



TORQUAY BOYS' GRAMMAR SCHOOL

GCSE SUBJECTS 2022

This document has been prepared to inform parents and students about the courses offered in years 10 and 11. Through the on-line Options Q & A sessions on Thursday 20 January, the Optional Subjects videos on the school's website and the Parents' Evening on Thursday 3 February, we believe that students will be able to make well-informed choices for study at GCSE.

For questions about individual subjects, the relevant teachers should be approached. For an overview, parents and students should approach Mr A Kosmaczewski (Deputy Headteacher) or Dr M Stites (Head of Careers). This information is also available on the TBGS website at www.tbgs.co.uk



THE OPTIONS FORM SHOULD BE RETURNED BY

THURSDAY 10 FEBRUARY 2022

This is going to be an online process this year.

| THE CORE SUBJECTS | THE OPTIONAL SUBJECTS |
|--|--|
| <p>In keeping with the National Curriculum, all students study the Core Subjects which are:</p> <ul style="list-style-type: none">• English Language (GCSE)• English Literature (GCSE)• Mathematics (GCSE)• Religious Studies (GCSE)• Science (GCSE) Biology, Chemistry, Physics• Personal, Social & Health Education (non-examined)• Physical Education (Games, non-examined) | <p>Three options, including at least one language:</p> <ul style="list-style-type: none">• Art• Computer Science• Design & Technology (Electronics or Product Design)• Geography• History• Media Studies• Music• PE (GCSE)• Modern Languages French, German, Mandarin Chinese, Spanish |

■ How to choose options

Course details for all the above subjects form the bulk of this booklet, but a real flavour of each subject can be gained by talking to the relevant subject teachers.

Students are encouraged to choose subjects for which they have an affinity (either talent or enjoyment), though difficulties can arise when a student is talented in many areas, so if in any doubt PLEASE ASK.

■ Examination guide

With a few exceptions, GCSE results are achieved through examination performance. This is a change from the past where results were achieved from a combination of coursework and final exams. Information about the nature of exams and how results are calculated can be found on the subject-specific pages that follow.

At TBGS we expect 5 or above from all students in all their subjects; a grade 7 or 8 is now required in several subjects in order to continue with them in the Sixth Form.

■ Links between GCSE optional subjects and sixth form study

To study the following subjects at sixth-form level, it is necessary to have studied them at GCSE: Art, Design & Technology and Music.

To study the following at sixth-form level, it would be an advantage to have studied them at GCSE level, but it is not necessary: Computer Science, Economics, Geography, History, Media Studies and PE.

■ GCSE grading structure

The grading structure at GCSE has changed and grades will be reported on a 1 to 9 scale with 9 being the highest grade. In order for you to make a comparison between the new grades and the previous system where grades ranged between A* and G, the table below shows approximate comparison between the two grading systems.

| Old GCSE grade (A* to G system) | GCSE grade (9 to 1 system) |
|------------------------------------|-------------------------------|
| A* | Between 8 and 9 |
| A | 7 |
| B | Between 5 and 6 |
| C | 4 |
| D | 3 |
| E | 2 |
| F | Between 1 and 2 |
| G | 1 |

■ The English Baccalaureate

The government has created an English Baccalaureate at GCSE, which requires a pass grade (5 or above) in each of English (Language), Mathematics, a Modern Foreign Language (MFL), two Sciences (from Biology, Chemistry, Physics or Computer Science) and a Humanity (which the government has defined as either History or Geography). This causes TBGS a dilemma in that we do not currently insist that students must study either History or Geography. We believe that it is better for students to have as wide a choice as possible.

■ Language options - Mrs M Foster

At TBGS, we believe that to be successful in the modern global economy our students will need to have a grasp of as many languages as possible. This will give them the flexibility that employers now demand in order to compete against job applicants from other countries; they will be able to cross linguistic and cultural boundaries, engaging more confidently in the global economy and traveling or relocating easily.

Moreover, language learning has been shown to have a positive impact on cognitive development whether or not the language has a direct functional benefit thereafter.

Therefore, all students are expected to continue with the study of at least one language. We would encourage any students with an aptitude for languages to study more than one language, but this is not compulsory.

■ PSHE (Personal, Social & Health Education) (non-examined) - Mrs C Pitocco

In Years 10 and 11, the PSHE programme is predominantly taught through the Religious Studies – Philosophy and Applied Ethics full course GCSE. It is also supported by other GCSE subjects and enhanced by a series of 'Enrichment Days'.

These days provide opportunities for learning about:

- personal development, by raising awareness of social issues;
- community responsibilities and citizenship issues;
- relationships with others (within a moral framework);
- healthy living;
- careers education and guidance;

The objectives of these dedicated days are to heighten self-awareness through the development of social, decision-making and study skills. Teaching methods are varied and many outside speakers are involved.

■ Physical Education (non-examined) - Mr A Last

Over the course of Key Stage 4 all students will access 2 hours of core PE, which will be delivered during one afternoon per week.

Our commitment to delivering personalised provision continues with students given the opportunity to undertake individualised sporting pathways. These pathways aim to build upon the skills and experiences gained at Key Stage 3 through a wide range of sporting activities both new and old.

It is hoped that this wide-range of activities, roles and opportunities will encourage students to maintain a healthy, active lifestyle both in the present and future.

Students can access the Activ8 provision through the opportunity to develop their personal fitness, engage with a variety of team and individual sporting activities. Students can engage with the Innov8 provision through the Sports Leadership pathway and activities like Surf Life Saving, and we continue to work with TBGS's talented sportsmen through the XLR8 provision enabling students to receive high-quality coaching and competition within their specific sport.

House competitions continue to take place during years 10 and 11 in a number of sports; where possible this is built into the afternoon programme and should not impinge on their learning.

In Year 10 students select 3 pathways; they then select 2 pathways in Year 11.

CORE SUBJECTS

All students study:

- English Language (GCSE)
- English Literature (GCSE)
- Mathematics (GCSE)
- Religious Studies (GCSE)
- Science (GCSE)
Biology, Chemistry, Physics

English Language and English Literature

Exam Board - Edexcel

■ What will I study?

All students in years 10 and 11 follow a combined course in both English Language and English Literature which leads to TWO separate certificates at GCSE.

We use a variety of resources including plays, novels, poetry and non-fiction texts to give students experience in speaking, reading and writing about a wide range of materials, and to prepare them for not only the Literature exams, but also the unseen element of the Language exams.

The texts studied are:

- *Lord of the Flies* by William Golding
- *Macbeth* by William Shakespeare
- *Frankenstein* by Mary Shelley
- An anthology of poems on the theme of conflict

■ How will I be assessed?

