



ASPIRE • SUCCEED • LEAD

**BRADFORD GIRLS'
GRAMMAR SCHOOL**

Co-educational up to 11, Girls only 11-16

GCSE Courses Booklet 2023.

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YEAR 9 OPTIONS & THE GCSE CURRICULUM

Underpinning the Key Stage 4 curriculum is the principle that pupils should study a range of subjects which will allow them to develop the skills and knowledge which will support them in their future studies and chosen career path.

BGGS therefore provides a compulsory core of subjects at GCSE level as the basis of a broad and balanced course of study. All pupils will continue to receive dedicated P.E. and PSHE lessons, careers provision and a choice of Humanities and other options. In addition, across KS4 all pupils will receive some Religious Studies (Year 10), IT, Citizenship and Careers provision (both years). A Modern Foreign Language will continue to be studied by the majority.

THE CORE

All pupils are required to study **English** and **Mathematics** to GCSE level.

Science: All pupils study Biology, Chemistry and Physics at Key Stage 4 leading to either **separate GCSE qualifications in Biology, Chemistry and Physics** or a **Double Award in GCSE Combined Science**, depending on the most appropriate examination for the individual pupil.

There are two study routes for GCSE Science.

| Route | Number of pupils | Selection Criteria |
|-------------------|------------------|--|
| Double Award | 107 out of 137 | End of term assessment scores |
| Separate Sciences | 30 out of 137 | Top 30 score in all three end of term assessments* |

Pupils have access to the same subject specialist teachers, and the same choice of A levels / University courses whichever route they take.

* In the event of a tie for the 30th place the Science team considers the pupils' performance throughout Key Stage 3, alongside their attitude to learning scores. Pupils will know which route they are taking before the end of the summer term in Year 9.

EBACC COURSES

The UK Government believes that studying for EBacc qualifications (English, Maths, Science Geography or History and a Language) will enhance the prospects of all pupils, by ensuring they receive a core academic curriculum that gives them more choice when considering options for further or higher education and/or employment.

As a result, at BGGS

- **Most** pupils will be expected to continue to study Spanish or French; pupils must continue with the foreign language they started in Year 7.
- **Some** pupils may be given the opportunity to choose an alternative qualification to study in place of a modern foreign language. This might be an additional open choice GCSE subject or an ASDAN qualification which focuses upon the development of life skills.

As faith is very important to many of our families, pupils will be given the option to choose Religious Studies as a humanities subject, even though it does not form part of the EBacc. Religious Studies can also be chosen as the open choice subject, allowing a pupil to choose this and History / Geography.

Open Choice Subject

Pupils may choose one from:

- Art
- Textiles
- Business
- Computing
- Drama
- Music
- Food and Nutrition
- Physical Education (P.E.)
- Religious Studies

As most pupils will only be able to choose one subject from this list they need to consult carefully with subject staff to assess which subjects will play to their strengths as well as enable them to succeed and acquire a range of knowledge and skills

Please note that a subject on the list may not run if too few choose it as an option; pupils will be requested to choose a reserve option which may be allocated in these circumstances.

Timeline

| Date | Event | Action / Deadline |
|---------------------------|--|---|
| 08 March 2023 | Year 9 Parents' Evening | Speak to teachers about your suitability for the GCSE course and ask initial questions. |
| 13 March 2023 | Options booklets shared with pupils | Please read carefully before the options presentation. |
| 22 March 2023 Period 5 | Options presentation Options Carousel Parents Information Session (3.15 - 4.30pm) | Gain more information about the process and courses. Speak to a Careers Advisor |
| 23 March 2023 onwards | Options online instructions in form time | Please make sure you can log on successfully; if time you can make choices. |
| 31 March 2023 Period 5 | | Deadline for choices |

The rest of this booklet provides information about each of the courses being studied at GCSE level.

ENGLISH LANGUAGE

COURSE: GCSE, BOARD: AQA

The specification will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Through a skills-based approach to the study of the subject, pupils will demonstrate their ability in functional English; to investigate and analyse language; and to experiment and use language creatively.

They will also develop their ability to speak and listen in functional and/or dramatic contexts which require them to discuss, present and role play.

SUMMARY OF ASSESSMENT

The specification offers the attraction of two equally balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimulus for writing tasks, providing students with a clear route through each paper.

Paper 1: Explorations in Creative Reading and Writing

Written Examination. 1hr 45mins (50% total mark)

Reading Skills

- Analysis of C21st/C20th fiction.

Writing Skills

- Creative Writing

Paper 2: Writers' Viewpoints and Perspectives

Written Examination. 1hr 45mins (50% total mark)

Reading Skills

- Analysis of C21st/C20th/C19th non-fiction and literary non-fiction

Writing Skills

- Viewpoint Writing

Speaking and Listening 'endorsement'

Presenting, responding to questions and feedback, use of Standard English

ENGLISH LITERATURE

COURSE: GCSE, BOARD: AQA

Courses based on this specification should encourage students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

SUMMARY OF ASSESSMENT

Paper 1: Shakespeare and the 19th Century Novel. Written Examination. 1hr 45mins (40%)

Section A – Shakespeare. One question on a play of choice: write about an extract, then write about the whole play. Closed book but scene will be revealed beforehand. (Macbeth, Romeo and Juliet, The Tempest, The Merchant of Venice, Much Ado About Nothing, Julius Caesar).

