



**Bethany**  
since 1866

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# GCSE OPTIONS

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**2024/25**

# It's time for you to choose



**Bethany**  
since 1866

**We're  
always here  
to help!**

**At Bethany we recognise that Year 9 is a time of important decisions and exciting opportunities. Vital choices about which subjects to study at GCSE need to be made after discussion of all the options.**

That is why we ensure there is plenty of opportunity for Bethany pupils to carefully consider which subjects they want to study at GCSE, thinking about:

- What they will enjoy studying for a further two years.
- Where their strengths lie and how good they are at each subject – it makes sense to select subjects in which they already perform well.
- What their plans might be for the future – there might be particular subjects that it would be worth pursuing, or it might be better to ensure a broad and balanced range to keep options open.

Pupils have the opportunity to talk about their plans with both their tutors and our Head of Careers, Mr Duff. There are also planned PSHCE sessions for exploring pathways, and opportunities for parents and pupils to talk one to one with members of staff.

At Bethany we create our option blocks after pupils have made their first set of option choices.

This allows us to tailor pathways to suit individuals, because we recognise that everyone has different strengths, and this means that the majority of pupils are able to take all the GCSE options that they have selected which best suit their needs.

Pupils succeed at GCSE because they make the best choices for themselves, have excellent teaching, and receive individual support to identify specific areas for development. As a result, the majority of pupils remain at Bethany into the Sixth Form.

**Mrs Wareham**  
Head of Year 9



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# English Language

**Exam Board: Edexcel, IGCSE**  
**Course Code: 4EA1**

## INTRODUCTION

The English IGCSE aims to enable pupils of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Pupils will develop their abilities to read with insight and engagement, to develop their interpretations of writers' ideas and to evaluate how linguistic and structural devices are used. It also offers pupils the opportunity to write in a wide range of forms and styles.



## ASSESSMENT

- Paper 1: Examination 2 hours 15 (60%)
- Paper 3: Written coursework (40%)
- Two essays

## COURSE OUTLINE

The course offers pupils the opportunity to study a range of fiction and non-fiction texts including texts from a variety of cultures and traditions.

## TIER

One tier entry allowing access to grades 1-9.

## SETTING

Set according to ability.

# English Literature

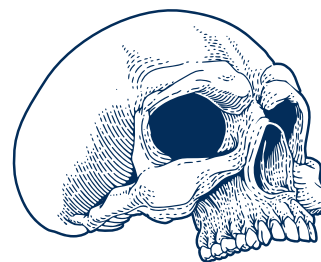
**Exam Board: Edexcel, IGCSE**

**Course Code: 4ET1**



## INTRODUCTION

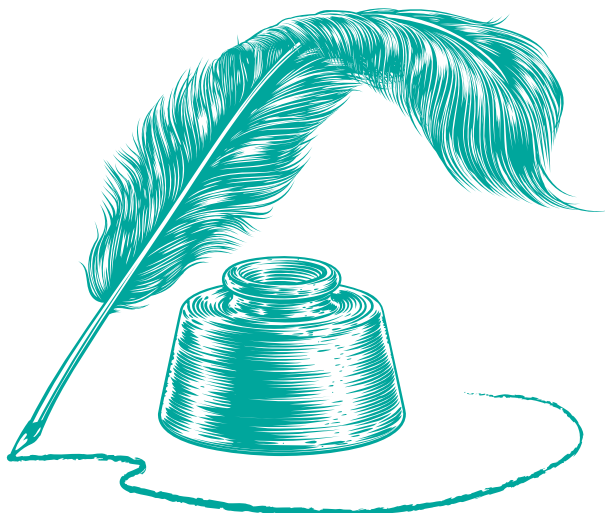
Top set pupils also study English Literature. This allows them to explore: poetry; modern prose and drama; literary heritage texts in greater depth.



## ASSESSMENT

- Paper 1: Examination 2 hrs (60%)  
Poetry and Modern Prose
- Paper 3\*: Written coursework (40%)  
Two essays:  
Task one: modern drama text  
Task two: literary heritage text

\*Schools choose between either Paper 2 or 3.



## COURSE OUTLINE

For Paper 1 pupils will study unseen poetry and poetry from the Pearson Edexcel IGCSE anthology, along with the prose text *Of Mice and Men*.

For Paper 3 pupils will study the modern drama *An Inspector Calls* and a literary heritage text (for example: *Great Expectations*; *Macbeth*...). They have to respond critically and sensitively to show how meaning and ideas are conveyed through language structure and form.

## TIER

One tier entry allowing access to grades 1-9.

## SETTING

Top sets only.

# Mathematics

**Exam Board: Edexcel, IGCSE**  
**Course Code: 4MA1**

## INTRODUCTION

The Pearson Edexcel IGCSE course is designed to be relevant, engaging, up-to-date and of equivalent standard to GCSE Mathematics. Selected pupils have the opportunity to sit the examination in November of Year 11, before potentially trying to improve in June or sitting OCR Additional Mathematics as a preparation for A Level.