There are two English Language examination papers; each one is based on an unseen passage, and will assess reading and writing skills.

There are two English Literature examination papers; they require understanding of novels, a play and an anthology of poetry, and will assess responses to the set studied texts: *Lord of the Flies*, *Macbeth*, *Frankenstein* and Conflict poetry.

In English Language:

English Language Paper 1: 19th-century fiction and creative writing. (40%)

English Language Paper 2: 20th and 21st-century non-fiction and transactional writing. (60%)

In English Literature:

English Literature Paper 1: Shakespeare and 20th-century fiction. (50%)

English Literature Paper 2: 19th-century fiction and poetry. (50%)

There is also a Speaking & Listening component (endorsement only) which consists of a 10-minute discussion and Q&A on a topical issue.

■ How will I be taught?

In lessons, we encourage a variety of viewpoints to be shared in discussions, and use oral presentations, improvisation, scripted drama, audio, lectures, video recording and research sessions to extend understanding and develop key skills.

Varied homework tasks include reading, research, memorisation, grammar exercises, preparing oral work, and drafting essays.

Students will have one teacher for both Literature and Language, and will have 6 lessons per fortnight.

■ Who should I contact for more information?

Mrs Warde



"There's a real atmosphere of **passion** for the **texts** we study. If you want to succeed in **English**, this department will get you there!" – Henry



"I like it when we get out of the normal classroom to **study**; there's always something **creative** to get stuck into!" Sam

Mathematics

Exam Board - Edexcel

■ What will I study?

The GCSE course content covers the following broad areas:

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

There is an increased emphasis on problem solving, and so an integral part of the course will involve students being given the opportunity to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts;
- acquire, select and apply mathematical techniques to solve problems, reason mathematically, make deductions and inferences, to draw conclusions, and comprehend, interpret and communicate mathematical information in a variety of forms, appropriate to the information and context.

■ How will I be assessed?

You will be entered for the higher tier examination and this will enable you to achieve grades 9 to 4. There are three examination papers.

Paper 1: non-calculator (1h30)

Paper 2: calculator (1h30)

Paper 3: calculator (1h30)

Each paper will assess your ability to use and apply standard techniques, reason, interpret, communicate mathematically and solve problems in a variety of different contexts.

■ How will I be taught?

You will receive 7 hours of Mathematics each fortnight in Year 10, and 6 hours in Year 11. Classes are allocated into 6 or 7 sets in Year 10 on the basis of the mathematical ability shown throughout Key Stage 3. All groups will be taught the same syllabus. Some movement between sets may be possible once the course has commenced, in appropriate cases.

In your sets, individual teachers will use a variety of teaching techniques involving the use of ICT where appropriate, investigations, group work and whole-class teaching.

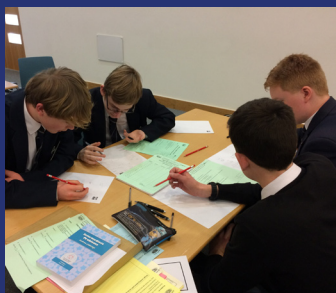
Homework is usually organised on a weekly basis to cover current teaching topics together with consolidation, revision and practice of previous work. The aim is to build up a thorough understanding of the principles involved in the subject. Termly assessments are given during the course to inform students of their progress.

■ Why should I study Mathematics?

The importance of mathematics to many careers cannot be over-stressed. Many employers will look for evidence of at least some form of attainment in Mathematics, whether for direct use in the job, or as a guide to your ability. Mathematics is a key subject in the areas of science, technology and engineering. It is indispensable in the business world. There are few fields of administration which do not depend on some form of statistical analysis, and the rapid growth of IT is placing greater emphasis on this type of work. Other areas of employment with a significant mathematical content include accountancy, banking, actuarial work, electronic data-processing, operational research and teaching.

■ Who should I contact for more information?

Mrs C Horton



'Every lesson is **stretching** yet there is always **support**' Tom



'I find maths really **enjoyable** as you are taught **skills** which help you later on in life. The **teachers** are friendly and they will help you' James

Religious Studies

Exam Board - Eduqas

■ What will I study?

Component 1: Religious, Philosophical and Ethical Studies in the Modern World. (50%)

- Issues of Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

These themes will be studied from Christian and secular perspectives. Students are encouraged to develop their own arguments and ideas

Component 2: Christianity – Beliefs, Teachings and Practices. (25%)

An in-depth study of Christian beliefs, teachings and practices, and their local and global impact today.

Component 3: Islam – Beliefs, Teachings and Practices. (25%)

This unit begins by challenging Islamophobia and Muslim stereotypes. It goes on to explore important Muslim beliefs, teachings and practices, and their impact on Muslims living in Britain today

■ How will I be assessed?

The course culminates in three exams: Component 1 (Issues) is two hours long and Components 2 (Christianity) and 3 (Islam) are each one hour long.

■ How will I be taught?

Three one-hour lessons per fortnight in year 10 and four one-hour lessons per fortnight in year 11. We have plenty of discussions and active learning opportunities where we can test out ideas and explore their implications. Our approach helps you to develop the ability to explore and engage with opposing points of view. We ask questions because the answers matter to human beings, and we aim to create a safe, respectful environment to do this.

■ Why should I study Religious Studies?

Religious Studies provides you with the opportunity to understand more about the world around you: the religious, philosophical and ethical challenges it faces, and your place within it. Following this GCSE course will deepen your understanding of a range of religious and philosophical perspectives and their effect on society. It will develop your competence in a wide range of transferable skills and approaches, and enable you to become religiously, philosophically and ethically informed. It also aims to nurture thoughtful, engaged citizens who place value on exploring and understanding the diverse range of worldviews that exist in today's society.

The course is valuable for developing thinking skills and learning how to express ideas respectfully, persuasively and articulately.

■ Who should I contact for more information?

Mrs S Godfrey

“Religious Studies encourages you to question life, the universe and everything. You learn about different religions and people’s beliefs.” Davy



“Religious Studies is not only helpful for understanding morality and religion but for developing skills such as critical thinking and evaluation.” Joe



Science - Biology

Exam Board - AQA

■ What will I study?

All students in years 10 and 11 continue their GCSE course. In Year 10, you will follow either the Combined Science (Trilogy) course, which leads to TWO Science certificates at GCSE, or the Biology course which leads to a SINGLE Biology certificate at GCSE.

