

# GCSE

OPTIONS BOOKLET 2026



ST. BEDE'S  
COLLEGE  
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# Your option choices

We hope that this booklet will assist you in planning your continued programme of study at St Bede's College. Very soon, we will be asking you to decide which subjects you wish to study at GCSE level.

The majority of students at St Bede's will study the core subjects for GCSE. These consist of English Language, English Literature, Mathematics, Religion, Science (all pupils study Biology, Chemistry and Physics which will lead to two or three GCSEs depending on set). Top set mathematicians often do an additional qualification within their Mathematics lessons and it is occasionally possible to take ones outside of the curriculum if a student has additional talents.

Students in the Lower Fourth will now take their GCSE options before they begin the Upper fourth. In addition to this all students must choose one option from each of the following option blocks:

A	B	C
Business	Classical Civilisations	Art
Drama	Design & Technology	Business
Geography	Drama	Computer Science
History	History	Dance
Music	MFL	PE
PE	Photography	Photography

Guidelines for choosing options:

- If selecting a Modern Foreign Language students must continue with the language they studied in Lower Fourth
- Options will be selected digitally and instructions will be sent out later this term
- Some practical subjects have a limited capacity and students selecting these subjects will be allocated them on a first come first served basis



# Upper Fourth options

GCSE choices aren't just about examinations—they are about what excites and challenges you for the next two years.

I would urge you to pick subjects that spark your curiosity and play to your strengths, not just the ones you think you should do. The key to successful GCSE options is choosing subjects that reflect your interests, align with your strengths, and keep your future study options open. Do not simply choose a subject because you think you ought to, but consider what you want to study for GCSE and talk to those who are here to advise you. Senior teachers and older pupils are excellent sources of impartial advice, not tied to any particular subject area. Heads of Department are the best people to ask for information on a particular subject, but will be naturally keen to recruit you. Remember the decision is yours to make.

You will continue to have Games lessons, as well as PSMEE, where there will be a full programme of moral and spiritual education. You will also continue with the Bedian Research Program, which I am so excited about. Next year you will undertake an external project qualification on a topic entirely of your choosing.

Do email me at [tsanders@sbcm.co.uk](mailto:tsanders@sbcm.co.uk) or my colleague Mr Wright at [cwright@sbcm.co.uk](mailto:cwright@sbcm.co.uk) if you have any problems or queries. Good luck with your choices and GCSE studies.



## ■ Contacts

More information can be obtained from

Teacher	Subject	Email Address
Mr S Howes	Head of English	showes@sbcm.co.uk
Mr C Wright	Head of Mathematics	cwright@sbcm.co.uk
Mrs R Prince	Head of Science	rprince@sbcm.co.uk
Mr D Morgan	Head of Physics	dmorgan@sbcm.co.uk
Mrs H Cosgrove	Head of Religion	hcosgrove@sbcm.co.uk
Mr A Power	Head of History, Politics & Classics	apower@sbcm.co.uk
Mr D Parkes	Head of Geography	dpakes@sbcm.co.uk
Mrs M Reid	Head of Modern Foreign Languages	mreid@sbcm.co.uk
Mrs M Corbett	Head of Business, Economics and Psychology	mcorbett@sbcm.co.uk
Mr D Cank	Head of Computer Science	dcank@sbcm.co.uk
Mrs H Park	Head of Art & Design Technology	hpark@sbcm.co.uk
Miss S Goodier	Head of Performing Arts	sgoodier@sbcm.co.uk
Mr S Morgan	Head of Physical Education	smorgan@sbcm.co.uk



# Art & Design

## ■ Why choose GCSE Art & Design?

Studying Art & Design allows you to develop work and ideas that are personal to you and make your own choices within projects, whilst being supported by experienced teachers who will help you to develop your technical skills and conceptual understanding along the way. You will experience more of the art world, both historical and contemporary, and learn how art can be a powerful form of communication, which you can use to give a voice to your own thoughts and views. Art & Design is one of the few subjects that puts you in the centre of the learning process. Students are encouraged to go to galleries and exhibitions and we run a variety of trips to galleries that are further afield. Of course, it is all about making art, however, to do this it is important to stop, enjoy, and appreciate the world we live in.

The course is fully practical, including the examination project; there is no written examination.

## ■ What will we do in Art & Design?

Initially you will spend time building up skills and confidence in a range of different media, techniques and processes as well as expanding your knowledge of the world of art.

Throughout the rest of the course your time will be spent producing the practical project work for two components: Component 1, the Portfolio, and Component 2, the Externally Set Assignment. For Component 1, you will produce a minimum of two projects, which both offer the opportunity to make choices about the journey they take, whilst building up a range of technical skills, knowledge of processes and experience of a range of artistic inspiration. These projects will prepare you to work more independently on Component 2.

For Component 2 you will produce an individually selected project from the choices offered on the examination paper, using the knowledge and skills you have gained through the Component 1 projects. Both components build upon your individual strengths to allow you to make the best possible progress, whilst exploring, creating and communicating your own ideas. Throughout both components you will develop ideas through research and investigation; refine work by exploring options, selecting and experimenting with different media, techniques and processes; record your own ideas and observations and develop your own personal response to the investigation. Commitment and enthusiasm are the key to success in this subject.

## ■ How is Art & Design assessed? Component 1

- The Component 1 Portfolio is worth 60% of the GCSE.
- There is no time limit to produce the Component 1 projects.
- Work is continually assessed by your teacher throughout the course, who will provide lots of feedback to help you refine your work and make progress.
- At the end of the course, the Component 1 projects are marked by the Art Department teachers and then externally moderated.
- The Component 1 projects are marked as one collective portfolio. Component 2
- The Component 2 Externally Set Assignment is worth 40% of the GCSE.
- The examination paper is issued in January of the U5th year.
- A preparatory period of approximately 12 weeks is used to create a sketchbook and other, larger work.
- The preparatory period is followed by a 10-hour, supervised examination, when the final piece(s) for the project are produced.
- Work is continually assessed and feedback is provided by your teacher.



- After the 10-hour examination time, the whole project is marked by the Art Department teachers and then externally moderated.

■ **What do you get from Art & Design?**

Art & Design promotes investigation, creativity and experimentation, fires the imagination and develops problem solving skills and confidence, all of which are skills that many employers are looking for.

■ **Where will Art & Design take you?**

There are a huge number of creative careers and other careers that benefit from creative skills. Here are a few of the many options:

- Animation
- Architecture
- Art Therapist
- Curation
- Fashion Design
- Fine Artist
- Graphic Design
- Illustration
- Photography
- Product Design
- Set, Prop or Costume Design

■ **Whom can I speak to for more information?**

If you require any additional information, please speak to Mrs H. Park, Head of Art & Design Technology, or another member of the Department.



# Business

## ■ Why choose Business

Studying Business is the study of the world around you. It is exciting because it is current, always changing and it will help you to develop the knowledge and skills that will make you more employable in whatever profession you go into, whether you choose to work for yourself in the future or for someone else.

The course is designed to give you an overview of all the main functions of a business – Marketing, Finance, Production and Human Resources – incorporating the influences and recent developments in digital technology, innovation and e-commerce. By the end of the course you will have a broad understanding of what it means to be an entrepreneur in the 21st century with all the opportunities and challenges that come with it. At a fundamental level you will have the knowledge and understanding to start your own business, should you wish to, and you will be a far more savvy consumer!

In Business we overcome challenges, find solutions to problems and adapt in a dynamic and ever changing world... making a profit as we go!

## ■ What will I study

We follow the Edexcel course. There are two main themes in the Business GCSE.

Theme 1 – Investigating Small Business - covers the basics of starting a business. This includes:

- Enterprise and Entrepreneurship
- Spotting a Business Opportunity
- Putting a Business Idea into Practice
- Making the Business Effective
- Understanding External Influences on Business

Theme 2 – Building a Business - considers how small established businesses can grow successfully. This includes:

- Growing the Business
- Making Marketing decisions
- Making Operational decisions
- Making Financial decisions
- Making Human Resource decisions

## ■ How will it be assessed?

There are two 1h 45m examinations at the end of the course. These will include a variety of multiple choice, data response, simple calculation and short essay questions.

Paper 1 focuses on Theme 1

Paper 2 focuses on Theme 2

## ■ Where Will It Take Me?

GCSE Business is a great foundation for any pathway you choose to follow. In particular it's great as a foundation for:

- Further study at A Level and beyond in both Business and Economics.
- Employment - as it develops the skills and understanding to make you a real asset to an organisation.
- Entrepreneurship - as it gives you the knowledge and skills to start your own business. For this reason it works well in combination with any other subjects you choose. Could you be the next apprentice to Sir Alan Sugar?

- Travel - as it gives you a great understanding of the world around you through the study of current affairs and develops the skills and understanding that enable you to adapt to a range of environments.

■ **Further information and contacts:**

Mrs M Corbett - Head of Business, Economics & Psychology.

Mr J Sowden, Mrs S Bolton or Miss N English

The Business department is located on the first floor of the Regis building.

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“If you don't have big dreams and goals, you'll end up working for someone that does.”

- Paul G. Allen, Co-Founder, Microsoft





# Classical Civilisation

GCSE Classical Civilisation is one of the most interesting and varied subjects taught at St Bede's College. Where else can you escape the clutches of the brutish Cyclops, return home with the heroic Odysseus, walk under the Parthenon frieze and revel in the Lupercalia and Saturnalia?