## ASSESSMENT

The IGCSE examination at the end of the course has two papers. These are equally weighted, each representing 50% of the final score. A calculator is allowed in both papers.

## COURSE OUTLINE

The Pearson Edexcel International IGCSE in Mathematics (Specification A) requires pupils to demonstrate application and understanding of the following:

- Number
- Algebra
- Geometry
- Geometry and measures
- Probability
- Statistics

## COURSE OUTLINE CONTINUED...

Pupils should be able to demonstrate problem-solving skills by translating problems in mathematical or nonmathematical contexts into a process or a series of mathematical processes.

Pupils should be able to demonstrate mathematical reasoning skills by:

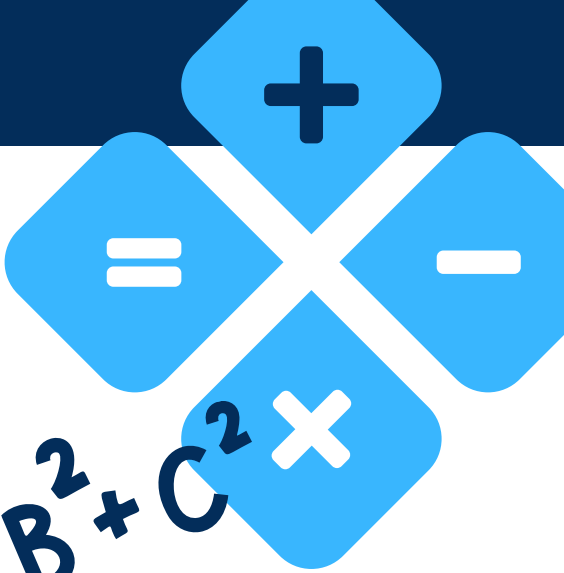
- Making deductions and drawing conclusions from mathematical information.
- Constructing chains of reasoning.
- Presenting arguments and proofs.
- Interpreting and communicating information accurately.

## TIER

- Higher tier pupils will be awarded a grade within the range 4-9.
- Foundation tier pupils will be awarded a grade within the range 1-5.

## SETTING

Pupils are set according to mathematical ability; this is reviewed half termly.


$$A^2 = B^2 + C^2$$

# Additional Mathematics



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**Exam Board: OCR, Level 3**  
**Course Code: 6993**

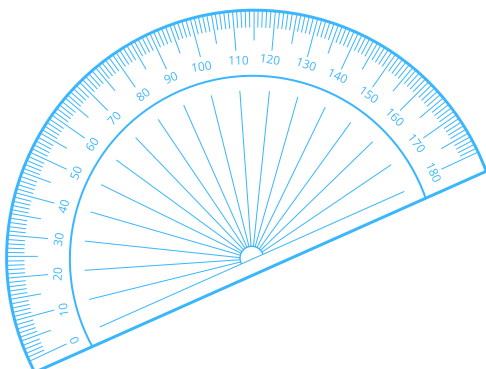
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## INTRODUCTION

This course is designed for pupils who are going on to study A Level Mathematics, or want to further develop their understanding as they go onto study other qualifications that make use of mathematics. It is not essential for pupils wishing to study A Level Mathematics but it is encouraged. Pupils should realistically have achieved at least a Grade 7 in the November entry in order to be successful on this course.

## ASSESSMENT

The Additional Mathematics examination is 2 hours long and is worth 100 marks. Pupils can use a calculator for the examination.



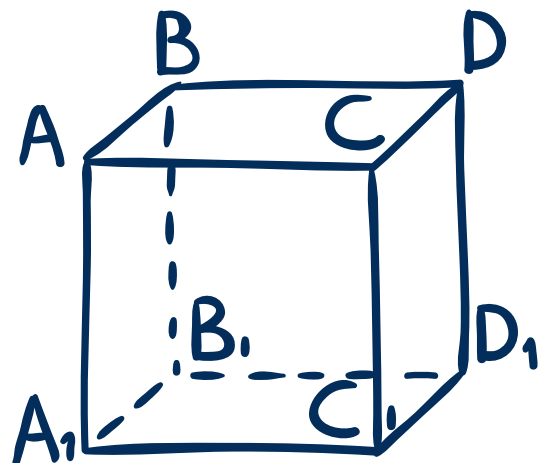
## COURSE OUTLINE

Topic areas covered are:

- Algebra
- Enumeration
- Coordinate Geometry
- Pythagoras and Trigonometry
- Calculus
- Numerical Methods
- Exponential and Logarithms

## TIER

Additional Mathematics is graded on the scale: A, B, C, D, E, where A is the highest.



# Science

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**Exam Board: AQA, GCSE**  
**Course Codes: Biology 8461,**  
**Chemistry 8462, Physics 8463**

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## INTRODUCTION

Pupils will be able to choose to study Biology, Chemistry or Physics, or any combination of the three, for their GCSEs.