Selection for these courses is made following an appraisal of Year 9 performance across all three sciences to select the best option for each individual. This will include end-of-topic tests, the end-of-year exam, and teacher assessments. The Combined Science: Trilogy course covers less content, so students have more time to develop their understanding of concepts.

Either course provides an excellent basis for progression to either A Level or IB Biology courses and outcomes for students on both courses greatly exceed the national averages. Both courses cover the following areas, with the Biology course going into more detail:

- Cell Biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance
- Variation and evolution
- Ecology

Training in practical techniques is an integral part of the course and students complete a number of Required Practical Activities which are assessed in the final examinations on both courses.

■ How will I be assessed?

Regardless of the pathway, there are two examinations on biological content.

Biology (8461):

Paper 1 covers Topics 1-4: Cell Biology, Organisation, Infection and Response and Bioenergetics (50%)

Paper 2 covers Topics 5-7: Homeostasis and response, Inheritance, Variation and evolution, and Ecology (50%)

Combined Science: Trilogy (8464):

Paper 1 covers Topics 1-4: Cell Biology, Organisation, Infection and Response and Bioenergetics (16.7%)

Paper 2 covers Topics 5-7: Homeostasis and Response, Inheritance, Variation and Evolution, and Ecology (16.7%)

The final grade achieved on the Trilogy course reflects performance across Physics and Chemistry as well as in Biology.

The final grade achieved on the Biology course is based entirely on your performance in Biology and students receive separate grades and certificates for each individual science discipline.

All exams contain a mix of multiple choice, structured, closed short-answer, and open-response questions.

■ How will I be taught?

In lessons, a range of teaching approaches are used with practical demonstrations and activities being used to consolidate the theory being covered. All students complete a number of Required Practical Activities which introduce the scientific method in the context of planning, implementing, analysing and evaluating practical work.

Varied homework tasks include reading, research, practical write-ups and exam preparation.

Students will have one teacher for Biology regardless of the course they are following, and will have 4 lessons per fortnight.

■ Who should I contact for more information?

Miss S Rowan



“Biology is great because the lessons are **engaging** and very interesting. I feel supported and the **teaching is brilliant**” Joel



“Biology is really exciting because the teaching is really **excellent** and it helps that the topics are really **interesting** and **relevant**” Owen

Science - Chemistry

Exam Board - AQA

■ What will I study?

All students in years 10 and 11 continue their GCSE course. In Year 10, you will follow either the Combined Science (Trilogy) course, which leads to TWO Science certificates at GCSE, or the Chemistry course which leads to a SINGLE Chemistry certificate at GCSE.

Selection for these courses is made following an appraisal of Year 9 performance across all three sciences to select the best option for each individual. This will include end-of-topic tests, the end-of-year exam, and teacher assessments. The Combined Science: Trilogy course covers less content, so students have more time to develop their understanding of concepts.

Either course provides an excellent basis for progression to either A Level or IB Chemistry courses and outcomes for students on both courses greatly exceed the national averages. Both courses cover the following areas, with the Chemistry course going into more detail:

Training in practical techniques is an integral part of the course and students complete a number of Required Practical Activities which are assessed in the final examinations on both courses.

■ How will I be assessed?

The examinations will all take place in the summer of year 11 and will cover all material studied since the beginning of the course in year 9.

■ How will I be taught?

In lessons, a range of teaching approaches are used with practical demonstrations and activities being used to consolidate the theory being covered. All students complete a number of Required Practical Activities which introduce the scientific method in the context of planning, implementing, analysing and evaluating practical work.

Students following either GCSE full Chemistry or Combined Science will have two hours per week of contact time with a specialist Chemistry teacher. Homework will also be set each week to guide student independent studies.

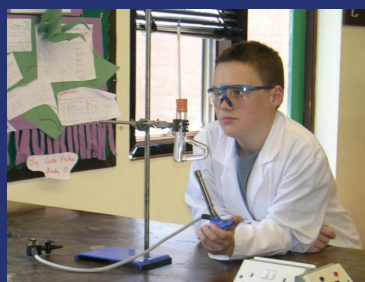
■ Why should I study Chemistry?

When we look around us in our modern world, we see the hand of the chemist everywhere. It extends into virtually every material and process we employ around us. In fact, we are all chemists performing chemical reactions throughout our day – cooking food, driving cars, heating our homes or simply existing. There may be as many as 37 000 billion chemical reactions in the human metabolism in every second. At TBGS, our aim is to develop in our students an understanding, appreciation and fascination in the science (and art) of engineering on the molecular level using the power of our imaginations and the ‘chemical model’.

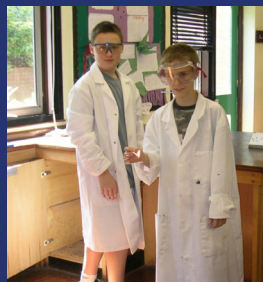
Chemistry is sometimes described as the ‘middle science’. It is a physical science applying understandings from physics and mathematics to chemical systems, but chemistry is also the language used to understand much that is of interest in the biological and medical sciences. It also has significant overlaps with geology, earth sciences and engineering. It is therefore an essential sixth form subject for subsequent studies is, for example, medicine, veterinary medicine or chemical engineering.

■ Who should I contact for more information?

Dr S Marr (Head of Chemistry)



“Science is **fun** at our school – all of the teachers are nice – it is a great **learning environment**” Alex



“We **discover** how things work through **discussion** and **practical** work” Tom

Science - Physics

Exam Board - AQA

■ What will I study?

All students in years 10 and 11 continue their GCSE course. In Year 10, you will follow either the Combined Science (Trilogy) course, which leads to TWO Science certificates at GCSE, or the Physics course which leads to a SINGLE Physics certificate at GCSE.

Selection for these courses is made following an appraisal of Year 9 performance across all three sciences to select the best option for each individual. This will include end-of-topic tests, the end-of-year exam, and teacher assessments. The Combined Science: Trilogy course covers less content, so students have more time to develop their understanding of concepts.

Either course provides an excellent basis for progression to either A Level or IB Physics courses and outcomes for students on both courses greatly exceed the national averages. Both courses cover the following areas, with the Physics course going into more detail:

The aims of both routes are for the students to:

- develop their interest in, and enthusiasm for, Science;
- develop a critical approach to scientific evidence and methods;
- acquire and apply skills, knowledge and understanding of how Science works and its essential role in society;
- acquire scientific skills, knowledge and understanding necessary for progression to further study at A Level or IB.

Either course provides an excellent basis for progression to either A-Level or IB Physics courses and outcomes for students on both courses exceed the national averages.