Through the study of Ancient Literature, Drama and History, you will develop your essay writing and analytical skills whilst learning about the real and imagined lives of the ancient Greeks and Romans. Gods, monsters and heroes abound and through our careful choice of the most stimulating topics, you will develop a love for the ancient world and a new perspective on the modern.

## ■ Course Requirements

Classical Civilisation is assessed through short source-based questions and longer essay-based questions, therefore, if you have an interest in History or English Literature, this course would be excellent for you. However, our teaching is highly accessible and we accept all comers in the Classics department. To study at GCSE you do not have to have any prior experience with Classical Civilisation; so even if you missed out on your Upper Fourth options, you can still take it for GCSE.

## ■ The Heroic World

### The Odyssey

Through a reading of select books of the Odyssey, we shall follow Odysseus' journey home to Ithaca, past iconic monsters such as the Cyclops and the Sirens, and even pass through the gates of Hades itself. However, the Odyssey is no mere folktale. Through study of this pillar of western literature, we shall learn about the fundamentals of the Bronze Age state, the ideals of leadership and heroism and we shall assess what mythology can tell us about Greek morality and society.

## The Mycenaean World

The material which is studied in this course provides a fitting complement to the study of the Odyssey. Whilst The Odyssey gives an idealised and stylised vision of Bronze Age Greece, the study of the Mycenaean World furnishes this picture with the practicalities of life in the Argive Megaron. We shall follow in Schliemann's footsteps and study the tombs of the kings of Mycenae, their lavish grave goods and the details of their fascinating religion and daily lives.

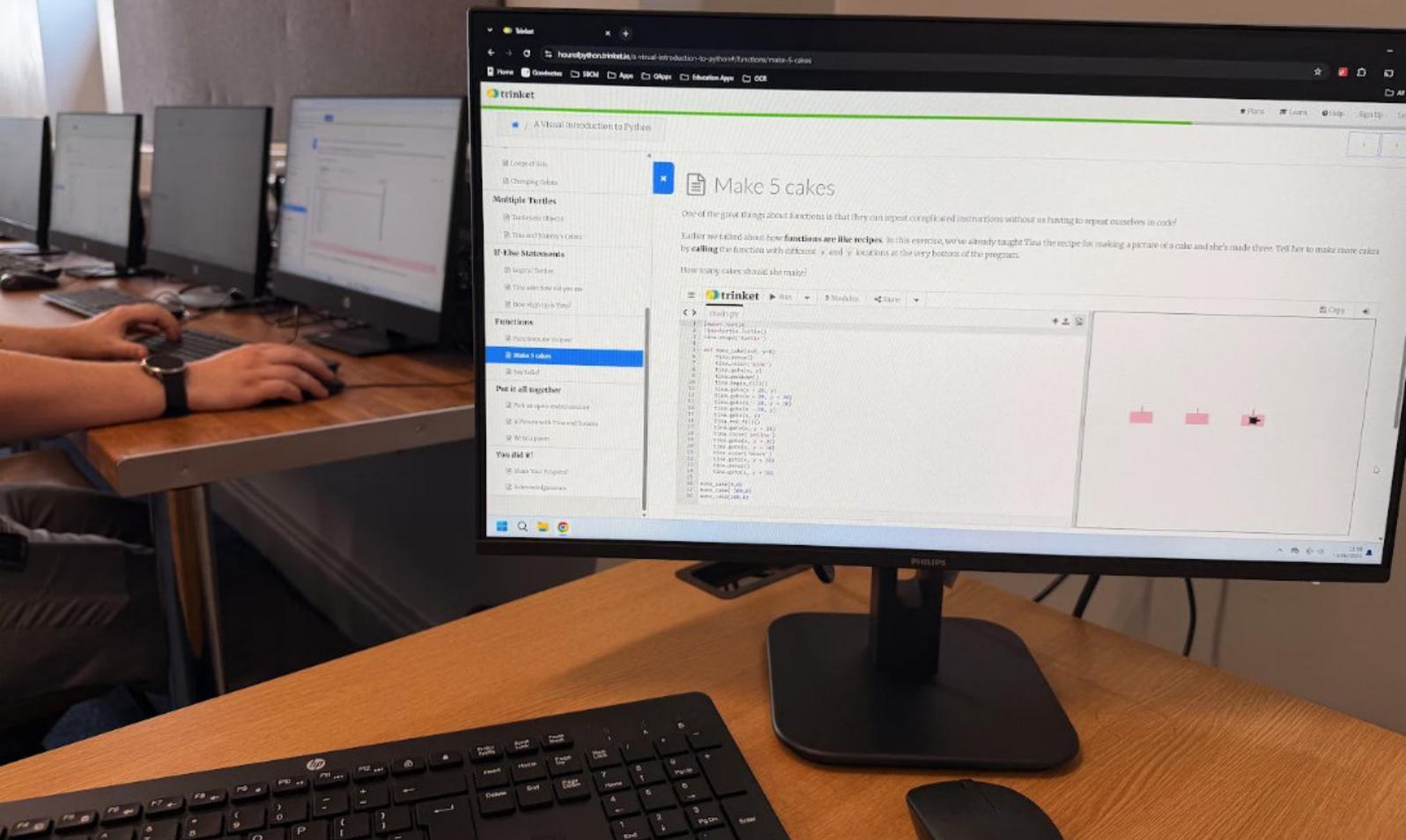
## Myth and Religion

This fascinating study delves into the religious beliefs of the ancient world which suffused every part of the life of Greece and Rome. This broad study allows students to discover and develop interests in art, architecture, literature, poetry and so much more besides. We begin our study with an analysis of some of the canonical texts of Greek religion, such as Hesiod's Theogony and the Homeric Hymns, learning the mythic basis of countless religious festivals throughout Greece.

Unifying cultural tropes are studied when interpreting the depictions of the pan Greek hero Herakles, the foundation myths of major cities are analysed when we read the stories of Romulus and Aeneas, and the architecture which has inspired the Western World for generations will inspire once again. This comprehensive and wide-ranging inquiry will give students a love of all aspects of the ancient world and allow for the development of analytical and flexible thinking skills which are second to none.

### ■ Whom can I speak to for more information?

For more information speak to Mr A Power or Miss J Charlesworth



# Computer Science

## ■ What is the course about?

Computer Science is a very practical subject – students will be able to use the knowledge and skills they learn in the classroom on real-world problems. It is a highly creative subject that calls on learners to be inventive. It also provides a good grounding for other subject areas that require problem solving and analytical skills.

## ■ What is the course about?

Computer Systems - 50%

- Explore the components of system architecture.
- Investigate computer memory and storage.
- Understand how a computer stores data in binary form.
- Explore network layouts, connections and protocols used for transmission.
- Understand the importance of network security.
- Explore functions of system software.
- Apply understanding of the impact computing has ethically, legally, culturally and environmentally.

Computational thinking, algorithms and programming - 50%

- Construct and apply understanding of fundamental algorithms.
- Build and construct programs using fundamental programming skills.
- Produce robust programs and conduct suitable testing to avoid misuse.
- Explore Boolean algebra.
- Explore types of programming languages and IDEs.

A practical programming project or tasks will not be assessed but must be undertaken during the GCSE. Your programming ability, however, will be assessed within the written papers.

#### ■ What is the course about?

What will a student gain from this course?

- Valuable thinking and programming skills that are extremely attractive in the modern workplace.
- A deep understanding of problem solving and experience in creating logical and efficient solutions.
- Ability to write down solutions to problems for other people to understand.
- A good grounding in mainstream computing theory and understanding.

#### ■ Whom can I speak to for more information?

If you require any additional information please speak to Mr D Cank, Head of Computer Science.



“As the Chartered Institute for IT, we fully welcome and support the new computing curriculum. The new curriculum is a step change that focuses on computational thinking whilst still embodying the most important aspects of digital literacy, which everyone needs to live effectively in our digital society.

This change represents a real opportunity to give all pupils the chance to become future creators and inventors of technology and maybe future technology entrepreneurs.”

- *Bill Mitchell, Director of BCS Academy of Computing*



# Design Technology

## ■ Why choose Design Technology?

The Design Technology course is designed to develop problem solving, creative thinking and innovation as well as developing skill levels in the use of a wide range of different materials, machinery, equipment and computer aided design skills. It is a highly practical course, involving a lot of physical manufacture as well as theory and design work. St Bedes Design Technology students have won a number of national awards for the standard of work they have produced over the years, including the AQA A Level Technology Award and the Roland Digital Creative Design Award. We have two well-equipped, purpose built workshops, Computer Aided Manufacture machines, including a laser cutter and 3D printer and a host of Computer Aided Design software.

## ■ What will we do in Design Technology?

The GCSE is a combination of electronics, textiles, resistant materials, graphics and computer aided design and manufacture. The course allows students to develop their capacity to design and make products and to appreciate the complex relations between design, materials, and manufacture. Skills covered:

- Manipulating Wood, Metal and; Plastic, and Casting Metal
- Electronics
- Textiles
- Graphic Design techniques
- The use of Computer Aided Design software
- Computer Aided Manufacturing techniques
- Develop 2D and 3D drawing techniques along with creative design techniques
- Design theory, including sustainability and industrial manufacturing techniques

You will produce one assessed practical project, which you will start in June of the Lower Fifth year.

■ **How is Design Technology assessed?**

- Coursework (NEA), worth 50% of the GCSE grade
- One written examination paper assessing understanding of theory, worth 50% of the GCSE grade.