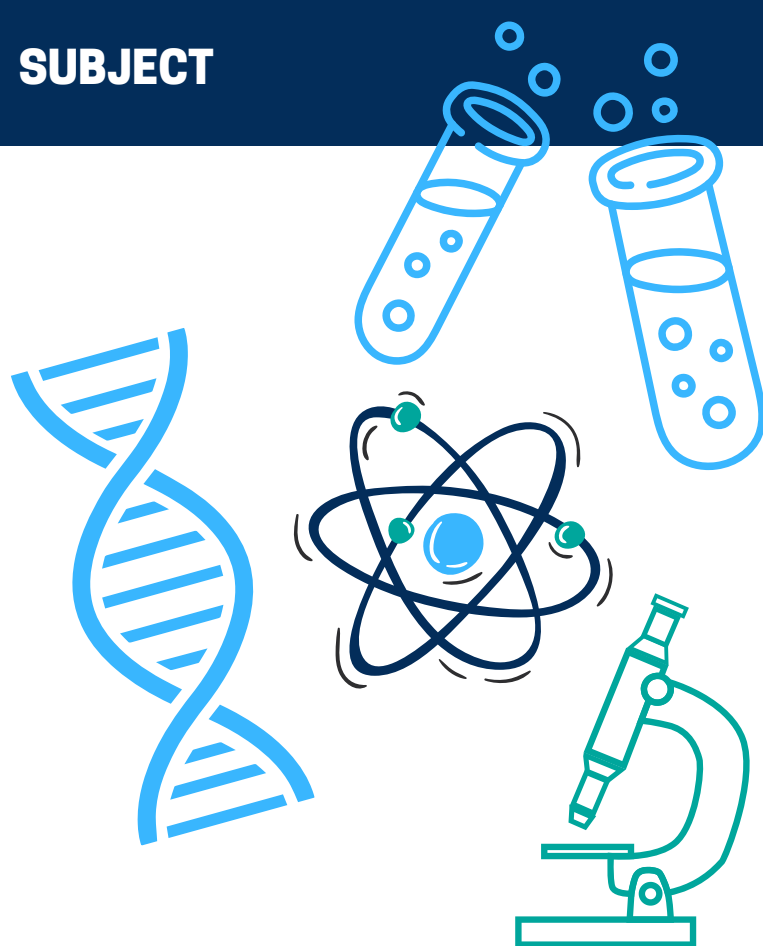
**Pupils must choose one Science discipline as a minimum and the most able scientists are able to choose all three.**

There are two tiers of entry in each discipline – foundation and higher. Decisions on the best tier of entry will be made as the pupils' progress through these courses in Years 10 and 11.

## ASSESSMENT

The assessment is the same for each discipline: 100% written examination and there is no coursework. Each examination paper is 1 hour 45 minutes long and worth 100 marks.

The end of topic tests, teacher judgment, mocks and school assessment data will be used to decide if pupils can sit foundation or higher tier examinations in 2025.



## ASSESSMENT CONTINUED...

Each science discipline will be examined at the end of Year 11 as follows:

### GCSE Biology

- Biology (Paper 1) Summer 2025
- Biology (Paper 2) Summer 2025

### GCSE Chemistry

- Chemistry (Paper 1) Summer 2025
- Chemistry (Paper 2) Summer 2025

### GCSE Physics

- Physics (Paper 1) Summer 2025
- Physics (Paper 2) Summer 2025

## TIER

All the candidates will be awarded a grade within the range 1-9.

## SETTING

Mixed-ability classes.





# Personal, Social, Health & Cultural Education

## PSHCE



### INTRODUCTION

This programme aims to teach pupils a set of skills that are vital for living in the modern world. Through this compulsory course they will learn skills that engage them on a personal level, but also valuable lessons that will enable them to set realistic future goals, plan for the world of work and equip them to live a healthy and responsible life.

### COURSE OUTLINE

During years 10 and 11, pupils will cover a range of topics through a variety of activities such as discussion, research and role play. The curriculum follows and exceeds the recommendations of the PSHE Association. Pupils will be given the tools to enable them to make positive choices and understand their responsibilities.



### COURSE OUTLINE CONTINUED...

Topics include

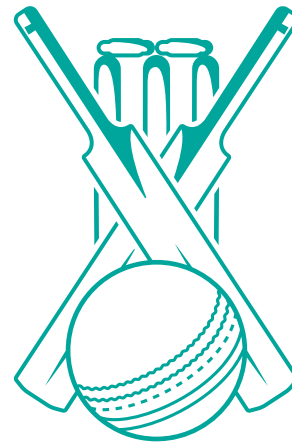
- Mental health
- Financial decision making
- Healthy relationships
- Influences
- Careers and preparation for work
- Extremism and radicalisation
- Self-esteem and stress management
- Next steps after GCSE
- Communication in relationships
- Responsible health choices and safety
- Sexual health and consent
- Families and parental responsibilities
- Changing relationships

### SETTING

Pupils are taught in groups of approximately 16 pupils and have one lesson a week. Groups rotate around to different specialist teachers which includes the School Nurse who delivers topics relating to Relationships and Sex Education.



# Physical Education & Games



## INTRODUCTION

Pupils will continue with their compulsory Sports Programme throughout Year 10 and 11. Bethany sports kit remains compulsory for all activities. Pupils are expected to bring their own shin pads for hockey and football and their own mouthguards for hockey.