Training in practical techniques is an integral part of the course and students complete a number of Required Practical Activities which are assessed in the final examinations on both courses.

■ How will I be assessed?

Regardless of the pathway, there are two examinations on the Physics content.

Physics (8463):

Paper 1 covers Topics 1-4: Energy, Electricity, Particle Model of Matter and Atomic Structure (50%)

Paper 2 covers Topics 5-7: Forces, Waves, Magnetism and Electromagnetism, and Space Physics (50%)

Combined Science: Trilogy (8464):

Paper 1 covers Topics 1-4: Energy, Electricity, Particle Model of Matter, Atomic Structure (16.6%)

Paper 2 covers Topics 5-7: Forces, Waves, Magnets & Electromagnetism (16.6%)

The final grade achieved on the Trilogy course reflects performance across Physics and Chemistry as well as in Biology.

All exams contain a mix of multiple choice, structured, closed short-answer, and open-response questions.

■ How will I be taught?

In lessons, a range of teaching approaches are used with practical demonstrations and activities being used to consolidate the theory being covered. All students complete a number of Required Practical Activities which introduce the scientific method in the context of planning, implementing, analysing and evaluating practical work.

As in year 9, the Physics at GCSE is taught in themed topic to give students an insight into the reason the subject material is important, and to highlight careers in particular fields.

In year 10, the theme is The Physics of Theme Parks, culminating with a trip to Thorpe Park in June. In Year 11, the theme is the Physics of Music Festivals.

■ Who should I contact for more information?

Mr Dow (Head of Physics)

Questions regarding the content of the courses should be directed to the Physics class teachers, Mr Evans or Mrs Britton.



"can really understand what my **calculations** mean when I am **studying** rollercoasters, and playing with the **simulations** in computer lessons" Sam



"When we did **momentum** and fired the lynx-powered bazooka to find out the **speed** of the projectile, it was **awesome** – and loud!" Barney

OPTIONAL SUBJECTS

Students can choose 3 from:

- Art
- Computer Science
- Design & Technology (Electronics or Product Design)
- Geography
- History
- Media Studies
- Music
- PE (GCSE)

including 1 language:

- French
- German
- Mandarin Chinese
- Spanish

Art & Design

Exam Board - OCR

■ What will I study?

We offer a broad-based fine art course, which gives students the opportunity to work within several artistic disciplines including experiencing drawing and painting, graphics, photography, ICT and work in three dimensions. The wider range of work undertaken will develop the skills acquired in lower school and prepares students for mixed media work should they wish to progress to A level or IB.

■ How will I be assessed?

Assessment is continually measured for all phases, in close consultation with the student, based on four assessment objectives: Develop, Refine, Record, Present. A sample of work is selected by an external moderator and displayed at the end of the course for final moderation.

There are two components:

- the Art and Design Portfolio (60%),
- the Art and Design Set Task (40%).

The Portfolio constitutes the 'coursework' component. A portfolio of work showing their personal response to a variety of designated starting points, provided by their teachers. The Set Task is provided by the examination board in January of year 11. From a range of starting points, each candidate must produce supportive and development studies. A ten-hour exam, in supervised conditions, will then be timetabled for its completion.

■ How will I be taught?

Students have six hours per fortnight in the art studios. Three phases are completed during the course, a selection of which is submitted for moderation (Portfolio). Coursework is ongoing in class and supported by independent research and development through homework.

■ Why should I study Art & Design?

Art at TBGS is a high profile, popular subject at GCSE. The acquisition of a visual language aids communication and expressive ability, complementing many other subject areas. It helps students to understand both themselves and the world around them and is an ideal platform for many varied career options including Fine Art, Painting, Sculpture, Architecture, Graphic Design, Interior Design, Contemporary Crafts, Fashion, Film-making, Photography, Art History, Animation and more. The internet has also created an explosion of opportunities particularly for digital designers and multimedia artists.

■ Who should I contact for more information?

Mr Reshad



"Art and Design offers a **plethora** of avenues to explore your ideas and develop your **creative** skills. I really enjoy my time working with the **team** in the Manor more than any other area." Max



Computer Science

Exam Board - AQA

■ What will I study?

- Fundamentals of algorithms
- Programming and software development
- Data representation
- Networking
- Cyber security
- Implications of computer system use

■ How will I be assessed?

The course is examined via two 90-minute written examinations which are taken at the end of year 11.

There is no non-exam coursework assessment for this course; however, students are required to complete a 20-hour programming project. This is completed during normal lessons.

■ How will I be taught?

The course is primarily taught via practical work. During year 10, we focus on developing programming skills, in preparation for the project work, which is completed at the start of year 11. Subsequently, we cover the remaining theory components of the course, before preparing for the final GCSE examinations.

■ Why should I study Computer Science?

Computer technology now impacts every area of human endeavour. It is a technology that shapes the modern world. By studying this course, you will develop a deeper understanding of this key technology, allowing you to exploit it.

Furthermore, computer science develops your skills in problem solving and logical thinking, skills which you will need to succeed at A Level, in the workplace and beyond.

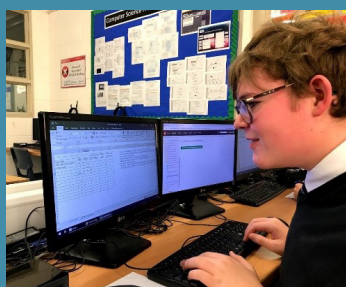
For the computer programming element of the course, we use the community edition of Microsoft Visual Studio. This is available as a free download from the Microsoft website.

This is an academically challenging course which suits students who enjoy science and have good mathematical ability.

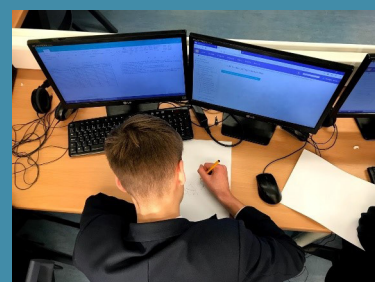
■ Who should I contact for more information?

Mr R Green

“Computer Science is the **best** subject. The teachers are **great**; you don't need to worry, they **don't bite**”. James



“I really like **Computer Science**, because it is **challenging** and **fun**”. Simon



Design & Technology

Exam Board - OCR

■ What will I study?

You will build on your design and problem-solving skills, developing creative solutions to a range of design problems, using iterative design practices and strategies used by the creative, engineering and manufacturing industries.

You will work with and develop your understanding of the working properties and manufacture processes of a wide range of materials, investigating mechanical and electronic control systems, and learning about emerging and evolving technologies.