Section B – 19th Century Novel. One question on a novel of choice – write in detail about the extract then write about the novel as a whole. Closed book. (Jekyll and Hyde, A Christmas Carol, Great Expectations, Jane Eyre, Frankenstein, Pride and Prejudice, The Sign of Four).

Paper 2: Modern Texts and Poetry. Written Examination. 2hrs 15mins (60% total mark)

Section A – Modern Texts. Students answer one essay question from a choice of two. Closed book. (An Inspector Calls, Blood Brothers, The History Boys, DNA, The Curious Incident of the Dog in the Night-Time (play script), A Taste of Honey, Lord of the Flies, Telling Tales, Animal Farm, Never Let Me Go, Anita and Me, Pigeon English).

Section B – Poetry. One essay question, from a choice of two, on their studied modern prose or drama text. Closed book. (An Inspector Calls, Blood Brothers, The History Boys, DNA, The Curious Incident of the Dog in the Night-Time (play), A Taste of Honey, Lord of the Flies, Telling Tales, Animal Farm, Never Let Me Go, Anita and Me, Pigeon English).

Section C – Students will answer one question on one unseen poem (24 marks) and one question comparing this poem with a second unseen poem (8 marks).

CAREERS INFORMATION

The skills you learn from studying English are marketable in most careers and can be easily transferred from one role to another. Having an English qualification provides you with a good foundation when it comes to applying for jobs. Students who have studied English typically end up working in all kinds of roles including teaching, communications, marketing and commercial writing, journalism, broadcasting, public relations, social work, politics, the civil service, and management consultancy. Communication is important in any job role and the ability to communicate effectively in different styles and for different purposes is vital in the workplace.

MATHEMATICS

COURSE: GCSE, BOARD: Edexcel

Students follow a program of study building on the work they have done in Years 7-9. Students will work towards completing their GCSE at the tier appropriate to their ability/target grades.

COURSE CONTENT

Within this specification, the course content reflects the key concepts of the subject, giving learners the opportunity to see discrete content within a bigger, holistic view of the concepts which underpin the whole subject. The KS4 (Key Stage 4) program of study provides an increased focus on: Applying mathematics in context, problem solving and reasoning, the functional elements of mathematics. The course also provides learners with the mathematical skills and abilities they need to take an active and responsible role in their communities, everyday life, the workplace and educational settings.

SCHEME OF ASSESSMENT

The new GCSE Mathematics has Foundation tier grades 1 – 5 and higher tier grades 4 – 9. Assessment is 100% examination, with three exams to be taken at the end of Year 11. Each of the examinations comprise one third of the total assessment, one non calculator and two calculator papers each of duration 1 hour 30 minutes.

As two thirds of the examination is based on calculator questions it is essential that all students bring a calculator to every lesson.

CAREERS INFORMATION

Good mathematical skills are highly sought after across a wide variety of different careers. However, some careers will enable students to develop these skills further, careers such as:

Engineering: 42% of the UK's engineering workforce is aged over 45, which means that there will be a huge demand for young engineers with well-developed mathematical skills in the near future. This will include opportunities across Chemical, Civil and Mechanical Engineering. Ask your maths and/or physics teacher if you would like to know more about these careers.

IT and the Internet: Software (Games, Websites and Apps) and Hardware design both require high levels of computational (mathematical) thinking.

Accountancy: Sound knowledge of mathematical operators and the ability to analyse data sets using ratios and percentages will stand you in good stead for a career in Accountancy. If you also study Business, this will make you a great prospect for employers. You might also be interested in a job in

Banking / Finance: an industry which is currently facing a skills shortage.

Mathematicians / Statisticians will also be highly sought after in **Academic Institutions** (such as Universities) as researchers or **Consultants** to industry because of their ability to analyse and interpret data.

SCIENCE

COURSE: Separate Sciences (Three GCSE's), BOARD: AQA

Those pupils who demonstrate a keen aptitude for Science, and who demonstrate a consistently high level of achievement throughout year 9, will be selected to study 'Triple Science' in years 10 and 11.

Pupils will follow courses that provide them with three independent qualifications in GCSE Biology, GCSE Chemistry and GCSE Physics. These qualifications require pupils to sit a total of six examinations.

The course is linear in style meaning that all examinations will be taken at the end of the two-year course in Year 11.

SCHEME OF ASSESSMENT:

| GCSE Biology | GCSE Chemistry | GCSE Physics |
|--|--|--|
| <u>Paper 1</u> 1h 45m 100 marks 50% total GCSE | <u>Paper 1</u> 1h 45m 100 marks 50% total GCSE | <u>Paper 1</u> 1h 45m 100 marks 50% total GCSE |
| <u>Paper 2</u> 1h 45m 100 marks 50% total GCSE | <u>Paper 2</u> 1h 45m 100 marks 50% total GCSE | <u>Paper 2</u> 1h 45m 100 marks 50% total GCSE |

The GCSE Science specifications also require students to complete set practicals. Pupils studying this course will need to complete 8 required practicals in each of the Sciences.