■ **What do you get from Design Technology?**

Design Technology develops problem solving, creative and innovative thinking and design skills. It encourages students to consider the world we live in, in terms of the products and services we utilise, their design and production, the materials we use and their sustainability and our impact on the environment.

■ **Where will Design Technology take you?**

- Aeronautical Engineering
- Architecture
- Civil Engineering
- Craft Designer
- Electrical Engineering
- Engineering
- Furniture Maker
- Graphic Design
- Jewellery Design
- Mechanical Engineering
- Product Design
- Teaching

to name just a few of the many career paths.

■ **Whom can I speak to for more information?**

If you require any additional information please speak to Miss S. Manning, Subject Coordinator for Design Technology, Mrs H. Park, Head of Art & Design Technology, or another member of the Department.



# Dance

Enjoy being creative and coming up with your own ideas? Enjoy working in groups and teams? Enjoy learning and trying out new styles of dance and movement? If you answered yes to any of these questions then Dance at St Bede's might be for you!

## ■ What will we do?

GCSE Dance lessons are divided into three distinct strands, preparing you for each component of the examination.

### Choreography

During our choreography sessions you will learn about all the different devices that can be used to make your choreography interesting, engaging and professional. You will work from a variety of different stimuli to inspire your work, such as music, poems, art and stories. In the Upper Fifth, you are given a choice of stimuli and you devise your own piece from start to finish which goes towards your final grade at GCSE.

### Technique

During our technique lessons we will work on our basic dance technique in a number of different styles including contemporary, jazz, ballet and street. We will use body conditioning and limber classes to improve our strength and flexibility. You will also be taught a number of short dance phrases in the contemporary style, and a performance piece, which you perform as part of your final examination.

### Analysis

Here you will start to watch and analyse famous pieces from a variety of different styles (contemporary, ballet and even hip-hop). You will learn to think carefully about the choreographer's choices of costume, set design and accompaniment, as well as learning sections from the pieces themselves. In your final written examination you will be asked questions on the choreographer's decisions.

## ■ Where will it take me?

Dance as a GCSE needs so many skills, which can be transferred into lots of different situations. Obviously, we will work on performance skills so those students who are aiming for a career on the stage. However, we also learn about the numerous jobs that are available within Dance itself such as choreography, teaching, examining, physiotherapy, arts administration, costume/set/lighting design, Dance PR and media work.

## ■ How is GCSE Dance Assessed

- Practical Coursework (NEA), worth 60% of the GCSE grade.
- One written examination paper assessing understanding of dance appreciation, worth 40% of the GCSE grade.

## ■ Whom can I speak to for more information?

If you require any additional information please speak to Mr J Dickson - Director of Performing Arts or Ms L Stark - Teacher of Dance





# Drama

Independent learning through having an idea, thinking it through, and lending it creative shape and form is at the heart of all Drama and Theatre Studies at St. Bede's College. Through the practice of drama our students develop confidence and self-expression while exploring the ideas that shape the world in which we live. Our aim is to imbue all of our pupils with an appreciation of theatre both as practitioners and audience. At any time the drama studio is a hive of activity where students are encouraged to be fearless and experimental with new performance concepts and ideas, fostering their instinct to play and invent.

## ■ Why choose Drama & Theatre?

- It builds personal confidence and presentation skills, developing oracy and language skills.
- It helps you to develop skills for collaboration with others.
- It teaches you how to make decisions and solve practical problems.
- Analysing Drama productions allows you to develop your critical thinking skills.
- It develops creative thinking - Drama will force you to regularly come up with exciting, functional and convincing ideas.
- It is 60% practical, and provides relief from the more class-based subjects.
- It will allow you to develop your performance skills and overcome the fear of making mistakes in a fun, creative and supportive environment.
- Drama is not restricted to acting - you can learn about the history of Drama, and the development of literature and film.
- It helps you explore a range of human feelings and whole spectrum of social situations and moral dilemmas, learning about and understanding the world around us.
- It enables you to explore historical and classical texts giving a deeper understanding of society and history through the ages.
- It prepares you for A Level Drama and Theatre Studies.
- It can also help you to prepare for a career in media and the performing arts sector, currently one of this country's biggest and growing industries.

- We will be following the Eduqas specification Component 1: Devising Theatre  
Non-exam assessment: internally assessed, externally moderated - 40% of qualification.

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

Learners must produce:

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

Component 2: Performing from a Text

Non-exam assessment: externally assessed by a visiting examiner - 20% of qualification. Learners will be assessed on either acting or design. Learners study two extracts from the same performance text chosen by the centre. Learners participate in one performance using sections of text from both extracts.

Component 3: Interpreting Theatre

Written examination: 1 hour 30 minutes - 40% of qualification

Section A: Set Text

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

Section B: Live Theatre Review

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

- Do I have the necessary skills?

- Have you enjoyed performing in lessons or co-curricular dramatic events?
- Do you enjoy going to the theatre and talking about what you have seen?
- Do you enjoy reading and making up stories?
- Do you find other people and their situations endlessly fascinating?
- Would you describe yourself as a creative person?
- Would you be happy to stay after school or come in at weekends to rehearse?
- Do you think this course might be fun?

If you can answer yes to these questions then the chances are you might be just the right sort of person for this course!

- Whom can I speak to for more information?

If you require any additional information please speak to Miss S Goodier - Head of Performing Arts



“In my own philanthropy and business endeavours, I have seen the critical role that the arts play in stimulating creativity and in developing vital communities... the arts have a crucial impact on our economy and are an important catalyst for learning, discovery and achievement.”

- Paul G. Allen, Co-Founder, Microsoft



# English Language & Literature

English is a core subject and, regardless of your option choices, you will continue to have regular lessons in the English department next year, where you will be following the Edexcel IGCSEs in English Language and English Literature.

As in your first three years, we want you to enjoy your reading whilst developing your understanding of how writers use language whether to create plot and character or to express ideas and appeal to you as a reader.

Writing is, of course, as important as reading in English. We will build on the start you have already made on producing structured essays and will also continue to assist you in improving your spelling and punctuation. There will be plenty of opportunities to write creatively for a variety of purposes and audiences.

We know that you have been used to discussion, group work and drama activities in the first three years and you will continue to have opportunities to practise your speaking and listening skills both in class discussion and to prepare you for the Spoken Language Endorsement qualification.

## ■ Assessment

For both courses you will be assessed through summative written examinations. Some of these will be on set texts and others will test your writing and comprehension skills. You will be graded for your Speaking and Listening but this will not contribute to your final overall English Language mark.

English Language: the two examination papers consist of:

Paper 1: Non-fiction and Transactional Writing (60% of the IGCSE)

- Comprehension questions on non-fiction extracts (one seen, one unseen).
- Transactional writing tasks.

Paper 2: Poetry and Prose Texts and Imaginative Writing (40% of the IGCSE)

- Assessing a poem or short story studied in class.
- Imaginative writing task.

English Literature: the two examination papers consist of: Paper 1: Poetry and Modern Prose (60% of the IGCSE)

- Analysing an unseen poem.
- Comparing two previously studied anthology poems.
- Writing about a novel studied in class.

Paper 2: Modern Drama and Literary Heritage Texts (40% of the IGCSE)

- Writing about a modern play - usually a character or theme.
- An essay on a character or theme from Macbeth.

Overall, our aim is for you to enjoy English, gaining a fuller understanding of human nature and the world you live in through your studies, whilst developing the essential communication skills that you will need for success at GCSE and beyond.

## ■ Whom can I speak to for more information?

If you require any additional information please speak to Mr S Howes - Head of English.



# History

## ■ What do I have to do?

There is no coursework or controlled assessment: it is just three examinations at the end of two years' study, lovely and simple and plenty of time for revision in the Upper Fifth

There is a mixture of medieval and modern History: no more exclusive focus on the 20th century. There is marvellous range and depth to the course.

Of course there are some aspects of History which are immortal. It offers all those elite skills which universities and employers admire and covet. The dissection of source material, the critical evaluation of evidence and the ability to form a coherent and forceful argument will always be at the heart of GCSE History.

## ■ So what will you be studying?

### Historic Environment and Thematic Study

This is a synoptic study of Crime and Punishment in Britain from Anglo-Saxon times to the 20th century. This includes a special case study on 1880s' Whitechapel. Jack the Ripper has arrived at St Bede's College!

This examination is 1 hour and 15 minutes long and is worth 30% of the final qualification.

### Modern Depth Study

In the decade after Germany fell into humiliation and disaster following defeat in the First World War a new democracy called the Weimar Republic flourished against all the odds. Germany became a beacon of freedom, democracy and culture only to fall, just as dramatically as it had risen, into the darkest dictatorship to blight the 20th century.

How did the Weimar Republic rise and fall? Why did a former house painter and corporal from Austria called Adolf Hitler come to power?

This examination is 1 hour and 20 minutes and is worth 30% of the final examination.

### Period and Depth Study

In this unit we will study the fascinating reign of King Richard the Lionheart of England and the disastrous reign of his nefarious brother John. We will relive the triumphs and tragedies of the Third Crusade before plunging headlong into King John's doomed and desperate struggle for survival which would culminate in the creation of the founding document of modern democracy.

We will also look back, just over our shoulders, to the thrilling and tense Cold War between the USA and Communist Russia. The world teetered on the brink of nuclear war as the superpowers vied for world domination. War, revolution and tension will range from Korea to Cuba, from Berlin to Vietnam, from Eastern Europe to the mountains of Afghanistan.