■ How will I be assessed?

There are two forms of assessment for the Design and Technology GCSE. 50% of marks come from non-examinable assessment (NEA) during year 11. This is a Design-and-Make Project where you will develop and manufacture a product based on one of three design contexts written by the exam board.

The other 50% of marks come from a written exam on the 'Principles of Design and Technology'. This assesses your understanding of the materials, systems and manufacture processes you will use during the course, designing skills, and influences on the design and development of products.

■ How will I be taught?

A large proportion of the learning in D&T is investigative, developing a knowledge of working properties of materials and systems through iterative design development, while also building a theoretical knowledge of factors which influence the design of products and systems.

You will use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering your own and others' needs, wants and values.

■ Why should I study Design & Technology?

Technology is a dynamic and ever-evolving part of the modern world. During the D&T GCSE you will not only gain an understanding about the use of emerging technologies, but also develop reflective thinking and problem-solving skills that can be applied in a range of education, career and life situations enabling you to adapt more confidently with technology as continues to evolve around us.

GCSE Design and Technology is a great foundation to move on to A Level, higher education, and a career in the engineering or design industries.

■ Who should I contact for more information?

Mrs Jones

'I found the **creative** and **practical** aspect of the subject enjoyable and interesting; the **freedom** given in the course allows you to really work on **designs** that interest you and often can be related to your own **interests**' Fred



'Design and Technology further **enhanced** my love for technology and **engineering** and gave me a **diverse** set of **skills** I can use in everyday life.' Ben

Geography

Exam Board - AQA

■ What will I study?

Our exciting new course looks at a range of important and significant issues from both human and physical sides of the subject.

Physical topics

- Challenge of natural hazards: tectonic hazards, tropical storms, extreme weather in the UK and climate change
- Physical landscapes in the UK: coasts and rivers
- The living world: local ecosystems, tropical rainforests and hot deserts

Human topics

- Urban challenges: global patterns, contrasting cities, sustainable urban futures
- The changing economic world: global patterns, closing the development gap, contrasting studies of economic development
- The challenge of resource management: resources in the UK, global energy resource security

Fieldwork

Students will take part in two fieldwork enquiries - one investigating changing river landforms and processes on Dartmoor, and one investigating urban issues in Bristol. There is no controlled assessment in Geography and instead students will be assessed on their fieldwork skills in an examination.

■ How will I be assessed?

There are three written examination papers in Geography:

Paper 1: Living with the physical environment 1 hour 30 minutes (35%)

Paper 2: Challenges in the human environment 1 hour 30 minutes (35%)

Paper 3: Geographical applications 1 hour (30%). This final paper will examine general geographical and fieldwork skills as well as focusing on a specific geographical issue.

■ How will I be taught?

Geography at TBGS is taught using a variety of different strategies. Lessons may involve discussion-based learning, student-led presentations, model-making, practical fieldwork, group-work or individual learning and use of resources. Lessons usually takes place in the Geography classroom, but we also have IT-based lessons in the Humanities IT suite and sometimes we go outside to learn.

■ Why should I study Geography?

As international links become closer, easier and faster, we need more than ever to understand the geography of the world. Geography:

- develops awareness and understanding of the world, and the importance of safeguarding the environment;
- helps students develop a range of transferable skills such as decision-making, research, use of primary and secondary data, analysis and evaluation and report writing;
- helps develop skills in information technology in a range of challenging contexts, such as giving lively presentations and Geographic Information Systems;
- keeps students up-to-date with current affairs and global issues;
- involves practical fieldwork investigations in different environments.

■ Who should I contact for more information?

Dr Helen Fyfe

"I like Geography because it is **interesting** learning about the rest of the world. Also, the trips are **fun and educational!**"

Bradley



"It gives you a clearer **understanding** of the **world** and its **people**." Greg



History

Exam Board - AQA

■ What will I study?

Paper One: Understanding the Modern World

Period Study: Germany, 1890-1945 - Democracy and Dictatorship

Wider World Depth Study -Conflict and tension in Asia, 1950-1975

Paper Two: Shaping the Nation

Thematic Study: Britain: Migration, empires and the people - c790 to the present day

British Depth Study (including the Historic Environment) -Elizabethan England, c1568-1603 (with a visit to a historical site.)

■ How will I be assessed?

GCSE History is examined through two papers completed at the end of Year 11. Each paper is worth 50% of the total mark and are both two hours long. There is no coursework for GCSE History.

■ How will I be taught?

Students will have lessons three times a week and will have the opportunity to sample a wide variety of teaching methods including group projects and debate.

■ Why should I study History?

History is recognised as an academically rigorous discipline and the knowledge, understanding and skills it develops make for students whose attributes are sought after by many employers. There are many successful historians in the legal profession and the civil service, in the media, in the tourism and heritage industries, and in business and commerce. To name but a few, Gordon Brown, Jeremy Bowen (BBC correspondent), Steve Coppell (football manager), and Louis Theroux and Michael Palin (documentary makers), are all History graduates.

■ Who should I contact for more information?

Mr A Kosmaczewski



"There are a lot of **opportunities** if you study History at TBGS, including the Historical Site Visit and the **activities** led by the History Society. The lessons are really **interesting** and the staff are very **supportive**. I will be definitely taking History in the Sixth Form!" Peter



Media Studies

Exam Board - OCR

■ What will I study?

Media Studies offers a wide-ranging experience of the digital world in which we are all immersed. We investigate and question how producers target our interests in industries including television, journalism, music, gaming and film. A thoroughly modern subject, Media encourages you to engage with contemporary examples.

■ How will I be assessed?

There are two final exams at the end of year 11 worth 70% of your grade. Additionally, there will be a practical production (Non-examined Assessment) worth 30%. This is an individual project that could include creating a magazine portfolio using original photography or a filmed opening to a television programme or music video. This brief changes each year and details will be released in March of year 10.

■ How will I be taught?

The subject offers the flexibility of teacher-led learning and more independent practical tasks throughout the two-year course. With a mixture of classroom-based lessons and group filming and photography workshops within a range of school locations, an emphasis is placed on you applying media learning in practical projects. The Summer of year 10 will shift towards focusing on completing the NEA practical brief independently, with teacher guidance before returning to concentrate on exam skills in year 11.

Students are provided with all technical equipment, with full training given in the early weeks of the course. The NEA will require students to use time outside of school to photograph or film on location.

■ Why should I study Media Studies?

Media encourages a critical viewpoint on today's media – an increasingly relevant skill in an age of digital manipulation, filters and constructed versions of reality.