All examinations are taken in the summer of the Year 11.

CAREERS INFORMATION

The young people of today will be the professional scientists of tomorrow. Our curriculum design delivers both a breadth and depth of knowledge and skills to not only educate but broaden the career possibilities within the science industry.

A love of biology can lead to careers such as archaeology, medicine, dentistry, agriculture and marine biology. A love of chemistry can lead to careers in chemical engineering, forensic science, pharmacology or cosmetic development. A love of physics can lead to careers such as piloting, astronomer, satellite engineer, forecaster and solar energy physicist, To continue studying science post-16, most providers require a minimum of grades 66 at GCSE level.

SCIENCE

COURSE: Combined Science (Two GCSE's), BOARD: AQA

Those pupils not studying separate Sciences will continue in Year 10 on the AQA Combined Science specification. The Combined Science course provides pupils with two GCSE qualifications (i.e. a Double Award) in Science.

This qualification requires pupils to sit a total of six examinations, two in each of the separate Sciences. Pupil progress will be constantly monitored, and the appropriate level of GCSE entry regularly reviewed. Pupils will be entered for either a higher tier or foundation tier paper.

A major change in all new GCSE Science specification is the requirement to complete set practicals. Pupils studying this course will need to complete 16 required practicals in total, consisting of some from each of the three Science disciplines.

This qualification is linear in style meaning that all examinations will be taken at the end of the two-year course (Year 11).

| Biology | Chemistry | Physics |
|---|---|---|
| <p><u>Paper 1</u> 1h 15m 70 marks 16.7% total GCSE</p> | <p><u>Paper 1</u> 1h 15m 70 marks 16.7% total GCSE</p> | <p><u>Paper 1</u> 1h 15m 70 marks 16.7% total GCSE</p> |
| <p><u>Paper 2</u> 1h 15m 70 marks 16.7% total GCSE</p> | <p><u>Paper 2</u> 1h 15m 70 marks 16.7% total GCSE</p> | <p><u>Paper 2</u> 1h 15m 70 marks 16.7% total GCSE</p> |

| |
|---|
| A Combined Science qualification equivalent to two GCSEs |
|---|

CAREERS INFORMATION

The young people of today will be the professional scientists of tomorrow. Our curriculum design delivers both a breadth and depth of knowledge and skills to not only educate but broaden the career possibilities within the science industry.

A love of biology can lead to careers such as archaeology, medicine, dentistry, agriculture and marine biology. A love of chemistry can lead to careers in chemical engineering, forensic science, pharmacology or cosmetic development. A love of physics can lead to careers such as piloting, astronomer, satellite engineer, forecaster and solar energy physicist. To continue studying science post-16, most providers require a minimum of grades 66 at GCSE level.

ART, CRAFT AND DESIGN

COURSE: GCSE, BOARD: AQA

The Department of Art and Textiles offers students the opportunity to follow an Art, Craft and Design GCSE course where students are expected to enjoy the subject and have fun expressing themselves creatively in visual form whilst building on secure Key Stage 3 experiences.

Students will complete a portfolio of work which will enable them to apply to study Art and Design at higher level colleges that could lead to future careers in a whole range of Art and Design fields. Degree courses include architecture, shoe design, media and communication, graphics, fashion and textiles, printmaking, 3Dimensional design, to name a few.

Coursework will account for 60% of the final marks and students will have the opportunity to work in a variety of media during the two year course such as drawing and painting, ceramics, mixed media, printmaking, textiles and digital media.

Students will produce two sketchbooks over the course. Pages may include drawings, design ideas, experimenting with materials, as well as research and written analysis on the work of artists, craftspeople and designers. All of which will inform assessors as to how students have arrived at their final outcomes and how they are inspired by the work of others to make their own personal and meaningful responses. Prep work is an integral part of the course; independent study will be set on a regular basis and will generally be completed within sketchbooks.

SCHEME OF ASSESSMENT

Portfolio (60% of total mark)

One sustained project. The project involves several sub themes and units throughout the course. The work includes drawing, researching, taking photographs from primary and secondary sources, designing and making. The work is completed in class and at home from the start of Year 10 to the end of the first term in Year 11.

Externally Set Assignment (40% of total mark)

In the January of Yr11, students will receive an externally set paper from which they will choose one starting point from a list provided by the examining board. The practical examination period extends over a number of weeks in lesson time, culminating in a 10- hour supervised examination period in early May, which can lead to outcomes of any scale or media. All work in this period will be completed in a smaller sketchbook provided by the department.

Assessment of the Portfolio and the ESA takes place in May. The entire student portfolio will then be moderated by AQA.

CAREERS INFORMATION

We all know that studying subjects like Art and Design and Textiles can be fun and rewarding and can even help you concentrate better and make you think more creatively.