This examination is 1 hour and 45 minutes and is worth 40% of the final qualification.

## ■ Whom can I speak to for more information?

For more information please speak to Mr A Power - Head of Classics, History and Politics.



# Geography

## ■ Why study GCSE Geography?

Geography is one of the most exciting subjects to study at GCSE. We live in a complex, interconnected and ever more interdependent world where your actions affect people thousands of miles away and where an event in one country can spark off a chain of events which span the whole globe. Our planet is beautiful – yet fragile.

Think about climate change and the many hazards, such as earthquakes, we have to manage. Think about the plight of threatened species such as the orangutan in the rainforests of Indonesia and Malaysia. Increasingly, we face a series of big challenges and it will be future generations – people like you – which may well determine the fate of our planet and people. This is what modern Geography is all about; no wonder it is “all the rage”.

## ■ What topics are studied?

The course is divided into three sections:

Paper 1: Living with the physical environment, 1 h 30m examination (35% of the GCSE). This paper focuses on physical and natural processes and systems at a range of places and scales.

- Section A – The challenge of natural hazards: topics include tectonic hazards, weather hazards and climate change
- Section B – The living world: topics include ecosystems, tropical rainforests and cold environments, such as Svalbard (Norway) in the Arctic Circle
- Section C – Physical landscapes in the UK: topics include coasts and rivers

Paper 2: Challenges in the human environment, 1 h 30m examination (35% of the GCSE).

This paper focuses on human processes, systems and outcomes at a range of places and scales.

- Section A – Urban issues and challenges: topics include global urban growth, urban change in the UK and urban sustainability issues
- Section B – The changing economic world: topics include the development gap, newly-emerging economies and the changing UK economy
- Section C – The challenge of resource management: topics include global energy demand/supply, sustainable energy and energy insecurity issues

Paper 3: Geographical applications and skills, 1 h 30m examination (30% of the GCSE)

- Section A – Issue evaluation: a problem-solving assessment based on a particular geographical issue outlined in an advance information resource booklet
- Section B – Fieldwork: two geographical enquiries will be carried out, one based on physical geography and one based on human geography

Throughout the course there will be an emphasis on practical skills: map reading, interpreting photos and satellite images, analysing data in graphs and using simple statistical techniques.

### ■ Why study GCSE Geography?

- You will develop a better knowledge and understanding of the complex world you live in. It will help you make more sense of the world and appreciate different cultures and reasons why things happen.
- You will develop a range of useful skills including map-reading, problem-solving, decision-making, critical analysis and evaluation. You will collect fieldwork data, first-hand, out in the real world! Such skills encourage ways of seeing and thinking that make geographers highly employable.
- It can lead to exciting career prospects; some of the most desirable jobs are currently in the field of environmental consultancy, hazard management and developing sustainable energy provision.
- If you are planning on doing Geography or Economics at A-level, then Geography GCSE is a natural choice to help you in future – it provides a solid foundation of Earth's natural science and the changing economic world.

### ■ Is there fieldwork?

Yes! Fieldwork is a compulsory part of the GCSE course. Geography is about what is going on in the world, so it makes sense that the course involves fieldwork. Currently, the fieldwork is based around either a residential visit to a specialist field studies centre, such as the Cranedale Centre in Malton, North Yorkshire, or a series of daytrips. The Department also runs foreign field tours which are optional and designed to inspire young geographers with 'wow and awe'. Examples have been trips to Sorrento, Italy and the land of fire and ice – Iceland.

### ■ Is Geography right for me?

If you are enthusiastic, like reading, writing and thinking things through and are genuinely interested in what is going on in the world, then yes, Geography may well be right for you.

### ■ Whom can I speak to for more information? Mr D Parkes - Head of Geography



# Mathematics

Mathematics is a core subject and is important both as a subject in its own right and also as a support subject for many other disciplines. From the Lower Fourth to the Upper Fifth students are set according to their mathematical ability. The setting is reviewed regularly during the year so movement between sets is possible. The different sets in each year group follow a similar specification with the higher sets naturally covering the more challenging aspects of each topic. The students will sit regular tests over the course of the year to assess progress and to ensure that the setting is appropriate.

## ■ Course Requirements and Assessment

In the Lower Fourth and Upper Fourth students will have studied topics from the four key areas of IGCSE Mathematics:

- Algebra - the language of Mathematics
- Number - basic calculations with and without a calculator
- Shapes - Geometry and practical applications of Mathematics to real world problems
- Statistics - the ways data can be collected, processed and then represented

Our aim is to enter as many students as possible for the Edexcel (higher tier) IGCSE examination at the end of the Upper Fifth. Our students follow this course in the Lower Fifth which includes some Calculus in addition to the 4 topics mentioned above. In addition, we usually have a small number of students who take the Edexcel foundation tier IGCSE examination instead.

Once students reach the Upper Fifth they are likely to remain in their current set for the whole of the academic year. Whilst the more able students are covering the AQA Level 2 Certificate in Further Mathematics, the other students should have ample opportunity to revise topics that have been taught previously.

The IGCSE examination consists of two 2 hour papers each featuring questions from any part of the specification. We hope that our students enjoy, and are challenged by, the many different aspects of this unique subject and are able to achieve at least a pass grade in this examination. Our most able students will be offered the opportunity to sit the AQA Level 2 Certificate in Further Mathematics. This extends the work taught at IGCSE level and offers students an insight into A Level Further Mathematics. It consists of two papers, a non-calculator paper and a calculator paper, each 1 hr 45minutes in duration.

The IGCSE Mathematics qualification is also excellent in preparing our more able students for both Mathematics and Further Mathematics courses in the Sixth Form and beyond, and we are proud of our recent successes in the individual and team Mathematics Challenges, and also of our Sixth Form mathematicians who have gone on to study at Oxbridge.

## ■ Whom can I speak to for more information?

For more information please speak to Mr C Wright, Head of Mathematics.

“

“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.”

– *Shakuntala Devi, Indian writer and mental calculator*

“We will always have STEM with us. Some things will drop out of the public eye and go away, but there will always be science, engineering, and technology. And there will always, always be mathematics.”

– *Katherine Johnson, African-American mathematician*

“Mathematics as an expression of the human mind reflects the active will, the contemplative reason, and the desire for aesthetic perfection. Its basic elements are logic and intuition, analysis and construction, generality and individuality.”

– *Richard Courant, German-American mathematician*



# Music

Music is an option open to all pupils. Regardless of whether you have studied it in the Upper Fourth, GCSE Music will be a good choice for you if you:

- Enjoy playing music or singing on your own and with others
- Enjoy creating your own songs or music
- Wish to discover more of the vast range of music available for us to experience today.

## ■ Do you have the necessary skills?

The GCSE Music course gives you the opportunity to work to your particular interests and strengths. You need to have an interest and a willingness to explore music of all kinds, ranging from Western classical to music from many different world cultures and contemporary pop styles.

The ability to play an instrument or to sing to about Grade 3 - 4 Associated Board standard, is desirable in order to complete the performance part of the syllabus. However, it is not too late to begin at the start of the course!

The course builds on skills taught previously in lessons and all necessary theoretical knowledge is provided as part of the course. No specialist prior knowledge is assumed!

You will be encouraged to progress at your own individual pace and according to your individual interests and skills. This is because the high proportion of coursework enables you to do this. As the groups opting for Music GCSE tend to be smaller than for other subjects, you will receive much more individual attention in class than is possible in a large group.

## ■ Assessment

The Course is that specified by EDUQAS GCSE Music and the components are:

### 1) Coursework Composing 40% of total marks

A folio of two compositions, submitted as a music recording with either a music score or detailed written description.

### 2) Coursework Performing 40% of total marks

One solo and one group performance recorded during the course.

### 3) Listening and Appraising 20% of total marks

Listening and written paper, lasting 1 hour 15 minutes.

This is the only written examination at the end of the course. The questions are on a variety of set works including Classical Music, World Music and Pop Music and works from the 20th and 21st Centuries.

Music is essentially a practical subject and therefore the proportion of coursework is high. The Composing and Performing components make up 80% of the total mark for the examination.

Most of this coursework is completed during the timetabled lessons as you will need to have access to the computers and instruments in the Music Department. However, homework is set.

## ■ Whom can I speak to for more information?

For more information please speak to Mr H Fletcher, [hfletcher@sbcm.co.uk](mailto:hfletcher@sbcm.co.uk)





# Photography

## ■ Why choose Photography?

Studying Photography is another option that allows you to develop work and ideas that are personal to you and make your own choices within projects, whilst being supported by experienced teachers who will help you to develop your technical photographic skills and conceptual understanding along the way. You will experience not only commercial photography, but more of the art world, both historical and contemporary and learn how photography can be a powerful form of communication, which you can use to give voice to your own thoughts and views.

Photography is one of the few subjects that puts you in the centre of the learning process. Students are encouraged to enter competitions and go to galleries and exhibitions, and we run a variety of trips to galleries that are further afield. Our hope is that the Photography course will inspire a younger generation of students to make photography a life-long passion.

The course is fully practical, including the examination project; there is no written examination.