Media and creative industries contribute over £100billion to the UK economy with many career options open to applicants with media experience and skills.

The subject is also allows an enjoyable creative outlet for students to balance their subject options through a broad curriculum. Many skills in Media can be transferred between other subjects such as English, Music and Art.

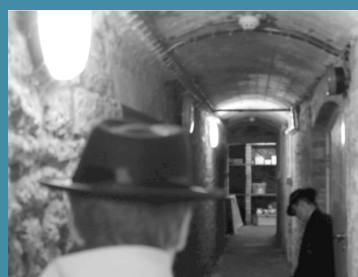
■ Who should I contact for more information?

Ms N Moore



"Smaller classes

really help in being able to get **one-to-one** help from the **teacher**." Jon



"It's not like other **subjects**: a break from the **norm**." Alex

Music

Exam Board - Eduqas

■ What will I study?

Through performing, composing and listening to music, students will learn about:

- Musical Forms and Devices: understanding the way that music is put together, with a focus on the Western Classical Tradition
- Music for Ensembles: learning about texture, instruments and sonority in Jazz, Blues, Musical Theatre and Chamber music.
- Film Music: studying the way that musical devices are used by film composers in the 20th and 21st centuries.
- Popular Music: including rock, pop, fusion, and dance music.

■ How will I be assessed?

All assessment takes place in year 11

PERFORMANCE (30%): Two pieces (1 x solo, 1 x ensemble), with a total of 4-6 minutes on any instrument, voice or using technology at a standard equivalent to Grade 3 or above.

COMPOSITION (30%): Two pieces (1 free, 1 to a brief), totalling 3-6 minutes for instruments or technology.

APPRAISING (40%): Written examination in response to recorded music (1 hr 15 mins) ,including familiar and unfamiliar pieces.

■ How will I be taught?

An integrated approach is taken to teaching of the music GCSE. Students take the opportunity to perform works from each area of study and to compose using the stylistic conventions of the relevant genre. Musical devices are studied first through composition; listening and appraising are used to support composition and performance work, as well as develop the critical skills required for the examination.

■ Anything else students/parents may need to know?

There are many careers be it performer – orchestral, soloist, band member, backing singer, session musician, composer – film music, TV, adverts and jingles, computer games, musicals, orchestral, songwriter and teacher – classroom or instrumental teaching. But had you thought about journalism, music therapy, music production and sound engineering, music publishing, the music industry (artist promotion, A&R etc) ... There is a huge range of transferable skills employers love!

"I need to play an instrument to do GCSE." Don't worry! There is plenty of time to get to Grade 3 standard in the two years of the course, and whilst it helps to play an instrument, singers do very well too.

"I've heard that the listening is difficult." Only if you allow it to be! Listening is integrated with performance and composition and let's face it, we all love listening to music – it's almost as fun as playing!

"Music is a soft option". Music is a fun option, but it is challenging and academic. It takes dedication and self-discipline to succeed on an instrument. It takes creativity and reflectiveness to compose great music, and appraising develops high level analysis and synthesis skills.

■ Who should I contact for more information?

Mr C Eastman



"It's **fun** and **practical**" Luke



"There is a great sense of **creative freedom.**"
William

Physical Education

Exam Board - OCR

■ What will I study?

Students will study both the practical and theoretical sides of Physical Education.

- 1. Theory of Physical Education** - Physical Factors affecting performance:
 - Applied Anatomy and Physiology – Muscular-Skeletal System, Cardio-Respiratory System, Levers;
 - Physical Training – Components of Fitness, Fitness Testing, Principles of Training, Methods of TrainingPhysical Factors affecting performance;
 - Socio-Cultural – Commercialisation, Engagement Patterns in Sport, Ethics and Sport, Deviance, Drugs in Sport, Violence in Sport;
 - Sports Psychology – Classification of Skill, Goal Setting, Mental Preparation, Guidance and Feedback;
 - Health, Fitness and Well-being – Health and Wellbeing, Diet.
- 2. Practical Physical Education:**
 - Students select 3 sports (a combination of team and individual);
 - Students will be assessed in all 3 sport as a performer;
 - Students will keep a personal portfolio of all activity undertaken in their chosen sports.
- 3. Analysing and Evaluating Performance (AEP)** - For the purpose of assessment, learners are required to demonstrate their ability to analyse and evaluate their own practical performance, or that of a peer in order to:
 - Analyse aspects of personal performance in a practical activity
 - Evaluate the strengths and weaknesses of the performance
 - Carry out a movement analysis of a set skill with the activity.
 - Produce an action plan which aims to improve the quality and effectiveness of the performance

■ How will I be assessed?

Applied anatomy and physiology Physical training: - 1 hour written paper (30%)

Socio-cultural influences and sports psychology health, fitness and well-being: - 1 hour written paper (30%)

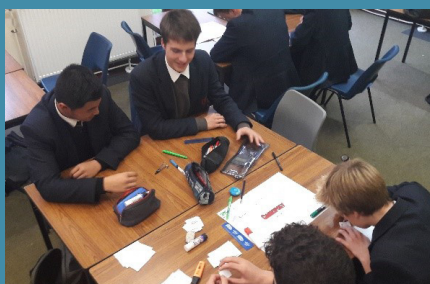
Practical activity assessment - analysing and evaluating performance (AEP): non-exam assessment (40%)

■ How will I be taught?

There are 6 lessons a fortnight – 4 theory based and 2 practical lessons -however, a number of theory lessons will be taught in a practical environment looking at scenarios and practical based theory.

■ Who should I contact for more information?

Mr A Last/Mr C Porter



"GCSE PE at TBGS is **perfect** for any **sport-loving** student. For me, GCSE PE allowed me to tap into my love of **Physical Education** and soon became the **highlight** of my life at school!" Oliver



French

Exam Board - AQA

■ What will I study?

At GCSE, three main GCSE themes are studied:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Examinations strategies are taught extensively so that students are not just good at French but they are also experts at facing any type of examination. Grammar is taught in context and at a high level, to ensure students reach an exceptional level of grammatical accuracy by Sixth Form.

■ How will I be assessed?

Tracking of students' progress will occur through the following assessments:

- Regular vocabulary and grammar tests;
- Regular homework (writing/reading/listening/reading);
- Speaking preparation through writing/preparing answers and recording them as audio files;
- End of module assessments;
- Use of ACTIVELEARN/DODDLE quizzes and tests.

| GCSE STRUCTURE | Paper 1 Listening | Paper 2 Speaking | Paper 3 Reading | Paper 4 Writing |
|-----------------|-------------------|------------------|-----------------|-----------------|
| % of final mark | 25% | 25% | 25% | 25% |

■ How will I be taught?