Choosing GCSE Art and Design or Textiles Design can help you begin your creative journey and prepare for the world of work. You will develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. These are transferable skills which are highly valuable; employers and universities regard all these highly.

Visit: Youtube 'Why study Art? TateShots'

However, can they lead to real jobs and careers? Yes, they absolutely can. In fact, the creative industries are some of the UK's most successful, varied and fastest growing sectors, providing millions of fulfilling job opportunities.

The creative industries generate £84.1 billion to the United Kingdom (UK) economy each year and employ over 2.8 million people. Unlike many industries, the creative industries have continued to grow, despite the recent financial crisis.

(Source: thecreativeindustries.co.uk)

The website below provides information on a diverse list of creative career pathways from some of the UK's leading designers, architects, engineers and other creative professionals about how they got started and learn how the options you choose for GCSE can help you begin your own creative journey.

<http://www.creativejourneyuk.com>

BUSINESS

COURSE: GCSE, BOARD: AQA

This course will allow students the opportunity to explore bona fide business issues and how businesses work. The set areas of study are:

- 1. Business in the real world**—Students will explore the purpose and nature of a business and business ownership. They will learn how to set business aims and objectives, who the stakeholders are of a business and what factors influence the location of a business. Students will also investigate into business planning and expanding a business.
- 2. Influences on Business**—Students will learn about the importance of external influences on business and how businesses change in response to these influences. Students will be made aware of the impact various influences on the business have on four different functional areas of a business.
- 3. Business Operations**—Students will learn what business operations involve, their role within the production of goods and the provision of services, and how they influence business activity.
- 4. Human Resources**—Students will learn the purpose of human resources, its role within business and how it influences business activity.
- 5. Marketing**—Students will learn the purpose of marketing, its role within business and how it influences business activity.
- 6. Finance**—Students will learn the purpose of the finance function, its role within business and how it influences business activity.

ASSESSMENT OBJECTIVES

Students are required to:

- Demonstrate knowledge and understanding of business concepts and issues.
- Apply knowledge and understanding of business concepts and issues to a variety of contexts.
- Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.

SCHEME OF ASSESSMENT

Two written exam papers (each 50% of total mark). Each paper is 1 hour 45 minutes.

CAREERS INFORMATION

The GCSE curriculum provides information about the way in which all private businesses operate, helping students to understand how a workplace operates. Furthermore, the course gives an insight into the type of work carried out in Marketing, Human Resources and Finance departments which may be a career aspiration in the future. Students find out about manufacturing businesses and about how the way that they operate may be different to an office or retail environment. This allows pupils to think about the type of employment they may prefer. Finally, units 1 and 6 provides an insight into to what it might feel like to run your own business and the type of activities that must be carried out, if seeking finance from a lender, for example. Enterprise club (extra -curricular activity) allows students to put their learning into practice, setting up and running a small not for profit business. The department aims to provide access to a range of employers and employees through annual events such as manufacturing week and through visits to local businesses.

COMPUTER SCIENCE

COURSE: GCSE, BOARD: OCR

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across Science and Engineering is growing rapidly. Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically aware individuals. This is even more so in the gaming, mobile and web related industries and the GCSE Computer science specification has been designed with this in mind.

Paper 1: Computer Systems

- Systems architecture and Memory and storage
- Computer networks, connections, and protocols
- Network security and Systems software
- Ethical, legal, cultural, and environmental impacts of digital technology

Paper 2: Computational thinking, algorithms, and programming

- Algorithms and Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

SCHEME OF ASSESSMENT

Written examination: 1hr 30 mins (50% of total mark) The theoretical knowledge of the subject and will consists of multiple-choice questions, short response questions and extended response questions.

Written examination: 1hr 30 mins (50% of total mark) with questions assessing students' ability to write or refine algorithms and must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

CAREERS INFORMATION

The GCSE curriculum provides an insight into how computers work, how all the components work together and how the increase investment in technology help create solutions to everyday problems and future challenges which would help our students understand opportunities in IT or engineering sector. Though as most businesses rely on computers to function effectively, there are also opportunities within the IT departments of major organisations.

Skills learnt in this qualification such as problem solving, logical and critical thinking and analysis are transferable to many different careers. The department aims to provide access to a range of employers and employees through annual events such as cyber security workshops and through visits to computer science museums and exhibits.

DRAMA

COURSE: GCSE, BOARD: Pearson

GCSE Drama offers students the chance to explore and develop all areas of the theatre. The course remains fundamentally practical but there is now an emphasis on the understanding theatre in practice and its analysis which is produced in written form. So how does it work? There are three sections to the course:

- **Component 1: Devising = 40% of the qualification:**

Students create and develop a devised piece from a stimulus. Students must also produce a portfolio covering the creating and developing process and analysis and evaluation of this process. This Portfolio can contain written, photographic, audio and video evidence of research. It should be between 1500 – 2000 words.

- **Component 2: Performance from Text = 20% of the qualification**

Students will perform in two key extracts from a performance text. The texts are set by the examination board. The chosen extracts are researched and rehearsed in lessons for presentation in front of an external examiner.