## COURSE OUTLINE

Pupils follow a programme of core development activities in their one PE lesson per week. An example of a five week session block:

1. Swimming
2. Climbing
3. Football Skills
4. Badminton
5. Gym Fitness



## COURSE OUTLINE CONTINUED...

Pupils also follow our competitive sports programme during the Games afternoon on Tuesdays. Pupils will use this time for skill development, skill training and competitive fixtures. Sports change every term and are as follows:

### Autumn Term

- Boys - Football
- Girls - Hockey

### Spring Term

- Boys - Hockey
- Girls - Netball



### Summer Term

- Boys - Cricket
- Girls - Cricket



## SETTING

Activities are taught in single sex groups of mixed ability.

**ADDITIONAL OPTION...  
THE CHOICE IS YOURS!**

# Art, Craft & Design

**Exam Board: AQA, GCSE**

**Course Code: 8201**

## INTRODUCTION

This coursework-based qualification aims to enable pupils to realise their full artistic potential. The course provides pupils with a wide range of creative, exciting and stimulating opportunities to explore their interests in Art and Design. It is essential that pupils have a passion for drawing as this is required as the foundation of exploring ideas in all disciplines. This course is most suited to those with an aptitude for, and active interest in, all areas of Art and Design.

## ASSESSMENT

### Component 1: Portfolio (60%)

The portfolio will cover the four assessment objectives of critical analysis and art history, idea development, experimentation and evaluation, and the creation of personal responses. Pupils will produce at least one sustained project evidencing the journey from initial engagement to the realisation of intentions. Selection of further work undertaken during the pupil's course of study will also be included.

### Component 2: Externally set assignment (40%)

Question papers are issued in advance of the exam. Pupils respond to their chosen starting point. There is an initial preparation period followed by 10 hours of supervised exam time which is completed over two days. Pupils will explore a wide range of media and techniques which include Fine Art, Photography, Textiles.



## COURSE OUTLINE

Well-equipped workshops enable pupils to develop a wide variety of creative skills and in Year 11 pupils are entered for the AQA Art & Design GCSE examination. Pupils will begin by exploring fundamental Fine Art skills including drawing, painting and analysis before exploring other disciplines including Photography and Textiles.

The portfolio will consist of projects produced in a variety of media in response to a number of different themes. An independent attitude to the work produced is important. Each final piece will be supported by a substantial amount of preparatory work, which will clearly reflect the ability of the pupil to research, analyse, experiment and develop an idea.

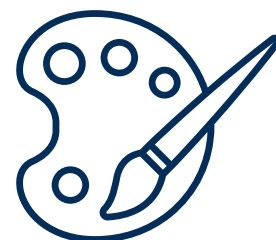
Sketchbooks are a vital component of this examination and candidates are encouraged to use these at every opportunity, as any extra work produced in terms of observational drawing and recording vital information, will increase their chances of success.

## TIER

One tier entry allowing access to grades 1-9.

## SETTING

Mixed-ability classes.



**ADDITIONAL OPTION...  
THE CHOICE IS YOURS!**

# Computer Science

**Exam Board: AQA, GCSE**

**Course Code: 8525**

## INTRODUCTION

Computer Science is an exciting, relevant and practical subject that teaches pupils about the changing world of computing. Pupils will have the chance to learn how a computer works, from finding out the complex innerworkings of a CPU to how a computer thinks. Alongside the theoretical knowledge, pupils will be given the opportunity to be creative in a subject that involves invention and excitement as they work on interesting programming projects to develop their computational thinking.