## ■ What will we do in Photography?

Initially, you will spend time learning the technical aspects of photography: the theory behind how a successful image is created, learning to use a DSLR (Digital Single-Lens Reflex) camera and manipulate the settings to achieve the desired outcomes, learning the basics of developing and printing in the darkroom, as well as learning to use industry standard image manipulation software, including Photoshop and Lightroom. You will learn all the skills necessary to produce high quality studio photography, using sophisticated lighting techniques, whilst still understanding the importance of outdoor location photography.

You will then spend the rest of your time producing the practical project work for two components:

Component 1, the “Portfolio”, and Component 2, the “Externally Set Assignment”.

For Component 1, you will produce a minimum of two projects, which both offer the opportunity to make choices about the journey they take, whilst building up a range of technical skills, knowledge of processes and experience of a range of artistic inspiration. These projects will prepare you to work more independently on Component 2.

For Component 2 you will produce an individually selected project from the choices offered on the examination paper, using the knowledge and skills you have gained through the Component 1 projects.

Both components build upon your individual strengths to allow you to make the best possible progress, whilst exploring, creating and communicating your own ideas. Throughout both components you will develop ideas through researching and investigating ideas; refine work by exploring ideas, selecting and experimenting with different media, techniques and processes; record your own ideas and observations and develop your own personal response to the investigation. Commitment and enthusiasm are the key to success in this subject.

### ■ How is Photography assessed?

#### Component 1

- The Component 1 Portfolio is worth 60% of the GCSE.
- There is no time limit to produce the Component 1 projects.
- Work is continually assessed by your teacher throughout the course, who will provide lots of feedback to help you refine your work and make progress.
- At the end of the course, the Component 1 projects are marked by the Art Department teachers and then externally moderated.
- The Component 1 projects are marked as one collective portfolio. Component Two
- The Component 2 Externally Set Assignment is worth 40% of the GCSE.
- The examination paper is issued in January of the U5th year.
- A preparatory period of approximately 12 weeks is used to create a sketchbook and other, larger work.
- The preparatory period is followed by a 10-hour, supervised examination, when the final piece(s) for the project are produced.
- Work is continually assessed and feedback is provided by your teacher.
- After the 10-hour examination time, the whole project is marked by the Art Department teachers and then externally moderated.

### ■ What do you get from Photography?

Photography promotes investigation, creativity and experimentation, fires the imagination and develops problem-solving skills and confidence, all of which are skills that many employers are looking for.

### ■ Where will Photography take you?

There are a huge number of creative careers and other careers that benefit from creative skills. Here are a few of the many options:

- Advertising Art Director
- Commercial and Advertising Photographer
- Corporate Photographer
- Digital Marketer
- Events Photography
- Editorial and Press Photographer
- Educator
- Fashion Photographer
- Fine Art Photographer
- Graphic Designer
- Magazine Features Editor
- Media Planner
- Medical Illustrator
- Photographer
- Television Camera Operator
- Wedding Photographer

### ■ Whom can I speak to for more information?

If you require any additional information, please speak to Ms D. Bennett, Teacher of Photography, Mrs H. Park, Head of Art & Design Technology, or another member of the Department.



# Physical Education

## ■ Why study GCSE Physical Education?

GCSE PE is the perfect choice for any student with an interest in health and fitness, and who is curious as to how sports performers ensure they perform at their best. With perhaps the most varied and broad specification of any GCSE subject, there is something new to learn in every lesson from the world of physical activity, exercise and health.

The WJEC Eduqas GCSE Physical Education specification is designed to encourage students to be inspired, motivated and challenged by the subject as they study such topics as, anatomy, including how your body systems work and how they are affected by exercise, and psychology, detailing the effects of motivation, personality, arousal and aggression on sports performance. The course also helps students to gain insight into how to train to improve fitness, the importance of health and nutrition, the impact of media and technology on sport, and the social and ethical sporting considerations such as gamesmanship and the use of performance enhancing drugs.

As stated the specification is varied and wide ranging, which enables students to develop theoretical knowledge and understanding of the factors that underpin physical activity and sport, plus use this knowledge to improve athletic performance.

## ■ Is GCSE Physical Education just practical?

The GCSE PE course assesses students in both their practical sporting performance and their ability to relate theoretical concepts to practical scenarios. This means that throughout the course some of the content may be taught in a practical way, however, students must be aware that the vast majority of the GCSE will be taught in the classroom developing the necessary topic knowledge and analysis skills vital for success.

- **The GCSE focuses on five key topic areas:**
  1. Health, training and exercise
  2. Exercise physiology
  3. Movement analysis
  4. Psychology of sport and physical activity
  5. Socio-cultural issues in physical activity and sport.

Practical ability in sport is still important and will contribute significantly to your overall grade. Therefore, there is an expectation that prospective GCSE PE students should be involved in the College's sports clubs and teams, or performing at sports clubs outside of St Bede's regularly, continuing this involvement throughout the course.

- **How is GCSE PE assessed?**

**Component 1: Introduction to Physical Education**

This is a 2 hour written examination that takes place at the end of the course in Upper Fifth. It equates to 60% of the overall grade and will test all topics of the specification through a range of short and extended questions.

**Component 2: The active participant in Physical Education**

This component is a non-exam assessment which is internally assessed and then externally moderated. In total, this equates to the remaining 40% of the overall qualification, however, this is split further into two parts. 10% is achieved through written coursework which analyses and evaluates the student's performance in one of their chosen activities, with the remaining 30% derived from their practical performance across three different activities including at least one individual and one team sport.

- **What could GCSE PE lead to?**

Having such a broad theoretical content means that GCSE PE is ideal for anyone considering further study at A Level within PE, Biology, Psychology, or indeed any post-16 qualification relating to Sports Studies, Coaching or Fitness. It would also prove a valuable stepping stone and solid foundation into a wide range of careers concerned with Sport, such as sports science, physiotherapy, teaching, coaching, sports management or fitness.

- **Is it for me?**

If you have an interest in sport and exercise and want to further your understanding, knowledge and skills of sport performance, then this is an ideal course for you. However, it is recommended that potential students use the Eduqas website to view the course content and assessment procedures in more detail. Of particular importance is the list of approved practical activities as students can only be assessed in the ones detailed in the specification.

Website - [GCSE Physical Education | Eduqas](#)

Specification - [GCSE PE Specification Appendix B for the List of Approved Practical Activities](#)

- **Whom can I speak to for more information?**

For more information please speak to Mr S. Morgan - Head of Physical Education, although any member of the PE department will be happy to help you.



“Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it.”

- Michael Jordan, NBA Legend



# Religion

This course is designed to offer an academic approach to the study of religion. It is balanced between studying two major world Religions, Roman Catholicism and Judaism, and modern world issues, such as relationships, medical ethics, war and crime. All the topics in the syllabus provide opportunities:

- To develop debating and persuasive arguing skills
- To develop essay writing skills
- To use an enquiring and critical approach to the study of religion.
- To gain an insight into Theology, Philosophy and Ethics.

## ■ Topic One - The study of religions: beliefs, teachings and practices

You will study the beliefs, teachings and practices of two religions, Roman Catholicism and Judaism. This will include topics in Roman Catholicism such as:

- The nature of God, creation, and beliefs about the afterlife
- Jesus Christ and salvation
- The sacraments
- Prayer and pilgrimage
- The role of the church in the community

In the study of Judaism we will look at topics such as:

- The Covenant and the mitzvot
- The synagogue and its importance
- Family life including, Bar Mitzvah, Kosher food, marriage and death and mourning
- Festivals such as Passover, Rosh Hashanah and Yom Kippur.

## ■ Topic Two - Religious, philosophical and ethical studies

This will involve a study of certain key questions from a Christian and secular viewpoint, such as:

- Relationships and families
- Why get married?
- What are secular and religious perspectives to sexual relations?
- How can religions help with the raising of children?

## Religion and life

- Is eating meat acceptable?
- Is human life special and sacred?
- What happens when we die?

## Religion, crime and punishment

- Why and how could criminals be punished?
- Is the death sentence acceptable?
- Is forgiveness always possible?

## Religion, war and peace

- Is it ever right to go to war?
- Are nuclear weapons immoral?
- Is protesting to the government acceptable?