- **Component 3: Theatre Makers in Practice = 40% of the qualification**

This is a 1 hour 30 minutes, written examination. Students must answer questions based on the set text studied in lessons. Students must also answer a question about a live theatre evaluation. Students are allowed to take notes of up to 500 words that they have made about a live performance into the examination.

CAREERS INFORMATION

Although GCSE Drama provides invaluable training for those students wanting to specialise in the field of theatre and the surrounding industry, the course also teaches fundamental life skills that are required in many fields. Cambridge University stated that the skills learnt within this field were necessary in the pursuit of a career in Law. Theatre teaches the understanding of human emotion and how to react in certain situations, social convention and politics. Many young people who have studied performance arts have gone on to have long careers in Politics, Diplomacy, the Military and civil service. The communication skills can also be transferred to public service vocations such as a career in the emergency services, medicine and medical therapy services.

FOOD PREPARATION AND NUTRITION

COURSE: GCSE, BOARD: AQA

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills and understanding ingredients, to ensure students develop a thorough knowledge of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' skills to give them a strong understanding of:

- A wide range of practical food preparation and cooking skills.
- The scientific principles of preparing and cooking food.
- Nutrition, diet and health.
- Food safety, spoilage and contamination.
- Factors influencing food choice, food sources, production and supply
- Culinary traditions (learners must study British cuisine and two international cuisines).

Upon completion of this course, students will be qualified to go on to further study, embark on an apprenticeship or full-time career in the catering and food industries.

The GCSE Course will cover two tasks which count towards 50% of the final grade:

Task 1: Food Investigation - This is a scientific investigation into the functional and chemical properties of foods. Students will have a choice of 3 tasks to investigate. These are set at the start of year 11 by the exam board.

Task2: Food Preparation – To demonstrate the students' knowledge, skill and understanding in relation to the planning, preparation, cooking and presentation of food and the application of nutrition related to the chosen task. Students have a choice of three tasks set by the exam board in November of year 11.

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. The assessment for this subject is split evenly to reflect the balance of practical and theoretical knowledge and understanding required in the subject content.

SCHEME OF ASSESSMENT

Written Examination: 1hr 45mins (50% of total mark).

Theoretical knowledge of food preparation and nutrition.

Two Non-Examined Assessments: (50% of total mark).

Food investigation 1500-2000 words.

Food preparation task- up to 20 A4 slides/ pages. This includes a 3-hour practical examination

CAREERS INFORMATION

This course will equip students with a wide range of life skills not only in food preparation and cooking but in researching and analysing, independent thinking, team work, communication

and literacy.

Students can progress to catering college, courses in Hospitality and Catering or Food Science. Careers in this area offer a wide and exciting range of professions including; Dietician, Nutritionist, Food Technologist, Food Scientist, Industrial Buyer, Quality Assurance Manager, Chef, Restaurant and Bar Manager, Food stylist, Food photographer, Production worker, Catering manager, Test kitchen chef. The course is also a good foundation for careers in health, medicine and sport.

GEOGRAPHY

COURSE: GCSE, BOARD: OCR Syllabus B 'Geography for Enquiring Minds'

This course is designed to build upon the learning in KS3 and will provide learners with a solid grounding, whether they are going on to Further Education, Higher Education or the workplace. The qualification aims to inspire a passion for geography within learners which encourages an interest in the subject beyond academic achievements, for the rest of their life. Geography is highly valued by both universities and employers and is one of eight facilitating subjects, giving preferential access to the top universities in the UK.

This qualification will encourage learners to think like geographers through an enquiry approach to contemporary topics of study. The enquiry questions allow learners to be engaged in the subject matter and understand how the content is relevant to them. Pupils use a wide range of techniques and resources such as maps, graphs and statistical evidence, which is used in order to carry out decision-making exercises in a variety of settings.

Physical Geography includes topics such as the study of Global Hazards (weather and tectonic), Ecosystems, Landscapes and Climate Change. Human Geography concentrates on Development, Resources, UK in the 21st century and Urban Environments.

SCHEME OF ASSESSMENT

Examination. Three written papers:

1. Our Natural World

1hr 15mins (35% of total mark)

2. People and Society

1hr 15mins (35% of total mark)

3. Geographical Exploration

1hr 30mins (30% of total mark)

Fieldwork and geographical skills are assessed in all three papers and there will be a fieldtrip focusing on a physical geography concept such as on a river study as well as a field visit with a human geography focus. This will support the work done in the classroom, but there will be no controlled assessment.

Paper 3 will involve a decision-making exercise which will help students to develop well-evidenced arguments drawing on their geographical knowledge and understanding.

CAREERS INFORMATION.

Studying geography will help you better understand the world's people, places and environments from the local to the global scales. The skills and knowledge you gain from this subject, at GCSE, A Level or university, are relevant to almost all jobs and workplaces. With rising numbers of students studying geography, and geography graduates experiencing some of the lowest levels of graduate unemployment, there has never been a better time to study geography.