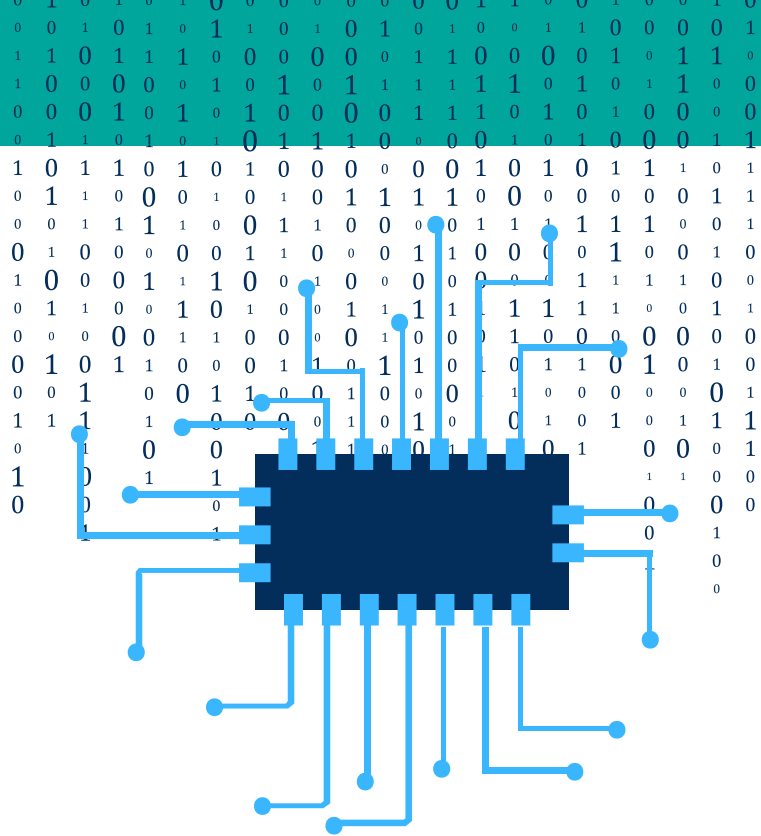
## ASSESSMENT

### Component 01: Computational thinking and programming skills

- 2 hrs examination – 50%
- Assessing a pupil's practical problem solving, computational thinking skills and programming skills

### Component 02: Written Assessment

- 1hr 45mins examination – 50%
- Assessing theoretical knowledge on computing



## COURSE OUTLINE

### Component 01: Computational thinking and problem solving

- Computational thinking
- Problem solving
- Code tracing
- Applied computing
- Programming

### Component 02: Written Assessment

- Computer networks
- Data representation
- Cyber security
- Ethical, environment, legal impacts of technology
- Privacy issues
- Software development
- Relational databases (SQL)

## TIER

One tier entry allowing access to grades 1-9.

## SETTING

Mixed-ability classes.

# Dance

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## RSL Level 2 Certificate in Creative and Performing Arts

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### INTRODUCTION

This is a vocational course worth one GCSE where pupils get the opportunity to develop practical dance skills, dance knowledge, performance experience and find out what is happening in the professional dance world. As a vocational course it allows pupils first hand experience in what skills a professional dancer and performer needs, how to explore and develop these skills and it encourages creativity, develops insight into professional dance pieces using these to present the acquired skills in performance.

### ASSESSMENT

Two internally assessed units each worth 50% of the overall qualification.

Evidence for assessment could include written work, presentations, live discussions, performances and more.

### TIER

One tier entry allowing access to grades Level 2  
Distinction - Pass

### SETTING

Mixed-ability classes.



### COURSE OUTLINE

#### Year 10 - CAPA 229 - Ensemble Dance Performance

Throughout this unit pupils will develop: technical dance skills, safe dance practice, performance skills, communication skills, study skills, organisational skills and specialist dance knowledge.

Through completion of this unit pupils will be able to:

1. Work collaboratively with others to rehearse two group pieces in the chosen dance style
2. Perform two taught group pieces in the chosen dance style demonstrating knowledge and understanding of the technique and vocabulary of the chosen style, coordination, musicality, physical awareness and control, spatial awareness and reflecting the conventions of the chosen style.
3. Reflect on their own performance and identify the strengths and areas for improvement within their performance. Identify what they most enjoyed and what they found most challenging about the style.

#### Year 11 - CAPA 201 - Live Performance

During this unit pupils will have opportunities to develop knowledge and understanding of planning and rehearsing, performing, skills needed for performance, health and safety, communication skills, analytical skills and organisational skills.

Through completion of this unit pupils will be able to:

1. Plan for a live performance
2. Demonstrate skills for a live performance
3. Reflect on their performance



# Drama

**Exam Board: Cambridge IGCSE**  
**Course Code: 041**

## INTRODUCTION

This qualification aims to give pupils insight into how drama is created, including all the acting and staging skills that are needed to put a piece of drama onto the stage. Pupils learn how to create a character and play this character in a performance, developing analytical skills so that pupils can write in an evaluative way. Pupils also learn many transferable skills including; communication, dexterity, physical control and working in groups.

## ASSESSMENT

### Component 1: Written examination (40%)

- Section A (30 marks) An extract from a play supplied in pre-release. Up to 8 short answer and extended response questions. Marks range from 2-10 marks. Answer all questions.
- Section B (25 marks) An extract from a different play supplied in pre-release. 2 extended response questions. 1 compulsory (10 marks) 1 from choice of 2 (15 marks).
- Section C (25 marks) Candidates answer one longer answer question from a choice of three on the drama devised from their chosen stimulus.

### Component 2: Coursework (60%)

Candidates submit three pieces of practical work:

- One individual piece (3–5 minutes).
- Two group pieces (maximum 15 minutes each): one performance of an extract from a play and one original devised piece.



## COURSE OUTLINE

GCSE Drama is a practical, analytical and creative subject that will develop skills in areas including imagination, concentration, co-operation, communication, self-confidence, evaluative skill and appreciation.

- Practical exploration of drama skills and techniques.
- Response and evaluation of pupil work.
- Pupil creation and /or adaptation, rehearsal and performance.

## TIER

One tier entry allowing access to grades 1-9

## SETTING

Mixed-ability classes.



# Dyslexia & Learning Success

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## NON-EXAMINATION SUBJECT

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### INTRODUCTION

Pupils who have been receiving full-time support will normally continue to do so throughout their GCSE course. We aim to give pupils the appropriate study skills to enable them to succeed at this level in both coursework and examinations.