### ■ How is the course examined?

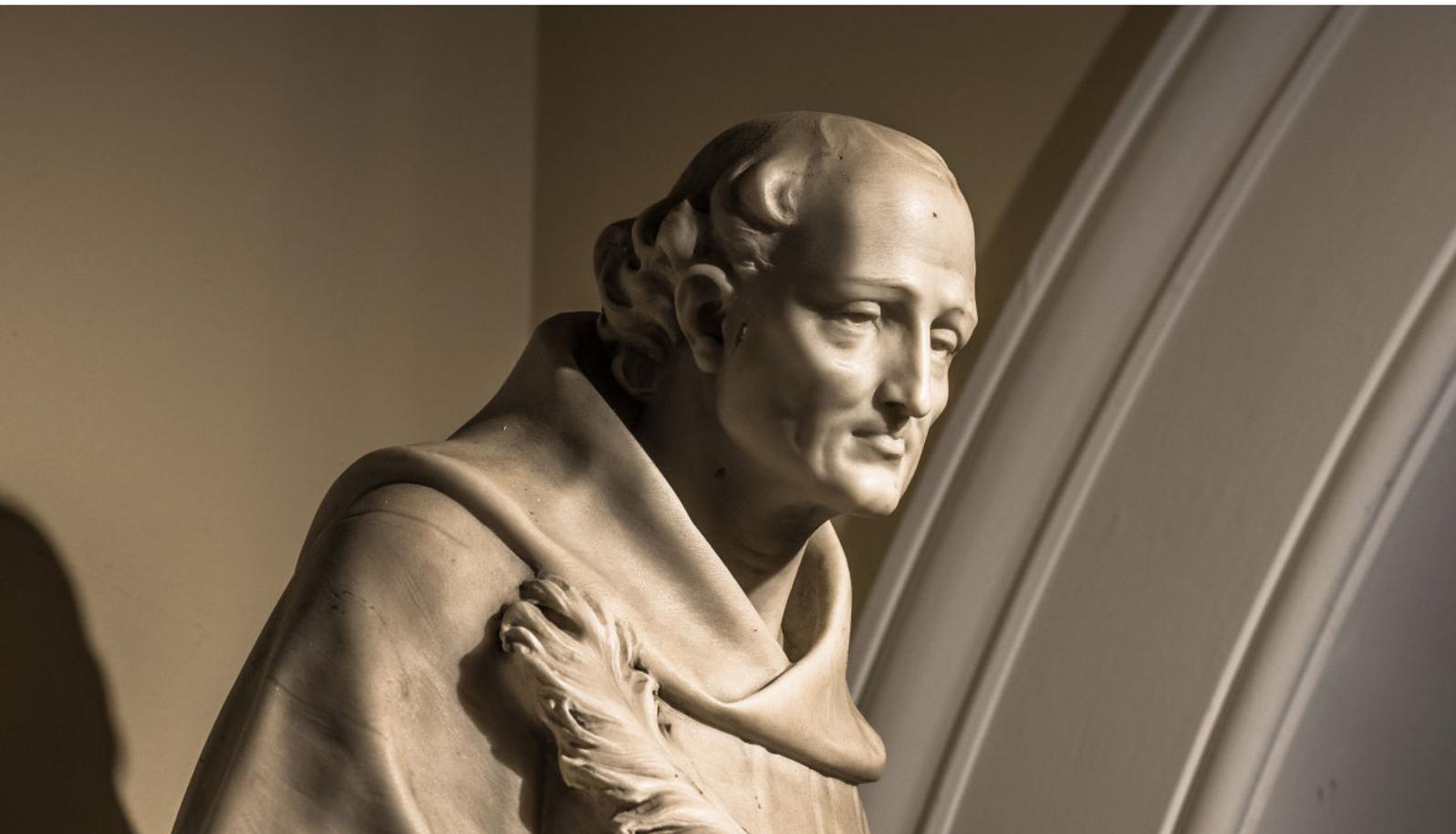
You will sit two examination papers separately at the end of Upper Fifth which are 1 hour 45 minutes in duration. There is no controlled assessment.

### ■ What use is it? You will:

- Develop a rigorous approach to the study of religion
- Develop a set of transferable intellectual skills - including comprehension, interpretation, analysis and evaluation
- Gain knowledge and understanding of religion through consideration of some important and fascinating issues
- Practise and enhance your ability to construct, develop and maintain clear and coherent argument
- Be able to cut through waffle and make points succinctly and with precision

### ■ Whom can I speak to for more information?

For more information please speak to Mrs H Cosgrove.



# Science

Why is the sky blue? How does your mobile phone battery recharge? How do vaccines prevent us from becoming ill? Science has the answers!

Science is considered an essential subject, and subsequently it is compulsory for students to study Biology, Chemistry and Physics in some form up to Upper Fifth.

## ■ Science at GCSE

The majority of students will study Trilogy Science. For this you study each of Biology, Chemistry and Physics leading to two GCSEs.

Depending on set, some students will study Separate Science. They will study Biology, Chemistry and Physics and gain three GCSE qualifications in the three separate disciplines.

## ■ Trilogy versus Separate Science

Qualifications in Science can open up many opportunities. Below are a few common questions about the difference between Combined Science: Trilogy and Separate Sciences.

## ■ Is Separate Science harder than Trilogy?

This is very difficult to answer, and it is different for every pupil. There is a lot more content in Separate Sciences (as it is an extra GCSE), so there are more topics to learn. However, these are not necessarily more difficult.

## ■ Do you have more lessons if you do Separate Science?

No. You have the same number of lessons for both, but study for an extra GCSE with Separate Science.

## ■ Can I choose just one of the Science subjects to study separately?

No, both Trilogy and Separate Science require the study of all three disciplines.

## ■ Can I study A Level in one of the Sciences if I do Trilogy Science now?

Yes, you can. There is no requirement to take Separate Sciences at GCSE.

## ■ Whom can I speak to for more information?

For more information please speak to Mrs R Prince - Head of Science.





# Physics

## ■ What is Physics?

Physics has no limits - everything in your life, on this planet, to the far reaches of the universe and beyond is studied by physicists. We are born with the urge to understand the world around us. One of the first words we learn to say is 'Why?' and then, a little later 'How?'

So you have probably asked questions in the past such as: 'Why is the sky blue?'; 'How does a mobile phone work?'; 'How does the sun continue to shine?' and 'Where does it get its energy from?' What we find is that as we attempt to answer these questions we come up with even more questions! Physics is concerned with observing natural phenomena in the world around us, trying to understand them and to predict what might happen in new and unknown situations.

## ■ Why study Physics?

- Physics helps you to understand the world around you, and satisfy your curiosity.
- Studying Physics develops your critical thinking and problem-solving skills.
- Physicists are versatile, which opens a wide range of future careers.
- Physics is a global enterprise and offers you the opportunity to work abroad, or in international research collaborations.
- Physics drives technology advancements, impacting society, the environment and the economy.

## ■ What are the key differences between Trilogy Physics and Separate Physics?

In Separate Physics you will study the same topics as in Trilogy Physics but with extra content in each of the topics and additional required practicals, allowing you to gain a deeper understanding of the subject content and delve further into the developments and your understanding of that area. You will also cover an additional topic called 'Space Physics', which looks at the formation of the Solar System, planets, satellites and their orbits, the life cycle of a star and how the Universe began.

### ■ How will I be assessed? Paper 1

Topics 1-4: Energy; Electricity; Particle Model of Matter; and Atomic Structure.

How is it assessed?

- Written exam: 1 hour 45 minutes (1 hour 15 minutes Trilogy)
- 100 marks (70 marks Trilogy)
- 50% of GCSE Physics (16.7% Trilogy) Paper 2

Topics 5-8: Forces; Waves; Magnetism and Electromagnetism; and Space Physics.

How is it assessed?

- Written exam: 1 hour 45 minutes (1 hour 15 minutes Trilogy)
- 100 marks (70 marks Trilogy)
- 50% of GCSE Physics (16.7% Trilogy)

Question types: Multiple choice, structured, closed short answer and open response.

There is no coursework element to either Separate Physics or Trilogy Science. Instead, you will be required to complete several required practical tasks in the laboratory. There will be questions on these in both of the examination papers.

### ■ Further information

Are you considering Sciences at A Level?

Is Physics a prerequisite for a career that interests you?

Applicants for Engineering (general, aeronautical, civil, electrical, mechanical, sometimes chemical) are required to have the highest possible GCSE results in Physics and the other Science subjects.

### ■ Whom can I speak to for more information?

For more information please speak to Mr D Morgan - Head of Physics.



# Biology

## ■ What is Biology?

Biology is the study of living organisms. Biologists are interested in the living world from the most primitive forms of life to the most advanced. In the modern world, the study of Biology is of huge importance. In Medicine, we benefit from the treatment and prevention of disease, and in industry we continue to utilise the immense potential of Biochemistry and Biotechnology to make major breakthroughs. Bioengineering has developed from a fusion of engineering and life sciences to make advances in Biomedicine and Molecular Biology. Ecology focuses on the interactions between living things and their environment, helping us to predict, manage and even alter the impact of environmental change.

## ■ What topics will I cover in Biology GCSE?

- Cell Biology
- Organisation (including digestion, circulation and transport in plants)
- Infection and Response
- Bioenergetics (including photosynthesis and respiration)
- Homeostasis and Response (including the nervous system and hormones)
- Inheritance, Variation and Evolution
- Ecology

## ■ What courses could I go on to study?

Both Combined Science: Trilogy and the Separate Science courses provide a secure foundation for further study at A Level, if high enough grades are achieved. As a biologist, you will be equipped with skills in following and devising methodology; handling, identifying and explaining trends in data; and drawing and evaluating conclusions, which will empower you to succeed in a wide range of subjects.

## ■ Biology Assessment Information

Two examination papers: each paper will assess knowledge and understanding from different topics. Question types: multiple-choice, structured, closed short answer and open response. Separate Biology both papers are 1 hr 45 minutes. Trilogy both papers are 1 hour 15 minutes.

What is assessed in Paper 1?

Topics 1–4: Cell Biology; Organisation; Infection and Response and Bioenergetics.

What is assessed in Paper 2?

Topics 5–7: Homeostasis and Coordination, Inheritance, Variation and Evolution and Ecology. There are also a number of required practicals set by the examination board.

## ■ What are the key differences between Trilogy Biology and Separate Biology?

Students on the Separates course will study the same broad topics, but with additional subtopics and required practicals within them, allowing them to gain a deeper understanding of the subject content and delve further into the developments and our understanding of that area.

### ■ Further Information

Your success in Biology GCSE will depend upon the following:

- Reaching your best potential in homework and tests
- Taking an active role in experimental work
- Being motivated
- Are you considering Sciences at A Level?
- Is Biology a prerequisite for a career that interests you?
- Reading about medical and biological topics and enjoying watching programmes about nature and technology.