HISTORY

COURSE: GCSE, BOARD: EDEXCEL

This specification provides the opportunity to study History in a variety of ways: in depth and across a broad span of time, with reference to a diversity of cultures. A wide range of sources is used in our studies: written and visual, artefacts, film, ICT and photographs.

There are three papers in total:

Unit 1: Thematic study and historic environment (30% of total mark)

Written examination: 1hr 15mins

Students will develop an understanding of the nature and process of change with a focus on Medicine in Britain, c1250-present and the British sector of the Western Front 1914-1918. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme.

Unit 2: Period study and British depth study (40% of total mark). Written exam: 1hr 45mins

Students will be assessed on their knowledge and understanding of Early Elizabethan England, 1558-88 and Superpower Relations and the Cold War, 1941-91. Questions will target; consequence; significance; and analytical narrative (required students not only to describe what happened, but also to analyse events to find connections that explain the way in which events unfolded).

Unit 3: Modern depth study (30% of total mark). Written examination: 1hr 20mins

There is the opportunity to study Weimar and Nazi Germany, 1918-39. The questions will target the ability to analyse and evaluate contemporary sources and later interpretations. The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it.

Throughout the specification History is studied from a variety of perspectives: political, social, economic and cultural, so that the diversity of the societies studied can be appreciated as well as the experiences of the people in these societies.

CAREERS INFORMATION

Studying **GCSE History**, you will prove your ability to develop and extend your knowledge and understanding of specific key events, eras and societies in national and world History.

Studying History not only helps improve your knowledge of the past, but it also helps to gain skills that are invaluable in many jobs. Some of these skills include analysing, researching, communication and problem-solving, the ability to prioritise information and learn how to make vital decisions. This will help you to build an important skill set needed for progression into university or a career. Former BGGs students who have taken History have gone on to be successful in a range of careers including Teaching, Law, Politics, Business, Veterinary and Medicine.

MODERN FOREIGN LANGUAGES

COURSE: GCSE, BOARD: AQA

Pupils continuing to study a modern foreign language continue with the language they have studied from Year 7, either French or Spanish. The students will gain fluent understanding through listening and reading; they will also learn how to communicate effectively by speaking and writing in a range of everyday situations.

Insight into the foreign culture and knowledge of the country go hand in hand with systematic mastery of the structure of the language and acquisition of vocabulary.

A wide range of enjoyable and stimulating resources are used, including the interactive whiteboard and authentic audio and video recordings. The study of foreign languages enhances cultural awareness, develops oral and written communication skills and powers of analysis, and increases confidence: all skills which can be transferred to other subjects.

All the language options broadly follow the same scheme of assessment.

SCHEME OF ASSESSMENT (All languages)

Unit 1: Listening Examination (25% of total mark) - Written replies to a range of question types based on pre-recorded spoken material in the target language.

Unit 2: Reading Examination (25% of total mark) - Written replies to a range of question types based on written material in the target language.

Unit 3: Speaking (25% of total mark) - An end of course assessment where pupils respond to a variety of stimuli, including a conversation, a role play and a photo description.

Unit 4: Writing (25% of total mark) - An end of course assessment. The examination includes detailed answers to questions and translations.

CAREERS INFORMATION

Studying a language requires many skills which are invaluable for many employers in a world of global economy and opens the door to a wide range of careers and is highly regarded by employers. Sectors where a language is an asset include marketing, engineering, business, finance, medicine, arts, just to mention a few.

Learning any language can also give you transferable skills which are useful in any line of work – including inter-cultural awareness, communication, confidence and teamwork. What is more, regardless of your skill level, learning a foreign language will be something unique for your CV that will help you stand out in an increasingly crowded jobs market.

MUSIC

COURSE: BTEC Music Practice, BOARD: Pearson

BTEC Music Practice is an exciting course that is perfect for learners who wish to develop their instrumental skills and musical knowledge through vocational contexts. The topics studied are designed so that students can acquire specific skills relevant to the industry. The qualification encompasses a range of musical styles and allows students to practice performing and creating music.

The course comprises of two internal assessments (externally moderated) and one external assessment.

Component 1: Exploring Music Products and Styles

Students will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles, e.g. pop, rock and bhangra.

Component 2: Music Skills Development

Students will develop their instrumental and composition skills through organising performances and creating their own music. They can perform on an instrument of their choice at their level and use music technology when making their own music e.g. Soundtrap (as used in Year 8).

They will also explore the professional skills needed to succeed in business and industry.

Component 3: Responding to a Music Brief

Pupils will develop and present music in response to a given music brief, working to their strengths and interests and applying the skills learnt in previous units. This can be achieved through performance, composing or producing.

CAREERS INFORMATION

A qualification in Music is invaluable for a range of careers. Pupils learn to analyse and evaluate, to plan and manage events, time management, organisation, coordination, how to show creative thinking and to problem-solve. BTEC Music Practice can be a steppingstone for music pathway jobs such as a professional musician, teacher, conductor, composer, recording engineer, but it can also benefit those who wish to study law, medicine, business, marketing and civil service roles due to the transferable skills developed.