Learning in the French classroom occurs through a good mixture of interactive and independent work. At GCSE, there is a strong focus on the use of authentic materials to make learning French more real. There is also a strong emphasis on developing spontaneity and independence.

There is a good balance between learning strategies/content for exams and learning French for real life. Songs, films, and other cultural items are an integral part of learning in French lessons.

There is also an IT lesson in which students have access to a whole load of online materials as well as the resources acquired by the school. This IT lesson also offers a great opportunity to practise one to one (with the teacher) for the speaking examination.

The use of Jean-Pierre also helps great communication within the group and teachers.

■ Why should I study French?

French is the most sought-after language for graduates, with 54 % of employers saying that the language is useful to their business (CBI, 2018 cited in the Telegraph). French is a major language of international communication. It is the second most widely learned language after English and the sixth most widely spoken language in the world. France, as the world's fifth biggest economy, attracts entrepreneurs, researchers and the cream of foreign students. French is often considered the language of culture. A French lesson is a cultural journey into the worlds of fashion, gastronomy, the arts, architecture and science. Speaking French opens up opportunities for higher education at some of France's best-known universities (the Sorbonne, Pierre Marie Curie University, etc.) or elite grandes écoles (HEC, Polytechnique, ESSEC), often on very favourable financial terms. Students with a good level of French may be eligible to apply for a French government grant to enrol on a postgraduate course of their choice in France, leading to an internationally recognised postgraduate degree. And also, it's a lot of fun!

■ Who should I contact for more information?

Miss A Roberts

"French is **fun** to learn because you get to learn about **different cultures** and the teaching is built around how you learn." Leo



"French is a fun and **engaging** subject. The lessons are interesting and the **language** is relatively easy to pick up." Jon



German

Exam Board - AQA

■ What will I study?

The new GCSE syllabus is much more than just grammar and vocabulary, and is designed to make studying the language more lively and relevant. Therefore, there will be a lot more on Germanic culture, such as films, songs, short stories, festivals and traditions. The course's emphasis is placed on broadening and extending each student's ability to comprehend more complex and authentic texts, and to communicate effectively and spontaneously in the foreign language. This obviously requires a sound level of understanding and commitment. Topics for the new course allow more flexibility for each teacher, but evolve around three broad themes:

- Identity & Culture
- School & Work
- Local, National & Global Issues.

■ How will I be assessed?

The overall GCSE mark is made up of four exams (Listening, Reading, Speaking, and Writing). Translation exercises are part of the Reading and Writing paper. Each of the exams is worth 25%. Similar to the IB in the sixth form, this allows for steady progress with a lot of practice to prepare for a long-term goal (rather than short-term memorizing for tests). We expect all our students to achieve at least a grade 5 or 6 (equivalent to a B or B+), with a significant number of pupils achieving higher than this (i.e. grade 7, 8, or even 9). In June 2018, 33 students (out of 53) achieved grade 7 or better, with 10 students gaining a grade 9! In 2019, 21 students (out of 50) achieved grade 7 or better, with 8 students gaining a grade 8 or 9.

■ How will I be taught?

GCSE German naturally follows on from the three previous years, and we continue to use the resources from the Stimmt series. However, as the class sizes are usually smaller, there is a more personal feel to the language learning experience. This also enables us to offer a wider range of activities, such as group work, presentations, and carousel questions. Furthermore, you will have more contact time with the German assistant, giving you the chance to chat informally with a native speaker on a variety of topics.

■ Why should I study German?

The study of German is definitely a rewarding and enriching experience, and you may realise how great German films and music are, and that Germans even have a sense of humour. And, did you know that there are 100 million native speakers? This makes German the most widely spoken mother tongue in the EU! With numbers of Brits who are learning German declining, a GCSE in German is more valuable than ever, and provides a highly desirable skill for university applications and in the job market, even more so if seen as a stepping stone to IB. Career opportunities are numerous: industry, engineering, commerce, the civil service, the diplomatic service, international banking, teaching, translating, interpreting, accountancy, banking, insurance, journalism, broad-casting, law, librarianship, travel, tourism and many others. It is also a useful skill in other areas, such as medicine, law or science, as there are strong links with the German speaking world. For further information, see: <http://www.goethe.de/ins/gb/lon/lhr/wer/en9885204.htm>

■ Who should I contact for more information?

Mr C Zursiedel

"You learn so much more than just **grammar** and vocab – there is a lot about **history** and **culture**." Ben



"**Learning German** is fun, and the **logic** appeals to me." Tom



Mandarin Chinese

Exam Board - AQA

■ What will I study?

The course will cover a variety of topics, building on the foundation skills and vocabulary acquired in Years 8 and 9:

- Hobbies: interests, sport, music and the arts
- School: subjects, uniform, on-site facilities, exam pressure, school rules
- Exercise; food and drink, healthy lifestyle, and general well-being
- Media: blogs, online shopping
- Where I live: finding the way, environmental problems
- Holidays: (activities/weather/transport), making travel arrangements
- Festivals and celebrations
- World of work and future plans

■ How will I be assessed?

The course is assessed at the end of Year 11 and considers all four skills. The course can be taken at both Foundation and Higher Tier, grades 1-5 and 4-9 respectively.

- Listening paper: 45 mins (25%)
- Speaking: 10-12 mins (25%)
- Reading: 60 mins (25%)
- Writing: 75 mins (25%)

■ How will I be taught?

The source is taught in a mixture of target language and English. You will continue to have weekly sessions with the Chinese language assistant.

■ Why should I study Mandarin Chinese?

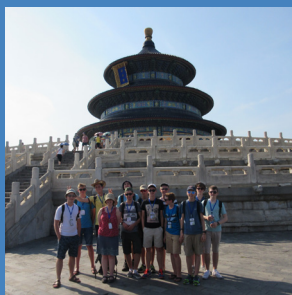
Take the opportunity to express yourself more fully in Chinese! This course builds on the two years of Chinese language learning in KS3. By the end of the course, you will have a solid foundation in everyday Chinese which would be useful for travel and for further study.

Studying Chinese alongside a degree course in business, engineering, journalism or computing, to name a few, will open up amazing opportunities in your future career.

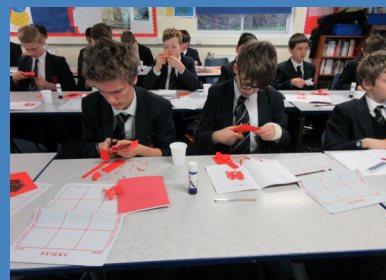
■ Who should I contact for more information?

