSE English Literature.

## **GENERAL COMMENT**

In terms of future options, a qualification in English tells employers and educational institutions so much about a student's ability to operate and communicate in the real world. We hope the flexibility and choice in our curriculum pathways provide opportunities to do their very best

## **FUTURE PROSPECTS / CAREER OPTIONS**

GCSE English is vital for a whole range of employment options, college and university courses. For most jobs, employers will look for good communication skills, both written and spoken, and the ability to read with insight and understanding. The ability to be creative is vital in today's job market and a GCSE in English show potential employers that an applicant has these skills. Jobs using English specifically can include work in media, journalism, advertising, law, public relations, management and teaching.

# FOOD PREPARATION AND NUTRITION

## **COURSE DESCRIPTION**

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.

Food preparation skills are integrated into five core topics:

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

## **ASSESSMENT**

### **Paper 1: Food preparation and nutrition**

#### **What's assessed?**

Theoretical knowledge of food preparation and nutrition

#### **How is it assessed?**

- Written exam: 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)

### **Non-exam assessment (NEA)**

#### **What's assessed?**

#### **Task 1: Food investigation**

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

#### **Task 2: Food preparation assessment**

Students' 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 three hours, planning in advance how this will be achieved.

## **FUTURE PROSPECTS / CAREER OPTIONS**

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries. Careers include: dietician, nutritionist, environmental health officer, food demand analyst.

# FRENCH

## **COURSE DESCRIPTION**

Two year course leading to GCSE qualification. The course covers Listening, Reading, Speaking and Writing. The topics include:

### **Identity and culture**

- Me, my family and friends
- Relationships
- Free time
- Social media
- Customs and festivals

### **Local/national/global areas of interest**

- Home and local area
- Charity work
- Healthy/unhealthy living
- Environment
- Poverty/homelessness
- Travel and tourism

### **Study and employment**

- Studies
- School life
- Work and employment
- Future plans

## **ASSESSMENT**

### **Exam board AQA**

- Listening 25%
- Reading 25% exam
- Writing 25%
- Speaking 25% - assessment conducted by teacher and marked by exam board.

**No** controlled assessment

## **ADVICE AND GUIDANCE**

You should have studied the language in y7, 8 and 9. You should have developed your ability across all 4 skills. Pupils should be prepared to keep up to date with their work and to continuously reflect on work covered.

## **GENERAL COMMENT**

Employers like students with qualifications in languages because they have shown perseverance in order to succeed. Linguists are excellent communicators who have the ability to work both independently and in a team – all highly desirable skills! This is a challenging course, which aims to develop your ability to express information and views and understand others.

## **FUTURE PROSPECTS / CAREER OPTIONS**

Many professions and international companies seek employees who are able to speak a foreign language, and will often pay a higher salary for this skill. Almost all University courses include an option to add study of a foreign language and / or study abroad. Do this if you want a traditional qualification, if you are aiming for University or if you want to study languages at Advanced Level

**Option Subject Information Evening:**

**Date: Thursday 15<sup>th</sup> February**

**Time: 5.30pm**

**Venue: Old Hall**

Subject teachers will be available from 5.45pm to discuss courses and advise students about subject choices in the following rooms:

|         |  |
|---------|--|
| Room 37 | - History & Ancient History                            |
| Room 39 | - Geography  |
| Room 18 | - French and Spanish                                   |
| Room 16 | - Computer Science                                     |
| Room 36 | - Physics, Chemistry, Biology and Double Science       |
| Room 40 | - Food Preparation and Nutrition                       |
| Room 48 | - Music  |
| Room 50 | - Drama  |
| Room 22 | - P.E  |
| Room 62 | - Design Technology                                    |
| Room 46 | - Art, Craft and Design (Fine Art, Textiles, Ceramics) |
| Library | - English, Mathematics                                 |

The deadline for choices to be completed and handed in to your tutor is **5<sup>th</sup> March**.

**Use the following pages to make notes about the subjects you are considering on the Option Information Evening.**

**Additional guidance is available on these websites.**

<http://www.parentalguidance.org.uk/>

<https://www.careersadviceforparents.org/>

Use this space to make some notes about the subjects that you are considering as you find out about them.

| <b>Subject</b> | <b>Why I might like to do this subject</b> |
|----------------|--|
|                |  |
|                |  |
|                |  |
|                |  |
|                |  |

Use this space to make some notes about the subjects that you are considering as you find out about them.

| Subject | Why I might like to do this subject |
|---------|-------------------------------------|
|         |                                     |
|         |                                     |
|         |                                     |
|         |                                     |

Once you have decided on your choices, complete the **Choices Reply Form** at the back of this booklet and return it signed by a Parent/Guardian to your Tutor.

## Option Choices Reply Form

Please complete this form with your parents and return it to your tutor by **5<sup>th</sup> March**.

Your tutor will discuss your choices with you and ensure that the subjects you have selected are appropriate.

**Name:**

**Tutor group:**

**Key:**

**1= first choice 2 = second choice**

Please record a first and second choice in each option block

**I understand that it may not be possible for my child to study all their first choice options in which case he/she will be allocated one or both of his/her second choices.**

**Signed** \_\_\_\_\_ **(Parent/Guardian)**

**Date:**

| Option Block A |  | Option Block B  |  | Option Block C                 |  | Option Block D        |  |
|----------------|--|-----------------|--|--------------------------------|--|-----------------------|--|
| Geography      |  | Geography       |  | Separate Sciences              |  | History               |  |
| History        |  | French          |  | Food Preparation and Nutrition |  | Computer Science      |  |
| French         |  | Ancient History |  | Design Technology              |  | P.E                   |  |
| Spanish        |  |                 |  | Drama                          |  | Music                 |  |
|                |  |                 |  | Art, Craft and Design          |  | Art, Craft and Design |  |

**Tutor  
Signature:  
Date:**