PHYSICAL EDUCATION

COURSE: GCSE, BOARD: OCR

The GCSE Physical Education course has two sections: a practical element and a theory section. Pupils need to play and study three sports or activities in detail and aim to perform them to a high standard. In theory lessons, pupils learn about a variety of topics and the detailed content associated with those topics. Pupils should note that a commitment to extra-curricular sport is a requirement of the subject, and pupils who pursue sport will easily cope with the level of competence required. The course consists of three components in total:

Component 1: Applied Anatomy and Physiology Physical Training

Students will explore the way in which the parts of the human body work and function during physical activity and physiological adaptations that can occur due to diet and training. They will also develop their knowledge and understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

Component 2: Socio-cultural Influences, Sports Psychology, Health, Fitness, Well-being

Students will develop their knowledge and understanding of sports psychology theories and will be able to reflect on their own learning and performance to recognise the key psychological concepts affecting performance. They also examine socio-cultural influences that impact on participation and performance and how sport impacts on society.

Engagement patterns of different social groups is covered, along with strategies to promote participation with practical examples. Students will also cover the ethical and socio-cultural issues in physical activities and sports and the benefits to their health, fitness and wellbeing.

Component 3: Practical Activity Assessment. Analysis and Evaluating Performance

There are two parts to this component: a) Performance of three sports or activities, one team, one individual and one free choice, chosen from an approved list and b) Performance analysis of a sport or activity also chosen from the list.

SCHEME OF ASSESSMENT

Component 1: Physical factors affecting performance. Written exam - 1hr (30% of mark)

Component 2: Socio-cultural Issues and Sports Psychology. Written exam - 1hr (30%)

Component 3: Performance in Physical Education. Activity assessments (40%)

CAREERS INFORMATION.

Studying GCSE PE can provide steps towards careers in many areas, including but not exclusive to the following; Sports scientist, PE Teacher, Sports Coach, Instructor, Sports Therapist, Physiotherapist, Sports Journalist (social media, TV, radio, newspapers, magazines), Sports Development Officer, Sports nutritionist, Personal Trainer, Professional athlete/ sportsperson, Lifeguard, Sports Hospitality Manager, Fitness instructor. Throughout the GCSE PE programme visitors from some of the areas of industry mentioned above are invited into school to communicate with BGGs pupils about their roles and career opportunities.

RELIGIOUS STUDIES

COURSE: GCSE, BOARD: AQA

Religious beliefs and practices have an enormous influence on individuals, communities and society as a whole.

GCSE Religious Studies provides students with the opportunity to study two religions in depth, explore the significance and impact of beliefs and teachings, evaluate ethical and philosophical issues, and express their own personal responses to fundamental questions about identity, meaning, purpose, truth, values and commitments. The course is equally suitable for students of any or no religious persuasion.

There will be two elements to the course:

1. The study of religious beliefs, teachings and practices. (50% of the course)

An in-depth study of the beliefs, teachings and practices of two world religions (Christianity and Islam).

2. Thematic Studies (50% of the course)

Four religious, philosophical and ethical themes:

- Relationships and families;
- Religion and Life;
- Religion, peace and conflict;
- Religion, crime and punishment.

SCHEME OF ASSESSMENT

Assessment will be by 100% examination at the end of the two-year course.

1. Study of Religious Beliefs - 1hr 45mins (50% of total mark)

2. Thematic Studies - hr 45mins (50% of total mark)

The two examinations will assess each of the two course components with an emphasis on extended writing rather than short answer questions.

Throughout the course, pupils will be expected to use evidence from a wide variety of sources to analyse and evaluate the religious, philosophical and ethical issues discussed.

CAREERS INFORMATION.

GCSE Religious Studies teaches important life skills and is invaluable for a range of careers. It is valued by employers because it requires empathy, understanding of and respect for other people's beliefs, and the ability to sustain a reasoned line of argument and evaluate objectively. Former BGGs students who have taken Religious Studies have gone on to be successful in a range of careers including Teaching, Law, Business, Journalism, Public services and Medicine.

TEXTILE DESIGN

COURSE: GCSE, BOARD: AQA

BGGS offers students the opportunity to follow a Textiles Design GCSE course where students are expected to enjoy the subject and have fun expressing themselves creatively in visual form whilst building on secure Key Stage 3 experiences.

Students will complete a portfolio of work which will enable them to apply to study Art or Textiles Design at higher level colleges that could lead to future careers in a whole range of Textile Design fields. Degree courses include fashion, interior design, illustration, textiles design, jewellery, creative design, theatre costume and design, software engineering, to name a few.

Coursework will account for 60% of the final marks and students will have the opportunity to work in a variety of media during the two-year course including drawing, photography, felting, silk painting, appliqué, construction methods, printing, hand and free-machine stitching, embellishment and costume/accessory making.