Mrs V Allen

"Chinese looks great on your **UCAS** form or **CV**, not many other people **study** it in the UK!" Cam



"The course is **challenging** and hugely **rewarding**." Ted



Spanish

Exam Board - AQA

■ What will I study?

Students will study the rest of the GCSE topics from Viva GCSE book:

- Free Time and Leisure,
- Where You Live,
- Customs & Festivals,
- Work,
- The Environment.

■ How will I be assessed?

Students will do vocab tests and other small tests as you go along. There will be more serious tests termly, in order for students to know how you are progressing, and mocks at the end of year 10 and in November of year 11.

The official GCSE examination is divided into 4 skills, each of them is 25% of GCSE:

Listening: 45 mins, (25%)

Speaking: 10 – 15 mins, (25%)

Reading: 1 hr. (25%)

Writing: 1 hr. 15 mins. (25%)

■ How will I be taught?

Students will have lessons similar to those you have experienced in years 7-9, and will be revising vocabulary and grammar already learned, plus more vocabulary to learn, and more complex grammar. Students continue to develop your Listening, Speaking, Reading and Writing skills. We will provide them with opportunities to develop language further than GCSE to help with the transition to Spanish IB in the Sixth Form, should they choose to continue with language learning beyond GCSE.

■ Why should I study Spanish?

After 3 years of Spanish, why carry on?

1. Students have to do a language at GCSE. (Although this is a good reason, it shouldn't be the only reason!)
2. Spanish holds the key to 21 countries! That's 21 places to visit where students will be able to travel, understand and be understood. That's a lot of holidays!
3. There are over 400 million native speakers of Spanish, and 60 million who speak it as a second language in the world. To be successful in their commercial environment, you'll need to speak their language.
4. Spanish gets excellent GCSE results.

Careers in languages on their own are as varied as working as an interpreter for the EU, translating documents for big companies who have interests abroad, to travelling with politicians. Combining languages with any other subject, opens many possibilities such as joining an international organisation doing something you are interested in but based in another country, or working for a British company who have contacts with producers abroad. Engineering with Languages, Law with Languages, History with Languages, Sciences with Languages, there are many opportunities opened by languages. Take these opportunities, you will not regret it!

■ Who should I contact for more information?

Mrs M G Foster

"Spanish was the highlight of my timetable. Fascinating culture. Brilliant and committed teachers." Finn



"Fascinating culture and language. Engaging teachers. Enjoyable and informative lessons." Alex



Additional Lunchtime Options

- *Astronomy*
- *Economics*

Astronomy

Exam Board - Edexcel

■ What will I study?

Most people are fascinated by the night sky and are interested in stories about our continuing exploration of our Solar System and Universe. This course has been developed to build on that interest and to give an introduction to the subject of astronomy.

The course will enable students to understand our position in the universe, the movements of planets and stars, the cycles in the night and daytime sky, and the way in which we use technology to observe and interact with space. Students will follow an incredible story of how scientists, from ancient civilisations to the modern day, have used their imagination and carefully recorded visual measurement to explore the universe in which we live.

■ How will I be assessed?

Paper 1: Naked-eye Astronomy (1AS0/01)

Written examination: 1 hour, 45 minutes (50%)

- Planet Earth
- The lunar disc
- The Earth-Moon-Sun system
- Time and the Earth-Moon-Sun cycles
- Solar System observation
- Celestial observation
- Early models of the Solar System
- Planetary motion and gravity

Paper 2: Telescopic Astronomy (1AS0/02)

Written examination: 1 hour, 45 minutes (50%)

- Exploring the Moon
- Solar astronomy
- Exploring the Solar System
- Formation of planetary systems
- Exploring starlight
- Stellar evolution
- Our place in the Galaxy
- Cosmology

A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations, graphical and extended open-response questions feature.

In addition, students have to demonstrate practical observing skills, and have to carry out a naked-eye observation and an aided observation task, the latter using either astro-photography skills, the use of remote telescopes, or their own (or school) telescope.

■ How will I be taught?

This is a supported self-study GCSE, and has no timetabled lessons. It is run on Tuesday lunchtimes for students in year 1 and Wednesday lunchtimes for year 2 students. Students are expected to make notes during those sessions, and then back this up with at least 2 hours a week themselves, using textbooks and internet-based resources.

The students who do well on this subject will develop personal skills such as independent learning, organisation, time management and problem solving.

This GCSE is open to students from ANY year group.

■ Why should I study Astronomy?

This GCSE will allow students with a real interest and motivation in the study of Astronomy to study this subject in detail, and provide an excellent background to studies at IB or A-level Physics. It is also an excellent qualification to have on a CV, since it demonstrates a powerful example of independent learning.

■ Who should I contact for more information?

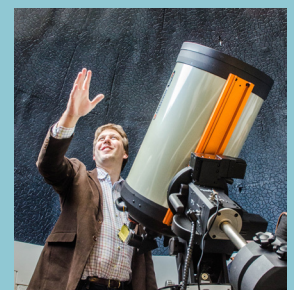
Mr Dow

"I like the way we are sometimes taught by **sixth formers** and year-11 students who have done the course before, because they can **explain** things from their point of view" Sam



"I really enjoy **astronomy** and learning about the **stars**, and it is great to be **challenged**"-

Ruben



Economics

■ What will I study?

The Economics & Business Department are offering a unique opportunity for students to enrich their learning by joining the Economics Club. The Club is designed to enable students to develop an appreciation of basic micro and macroeconomic concepts such as the role of the market, the case for government intervention and of the importance of Economic fundamentals such as trade and labour markets. The department feels that in today's world where media headlines and fake news can manipulate individuals, there should be an opportunity for young individuals to develop a working knowledge of basic economic principles and use them to look beyond the headlines. This would not only allow them to think for themselves, but make them less susceptible to manipulation.

The Club will be a platform for discussion and debate structured along the GCSE Economics syllabus so that students have the opportunity to sit a GCSE exam at the end, if they seek recognition of their efforts. Meetings will be in lunchtimes twice a week so is not for the faint-hearted.

■ Who should I contact for more information?

Mrs Aziz

On-line Options Q & A Sessions
Thursday 20 January

Parents' Consultation Evening
Thursday 3 February

Deadline for completed forms
Thursday 10 February 2022

English

RE

Maths



PSHE

Science

Art

**Computer
Science**

History

**Design &
Technology**

PE

Geography

French

German

Music

**Media
Studies**

Spanish

Chinese

Astronomy

Economics