### ASSESSMENT

Each pupil completes a piece of timed writing for 20 minutes at the beginning of every term (hand-written and word processed).

Reading and spelling tests are carried out in November and May to keep a close eye on progress.



### COURSE OUTLINE

The specialist teaching lessons are received three times a week. The range of skills covered by the department includes the following:

- Extracting information from different sources
- Timed writing, making summaries
- Proof reading, skimming and scanning
- Organisation of self and equipment
- Meta-cognitive skills
- Spelling subject specific words
- Revision techniques - mind mapping, question analysis, note taking
- Comprehension and close reading exercises
- Oral presentations

The precise mix of skills and the way they are taught will be tailored to the needs of the members of each individual group.

In Year 10 and 11 more of the time may be devoted to supporting the pupils in their coursework across a range of subjects.

### TIER

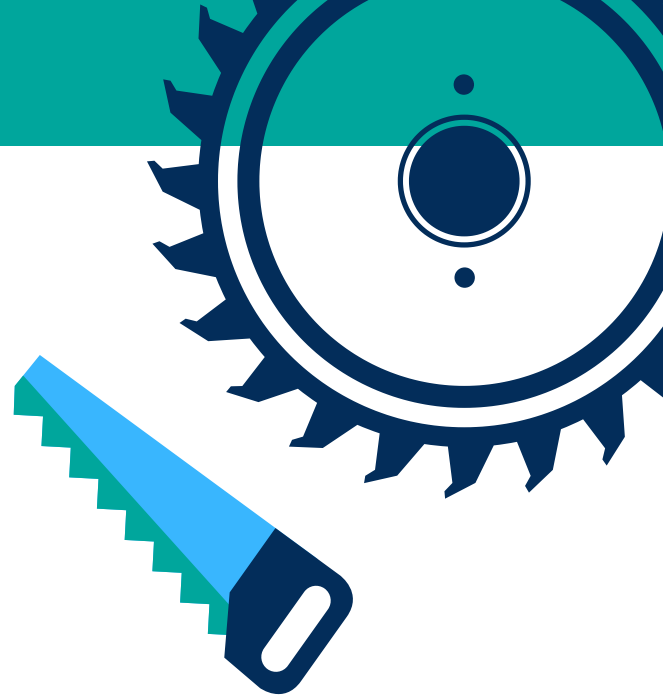
Not applicable for this subject.

### SETTING

Groups are set according to ability and relationships.



# Design & Technology



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**Exam Board: AQA, GCSE**  
**Course Code: 8552**

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## INTRODUCTION

GCSE Design & Technology covers a wide range of activities based on designing and making products that are manufactured using materials such as wood, metal and plastics in many forms. As well as learning hand skills, pupils will use a range of industrial processes to shape and form materials into functioning products. Over the course of two years, pupils will develop a whole range of creative designing and making skills, technical knowledge and understanding relating to design and technology and invaluable transferable skills such as problem solving and time management.

## ASSESSMENT

- **Non-examined Assessment (NEA) (50%)**

Assessment Criteria: Investigating, Designing, Making and Analysing and Evaluating. Contextual challenges to be released annually by AQA on 1st June prior to the submission of the NEA.

- **Examination (50%)**

The examination in May/June of Year 11 will be based on a structured examination paper which will cover aspects such as materials, design, production processes and technology in the wider world.

## TIER

One tier entry allowing access to grades 1-9.

## SETTING

Mixed-ability classes.

## COURSE OUTLINE

### Autumn term

The design process, safety, metal technology, working with metal, materials technology, presentation techniques and other technology theory.

### Spring term

Wood technology, working with wood, CAD/CAM, improved presentation techniques and technology theory.

### Summer term

Industrial methods of manufacture, plastic technology, systems, health and safety and other technology theory as well as the start of the Year 11 NEA on 1st June. Practical work over Year 10 includes: A metal balancing toy and a collapsible stool made from manufactured board.

### Year 11

NEA project (50%). Pupils are expected to design and produce a product in either wood, metal or plastic, or any combination of these materials. As well as the practical work, the pupils have to submit a digital design portfolio using PowerPoint, equivalent to 25 x A3 pages. The initial stages of the project involve design work, investigation and model making. Pupils are expected to be in a position to start practical work soon after the Summer holiday having obtained possible materials.

The pupils will be expected to cost out and purchase the materials for their NEA project. Costs for materials supplied to pupils by the department will be added to the School bill. The year also includes theory teaching and lots of revision.

# English as an Additional Language

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## International English Language Testing System (IELTS)

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### INTRODUCTION

This qualification aims to develop linguistic and academic confidence in non-native English speakers. The qualification is tailored to the needs of each individual pupil and provides a recognised certificate for university entry or employment.

### ASSESSMENT

Completed in the Summer term of Year 11:

#### **Paper 1: Listening (25%)**

4 scripts, 40 questions. (30 minutes recording, 10 minutes to write answers)

#### **Paper 2: Reading (25%)**

3 texts, 700-750 words each, 40 questions (1 hour)

#### **Paper 3: Writing (25%)**

2 tasks, Task 1- 20 mins, 150+ words; Task 2-40 minutes, 250+ words

#### **Paper 4: Speaking (25%)**

Taken individually (11-14 minutes)

### TIER

IELTS results are expressed from 1.0 to 9.0. University entrance requirement, while variable, is generally around 6.5 (CEFR C1).