Applicants for Medicine, Dentistry and Veterinary Science are required to have the highest possible GCSE results in Science subjects.

### ■ Whom can I speak to for more information?

For further information about Biology, please speak to Dr S Shipley - Head of Biology





# Chemistry

## ■ Why study Chemistry?

Chemistry is everywhere! Chemical reactions are occurring continuously as we eat, breathe, sleep and even as you read this page. Chemistry is considered to be the central Science; it connects many areas from the worlds of Biology, Physics and Mathematics, and is subsequently a wonderfully diverse subject.

By studying the ways of converting natural raw materials (air, water, oil, salt and minerals) into useful or desirable products such as plastics, fertilisers and metal alloys, chemists gain a better understanding of the world around them. They become aware of the contributions and applications of Chemistry in everyday life and the responsibilities of scientists to the community.

During the course pupils are helped to develop a logical approach to decision-making and problem-solving by applying chemical knowledge and understanding in unfamiliar situations. This enables pupils to become equipped with skills that will be important in decision-making throughout life.

## ■ How will I be assessed? Paper 1

Topics 1–5: Atomic Structure and the Periodic Table; Bonding, Structure, and the Properties of Matter; Quantitative Chemistry, Chemical Changes; and Energy Changes.

How it is assessed:

- Written exam: 1 hour 45 minutes (1 hour 15 minutes Trilogy)
- 100 marks (70 marks Trilogy)
- 50% of GCSE Chemistry (16.7% Trilogy) Paper 2

Topics 6–10: The Rate and Extent of Chemical Change; Organic Chemistry; Chemical Analysis, Chemistry of the Atmosphere; and Using Resources.

How it is assessed

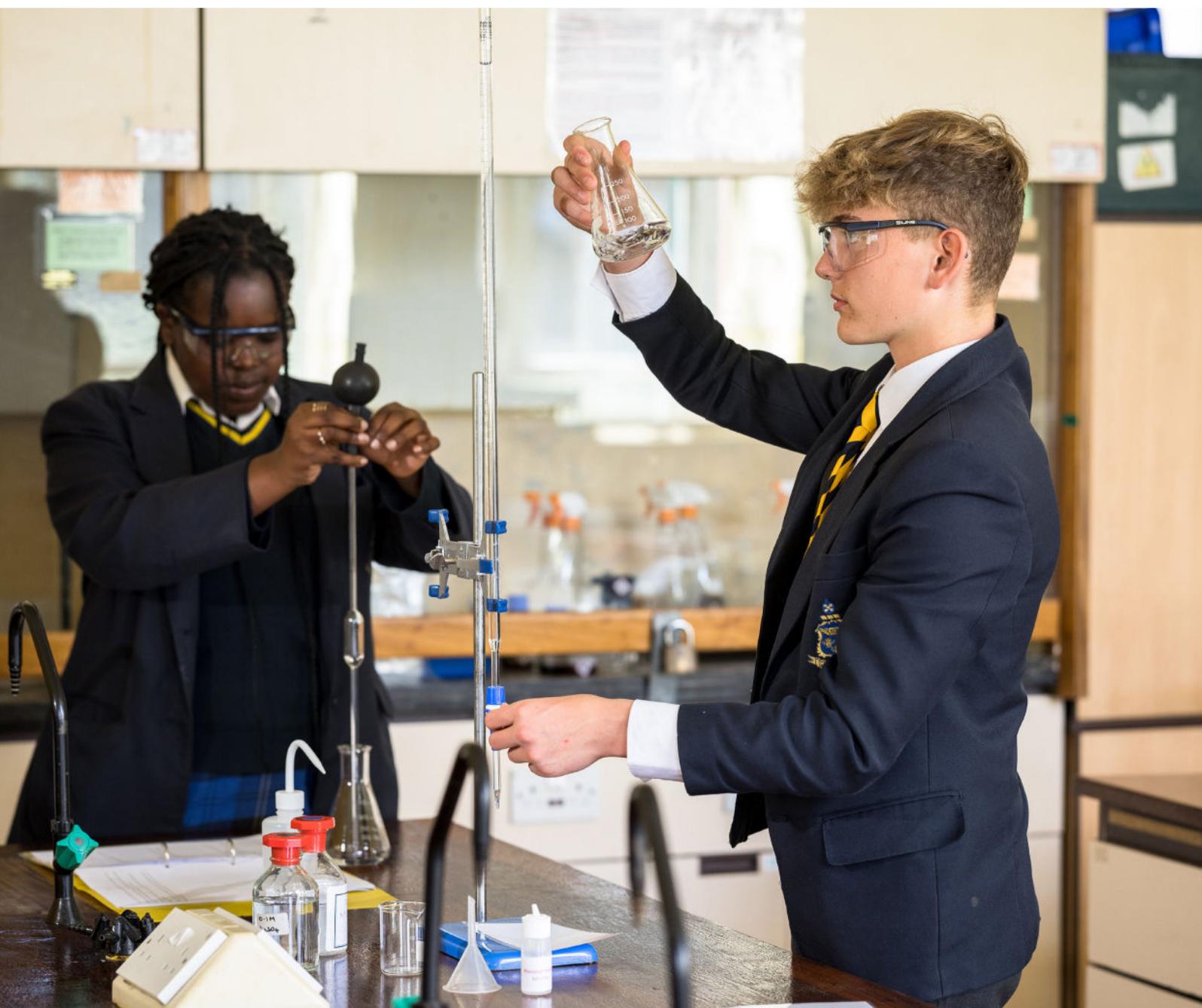
- Written exam: 1 hour 45 minutes (1 hour 15 minutes Trilogy)
- 100 marks (70 marks Trilogy)
- 50% of GCSE Chemistry (16.7% Trilogy)

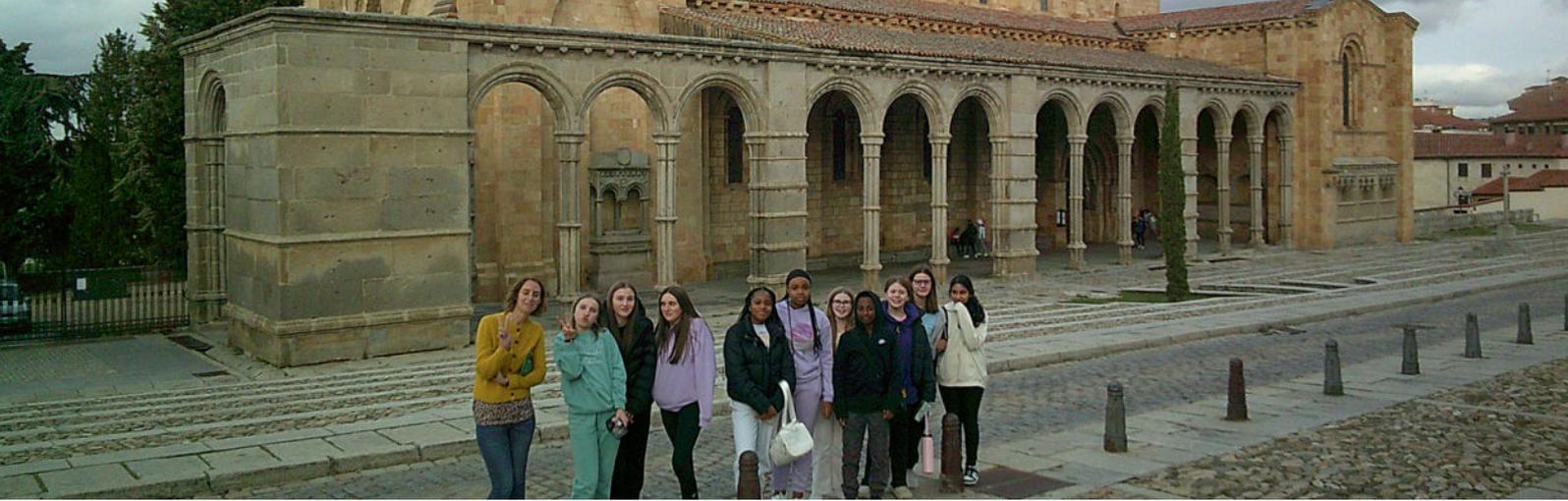
There is no coursework element to either Separate Chemistry or Trilogy Science. Instead, you will be required to complete several required practical tasks in the laboratory and write them up in a lab book. There will be questions on these in both of the examination papers.

## ■ Why study Chemistry?

- It is diverse – no two lessons are the same; you will work both practically and theoretically in the lab, sometimes independently or as part of a team.
- It is essential – you cannot progress onto courses such as medicine, nursing, dentistry, and veterinary science without a Chemistry qualification.
- It is interesting – you will learn about the world around you – from the latest material to string tennis rackets to finding a fuel which is better for the environment, Chemistry can help to solve many problems.
- It is useful – you will learn many skills such as data analysis and communication, which are transferable and invaluable to many careers.

- **What are the key differences between Trilogy Chemistry and Separate Chemistry?**  
In Separate Chemistry, you will study 4 of the topics in more detail, with some extra lessons added. There are more 'real world' examples of chemical reactions you will be required to know with some extra equations to learn. There is also an additional topic called 'Further Organic Chemistry' which looks at the chemical structure of alcohols, carboxylic acids, esters and polymers.
- **Whom can I speak to for more information?**  
If you have any more questions, please contact Mrs R Prince - Head of Science or your Chemistry teacher.