Students will produce two sketchbooks over the course. Pages may include drawings, design ideas, experimenting with materials, as well as research and written analysis on the work of artists, craftspeople and designers. All of which will inform assessors as to how students have arrived at their final outcomes and how they are inspired by the work of others to make their own personal and meaningful responses. Prep work is an integral part of the course; independent study will be set on a regular basis and will generally be completed within sketchbooks.

SCHEME OF ASSESSMENT

Portfolio (60% of total mark)

One sustained project. The project involves several sub themes and units throughout the course. The work includes drawing, researching, taking photographs from primary and secondary sources, designing and making. A visit to the annual Knit and stitch Show in Harrogate will take place in Yr11 to inform their current coursework. All work is completed in class and at home from the start of Year 10 to the end of the first term in Year 11.

Externally Set Assignment (40% of total mark)

In the January of Yr11, students will receive an externally set paper from which they will choose one starting point from a list provided by the examining board. The practical examination period extends over a number of weeks in lesson time, culminating in a 10- hour supervised examination period in early May, which can lead to outcomes of any scale or media. All work in this period will be completed in a smaller sketchbook provided by the department.

Assessment of the Portfolio and the ESA takes place in May. The entire student portfolio will then be moderated by AQA.

TEXTILE DESIGN

CAREERS INFORMATION

We all know that studying subjects like Art and Design and Textiles can be fun and rewarding and can even help you concentrate better and make you think more creatively. Choosing GCSE Art and Design or Textiles Design can help you begin your creative journey and prepare for the world of work. You will develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. These are transferable skills which are highly valuable; employers and universities regard all these highly.

Visit: Youtube 'Why study Art? TateShots'

However, can they lead to real jobs and careers? Yes, they absolutely can. In fact, the creative industries are some of the UK's most successful, varied and fastest growing sectors, providing millions of fulfilling job opportunities.

The creative industries generate £84.1 billion to the United Kingdom (UK) economy each year and employ over 2.8 million people. Unlike many industries, the creative industries have continued to grow, despite the recent financial crisis. (Source: thecreativeindustries.co.uk)

Click on the link below to the diverse list of creative career pathways from some of the UK's leading designers, architects, engineers and other creative professionals about how they got started and learn how the options you choose for GCSE can help you begin your own creative journey.

<http://www.creativejourneyuk.com>

PSHE PROGRAMME

At Bradford Girls' Grammar School, we put an emphasis on pupils' personal development as well as their academic progress. Personal, Health and Social Education lessons include work around morals, ethics, equality, the law, keeping safe and citizenship along with relationships and sex education (RSE). PHSE and RSE follow the guidelines set out by the Department for Education.

We follow the same topics throughout the school so that pupils can build on previous learning and develop their skills in preparation for life in the wider world. Our lessons are based on the resources produced by Jigsaw and are supplemented by resources from the Association of Muslim Schools.

The school delivers a programme which equips pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. It also allows students to develop communication skills, self-confidence and an understanding of difference that will support them in their future education and careers.

In Years 10 and 11 the content broadly covers:

- Relationships and sex education
- Equality and diversity
- Maintaining a healthy lifestyle with consideration for both mental and physical health
- Online safety and staying safe in the real world
- Aspirations, career guidance and future goals
- Money and debt
- The law

SCHEME OF ASSESSMENT

Pupil progress is assessed internally by class teachers. There are opportunities within every lesson for teachers to check the understanding of pupils in the class and formal written assessments at the end of each unit. There are no specific scores or grades allocated to PHSE, but pupils are encouraged, through feedback, to develop their understanding and appreciation of different ideas and opinions.

The Key Stage 4 curriculum also includes dedicated sessions (1 hour per fortnight) focused upon the development of Information technology skills, Citizenship and Careers in both Year 10 and 11 to ensure pupils are ready for their next stage of education, employment or training.

CAREERS PROVISION

Careers provision at Bradford Girls' Grammar School follows the guidelines set out by the Department of Education.

This ensures a comprehensive programme of Careers Advice is delivered, commencing in Year 8, to ensure pupils make a reasonable, informed choice of GCSE subjects, and continuing through Years 10 and 11 to support pupils in preparing for the next stage of their education and chosen career path.

This extensive programme aims to cover the following:

1. Provide in-house support for pupils combined with advice and guidance from independent and external sources.
2. Work in partnership with local employers, education providers, colleges, universities and apprenticeships.
3. Provide the opportunity for pupils to meet a diverse selection of professionals from varying occupations.
4. Offer pupils the opportunity to develop entrepreneurial skills, with a Business Enterprise club.
5. Encourage participation in community volunteering through the NCS.

The school works in partnership with Aspire-i, an external careers advisory organisation which works closely with schools and colleges to provide impartial, professional careers advice and support for students.

In Year 9 pupils have an initial meeting with an independent advisor from Aspire-i, who will then develop a personal, tailored Action Plan for each pupil which will cover the period from Year 9 until the end of Year 11 and to support their next step into further education.

The Action Plan will include guidance on GCSE options and post 16 information as well as advice specific to the individual pupils' interests, aspirations and capabilities.

Progress through the plan will be monitored and revised with further individual careers interviews with independent advisors in Year 11.