### COURSE OUTLINE

This is a compulsory course for all non-native speakers of English who are not taking English Language GCSE. It is aimed at pupils whose first language is not English, but who use it as a language of study. To provide non-native speakers of English with a relevant and accessible qualification, they will sit the International English Language Testing System examination (IELTS). IELTS is accepted by universities and employers as proof of ability to understand and communicate in English. Year 10 pupils should aim for an IELTS score of 5.0, while a 5.5 is the aim by the end of Year 11.

Successful candidates have better educational or employment prospects and gain lifelong skills, including:

- Better communicative ability in English.
- Improved ability to understand a range of social registers and styles a greater awareness of the nature of language and language-learning skills.
- A greater international perspective.
- A sound foundation for employment or further study including A levels and beyond.

### SETTING

Groups are not normally streamed into ability, although all work is differentiated dependent upon the pupil's linguistic ability.

# French

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**Exam Board: Edexcel, GCSE**  
**Course Code: 1FR0**

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## INTRODUCTION

This qualification aims to develop a pupil's understanding of the spoken and written forms of French in a range of contexts, giving them the ability to communicate effectively in the language, through both the spoken and written word, using a range of vocabulary and structures. In addition, this course aims to facilitate knowledge and understanding of French-speaking countries.

## ASSESSMENT

Pupils will be examined at the end of their two years of study as follows:

- Reading (25%)
- Listening (25%)
- Writing (25%)
- Speaking (25%)

## COURSE OUTLINE

The GCSE Language course extends pupils' Key Stage 3 study. The primary aim of the course is to give pupils the opportunity to communicate in French using the four skill areas of listening, speaking, reading and writing. Language lessons continue to be based around the development of the pupils' confidence in their ability to understand and to communicate both in the spoken and written language.



## COURSE OUTLINE CONTINUED...

Pupils will use Edexcel Studio which is a series of resources including online copies of the textbook. There are 5 themes covered over the two-year course.

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

## TIER

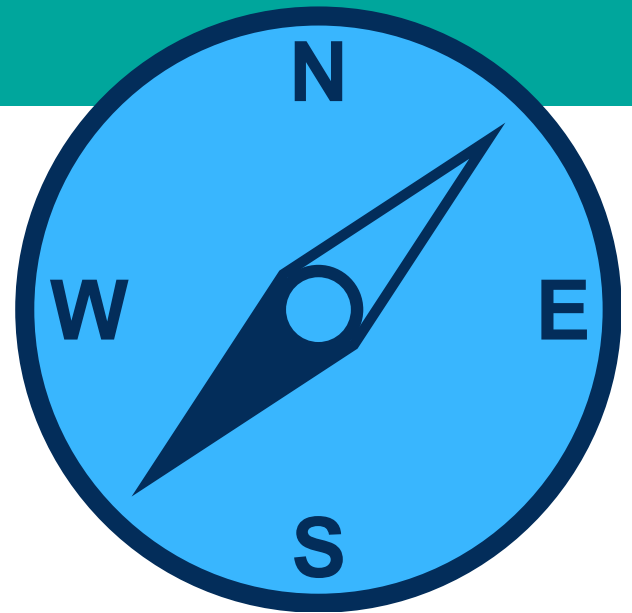
Higher Tier pupils allows access to grades 3-9.

Foundation Tier pupils allows access to grades 1-5.





# Geography



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**Exam Board: Edexcel, IGCSE**  
**Course Code: 4GE1**

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## INTRODUCTION

This exciting and relevant course studies Geography in a balanced framework of physical and human themes. Pupils are encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Pupils will develop geographical and fieldwork skills, alongside transferable research, communication and written skills.

## ASSESSMENT

### **Paper 1: Physical Geography (40%)**

- Written exam: 1hr 10 mins
- Question types: multiple-choice, short answer, data response, open ended questions

### **Paper 2: Human Geography (60%)**

- Written exam: 1hr 45 mins
- Question types: multiple-choice, short answer, data response, open ended questions



## COURSE OUTLINE

### **Paper 1: Physical Geography**

Section A:

- River Environments
- Hazardous Environments

Section B:

- River Environment Fieldwork

### **Paper 2: Human Geography**

Section A:

- Economic Activity and Energy
- Urban Environments

Section B:

- Urban Environments Fieldwork

Section C:

- Fragile Environments and Climate Change

## TIER

One tier entry allowing access to grades 1 - 9.

## SETTING

Mixed-ability classes.