# Spanish

## ■ Why learn a language?

Spanish is the third most commonly spoken language in the world and with around 400 million speakers it is without doubt a language of the future. English is not enough, over half of people in the EU can speak at least two languages.

Learning a language at IGCSE can lead you to A Level and beyond, enhancing opportunities for travel, study abroad and a wider range of job opportunities. IGCSE pupils have the option to attend enrichment events at the local universities and cultural centres such as Instituto Cervantes. Our annual visits to Spanish-speaking countries include an exchange to Madrid.

## ■ How does it build on prior knowledge?

Grammar and vocabulary covered in Upper Fourth are consolidated, with the added challenge of higher level topics. You will have experienced IGCSE style examinations in Upper Fourth so the format will be familiar.

## ■ Why choose Spanish for IGCSE?

- Small classes make individual support easy
- Regular speaking practice with mother tongue speakers
- Access to fantastic resources and language learning software
- Opportunities for enrichment both in Manchester and abroad.

## ■ How is it assessed?

You are assessed on the four skills: reading, writing, listening and speaking. Examinations take place at the end of Upper Fifth.

You will be following the Edexcel IGCSE syllabus.

## ■ How is the course examined? Paper 1: Listening Paper

- 30 minutes
- Listening comprehension

Paper 2: Reading and Writing Paper

- 1 hour and 45 minutes
  - Reading comprehension
  - Two extended written paragraphs
- Paper 3: Speaking Examination
- Maximum of ten minutes
  - Discussion of a photo and general conversation

## ■ Whom can I speak to for more information?

For more information please speak to Mrs M Reid - Head of Modern Foreign Languages.



# German

## ■ Why German?

Speaking German will really make you stand out from the crowd – it impresses future universities and employers. English is not enough – 75% of the world population do not speak English and there are 200 million who speak German. Learning a language can help you understand your own language and make it easier to understand others.

English is a Germanic language and you will really be able to see the links between the two languages. Germany has the largest economy in Europe and it plays one of the most, if not the most, significant roles in the European Union.

## ■ What are lessons like?

You will have fun learning about a wide range of topics from shopping, to sport, to food and entertainment. German lessons are really interactive and there are lots of activities to help to develop your reading, writing, listening and speaking skills.

We use a range of resources in lessons and for homework tasks, including software packages and websites specifically related to Germany and language learning. Classes are small so you can get lots of individual help and attention.

## ■ How does it build on prior knowledge?

Grammar and vocabulary covered in Upper Fourth are consolidated, with the added challenge of higher level topics. You will have experienced GCSE style examinations in Upper Fourth so the format will be familiar.

## ■ How does it build on prior knowledge?

You are marked on four key areas – reading, writing, listening and speaking – and have your examinations at the end of the Upper Fifth. There are no Controlled Assessments. You will be following the Edexcel IGCSE syllabus.

Paper 1: Listening Paper

30 minutes

Listening comprehension

Paper 2: Reading and Writing Paper

1 hour and 45 minutes Reading comprehension

Two extended written paragraphs Paper 3: Speaking Paper Maximum 10 minutes

Discussion of a photo and general conversation

## ■ Whom can I speak to for more information?

For more information please see Mrs M Reid - Head of Modern Foreign Languages.

If you take German GCSE you have the option of continuing to study the language at A Level.



# French

## ■ Why study French GCSE?

It may seem that everyone speaks English, but in fact 75% of the world's population do not. English is not enough and it's really important that you learn to speak and understand other people no matter where they are from. Speaking another language really makes you stand out from the crowd. Learning a language to IGCSE can help you understand your own language and make it easier to learn others. In IGCSE French you will learn to talk about a wide range of topics from shopping, to sport, to food and entertainment – all in French!

Speaking more than one language increases your brain capacity and you have better memory too. It is an impressive achievement to speak another language and you will have better options for your future, particularly if you continue to A Level.

## ■ How is it assessed?

The Examination board is Edexcel IGCSE and assessment is in four key areas - reading, writing, listening and speaking with examinations taking place at the end of Upper Fifth. There are 3 papers detailed in the table below.

Paper 1: Listening Paper

30 minutes set and marked by Edexcel.

The total number of marks for the paper is 40.

Paper 2: Reading and Writing Paper

1 hour and 45 minutes, set and marked by Edexcel.

The total number of marks for the paper is 80, with 50 marks for reading and 30 marks for writing.

Paper 3: Speaking Paper Maximum 10 minutes.

The total number of marks for the paper is 40.

The conversation is initiated by a photograph or picture of your choice and develops into a general conversation.

### ■ What are classes like?

Language classes at IGCSE are interactive with activities to help you develop listening, reading, speaking and writing skills and for once your teacher can not tell you off for talking! You will start talking more, picking up information in listening exercises and understanding what you read. These classes build on the grammar studied in Upper Fourth and develop higher level vocabulary which are good preparation for further study at A Level.

### ■ What will I study?

A range of topics is covered in French and you also learn about the culture and lifestyle including school life, food, travel, sports, famous people, traditions and customs. Your classes will focus on improving your speaking, listening, reading and writing skills. There are interactive free games and podcasts online to help you learn your language at home. Learning French will widen your knowledge and understanding of the world and everyone's place within it and you will have a good time doing it in the process.

### ■ Who can I speak to for more information?

For further information contact Mrs M Reid - Head of Modern Foreign Languages





# Bedian Research Programme

Project Qualifications are a core subject and are important both as a skill set in their own right and also as a support subject for many other disciplines. From September 2024 students at St Bede's from Upper Third to Lower Sixth have participated in the Bedian Research Programme, studying a range of life and work skills focused on developing resilience, rigour and taking independent responsibility for their life's work. These skills are then externally recognised in the Foundation, Higher & Extended Project Qualifications at Lower Fifth and Lower Sixth.

## ■ Why study Project Qualification?

Studying for a Project Qualification embeds transferable life skills of project management, presentation and critically reflective research.

The Project Qualification puts you in control of your study giving you a chance to explore, and a voice to raise awareness of, a subject important to you. It can be an extension of an existing subject beyond the GCSE syllabus or an entirely new topic allowing you to deepen your knowledge in a hobby or passion. As you research you are supported by experienced teachers who help you to develop skills in research, project management and presentation to bring your topic to life. The qualification is fully coursework and there is no final examination. It is studied over 2 years, finishing at the end of Lower Fifth, a year ahead of all other GCSEs allowing for the skills gained to be used to support success in all other GCSE subjects.

## ■ What will we do in a Project Qualification?

Initially, you will experience classroom-based teaching of skills. These include: choosing a topic; making appropriate notes and records; safe and appropriate use of AI; research techniques including critical selection and evaluation of reliable sources; effective risk assessment; professional and ethical principles of research; report writing, project management; presentation design and delivery; time, resource and task management.

Work will transition into supervision of independent work. You will choose an area of interest, draft a title and aims of the project for formal approval by College, create a plan, research and carry out your project, design and deliver a presentation to a non specialist audience and finally create a portfolio of documents evidencing all stages of your work for assessment.

The final submission includes a critical reflection of your learning capturing your own personal response. Commitment and enthusiasm are the key to success in this subject.

## ■ How are Project Qualifications assessed?

Your teacher is your research supervisor - they will support you and guide you and give you feedback throughout the two years. Your teacher also marks your final submission.

Your work is marked holistically, when you are happy you have all the pieces together that represent you, as a final portfolio submission. The final submission is worth 100% of your mark and must contain:

- Project Log - this is the diary record of all your decisions and actions over the two years that is recorded online in a set of step-by-step pages in ProjectQ.
- Written report - this is the “product” of your work and your “artefact” if you have chosen to make something as part of your project.
- Presentation slides and Q&A transcript - the record of your presentation.
- Appendices such as literature review, bibliography, annotated project plan, project risk assessment - all the summary documentation that was created in order to deliver your final project.

Your supervisors final marks are then moderated internally and a sample is requested by the examination board, AQA, for external moderation.

The qualification is suitable for all students with two levels of attainment: Foundation Project Qualification (FPQ) which is equivalent to ½ a Level 1 GCSE and is graded: A\*, A, B; and Higher Project Qualification (HPQ) which is equivalent to ½ a Level 2 GCSE and is graded: A\*, A, B, C.

## ■ What do you get from Project Qualifications?

FPQ and HPQ support independent, experiential learning, enabling you to take control of your own education, satisfy your personal aspirations and develop new life and study skills as an inquisitive and independent student. You will experience rigorous academic research, take responsibility for your own independent time management and build resilience and determination to succeed. You gain excellent transferable and interpersonal skills including powerful communication skills. These skills are essential for success in the workplace and underpin good study practice leading to future academic success.

## ■ Where will Project Qualifications take you?

Independent working, project management and presentation skills are transferable skills employers look for in all candidates.

- Project Management is required in most lines of work.
- Presentation skills are required in leadership, sales and training roles.
- Research skills form the basis for success in both academic and commercial research roles.

## ■ Whom can I speak to for more information?

If you require any additional information, please speak to Mrs S Bolton, Bedian Research



ST. BEDE'S  
COLLEGE  
1 8 7 6

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St Bede's College, Alexandra Park  
Manchester  
M16 8HX

[www.sbcm.co.uk](http://www.sbcm.co.uk)  
0161 226 3323  
[admissions@sbcm.co.uk](mailto:admissions@sbcm.co.uk)