# History

**Exam Board: Edexcel, IGCSE**  
**Course Code: 4HI1**

## INTRODUCTION

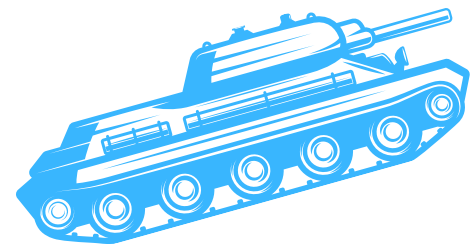
Success in the subject provides pupils with the ability to express their views and opinions (both oral and written) in a clear manner, to put forward well researched ideas and arguments in a concise manner, to investigate and assess a variety of materials and to organise such material in a logical and coherent way.

## ASSESSMENT

**Paper 1:** Depth Studies (1hr 30 minutes - 50%)

**Paper 2:** Investigation and Breadth Study (1hr 30 minutes - 50%)

There is no coursework/controlled assessment element



## COURSE OUTLINE

Topic areas covered are:

- Germany: development of dictatorship, 1918-45 (Depth Study)
- Dictatorship and conflict in the USSR, 1924-53 (Depth Study)
- The origins and course of the First World War, 1905-18 (Investigation)
- Changes in medicine, c1848-c1948 (Breadth Study)

## TIER

One tier entry allowing access to grades 1 - 9.

## SETTING

Mixed-ability classes.

# Hospitality & Catering



## WJEC Level 2 Vocational Award in Hospitality and Catering

### INTRODUCTION

The WJEC Vocational Award in Hospitality and Catering equips pupils with theoretical knowledge about the industry as well as enabling them to develop practical skills in planning, preparing and cooking a variety of dishes. Pupils undertake two units of work; these units have been designed to provide pupils with an understanding of how the learning is relevant to the sector. The content of this exciting course is vast and robust. The aim is to cover all aspects of the NEA throughout Year 10 and 11 ready to sit the exam at the end of Year 11 then focus on NEA practice and then the real NEA in Year 11.

Please be aware there is a significant amount of theory required to underpin all of the practical elements of the course, and pupils are expected to complete all theory work when set. A contribution charge is made for ingredient costs on the School bill.

### ASSESSMENT

#### 40% Unit 1 Written Examination

- Unit 1 exam is sat in June of Year 11

#### 60% Unit 2 NEA Coursework and Practical Exam

- Carried out in February/March of Year 11
- 9 hour written and photographic portfolio of work including a 2.5 - 3 hour timed practical assessment

### COURSE OUTLINE

This course has been designed to give a good foundation of knowledge, understanding and skills that are required by the Hospitality and Catering industry. Pupils will have the opportunity to develop a wide range of skills including a vast array of food preparation and cooking skills, food styling and presentation, organisation, time management, planning, communication and problem solving.

Topics covered are:

#### Unit 1

- All the different elements of the Hospitality and Catering industry
- Different types of establishments and job roles
- Different kinds of hospitality provision and situations
- Front of house and kitchen operations
- The needs and requirements of customers
- What makes Hospitality and Catering businesses successful
- Issues related to nutrition and food safety

#### Unit 2

Pupils will apply all of their learning to plan, prepare, cook and present a variety of nutritional dishes, in a safe and hygienic manner, that are suitable for different situations and customer needs and requirements.

### TIER

One tier entry allowing access to grades 1 - 9.

### SETTING

Mixed-ability classes.

**ADDITIONAL OPTION...  
THE CHOICE IS YOURS!**

# Media Studies



**Exam Board: Eduqas (WJEC),  
GCSE**

## INTRODUCTION

This qualification aims to draw on pupils' existing experience of the media and extend their appreciation and critical understanding. Through theory and practical work, this course will enable participants to make connections between different media forms and products, and between media products and their contexts. They will be able to engage with a range of rich and stimulating media forms and products and develop media production skills, applying their knowledge and understanding of media language and representation to media forms and products.

## ASSESSMENT

### Component 1: Exploring the Media (30%)

- Written examination - Exploring media products and media industries.

### Component 2: Understanding Media Forms and Products (40%)

- Written examination - Television and Music Cross-Media Study.

### Component 3: Media Production (30%)

- Non-examination assessment
- An individual media production in response to a choice of briefs provided by the examination board.

## TIER

One tier entry allowing access to grades 1-9.

## COURSE OUTLINE

### Component 1: Exploring Media Language and Representation

This component introduces pupils to the knowledge, understanding and skills required to look critically at media products through the study of key areas of media language and representation in the following forms:

- Newspapers and radio news or current affairs programmes
- Advertising and video games
- Magazines and music videos

### Component 2: Understanding Media Forms and Products

Develops learning to focus on all areas of the theoretical framework - media language, representations, media industries and audiences. This component also requires pupils to study the influence of relevant social, cultural, industry and historical contexts on media products. The forms and products set for study are as follows:

- Television – two contrasting programmes.
- Music – cross media study.

### Component 3: Creating Media Products

In this component, pupils create an individual media production in one form for an intended audience, applying their knowledge and understanding of media language and representation. The forms that pupils can work in include television, magazine, music marketing, print based film marketing and online options.

## SETTING

Mixed-ability classes.

# Music

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## BTEC Level 1/2 First Award in Music

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### INTRODUCTION

The course is split into four equal units of work. An equal amount of time is spent on each unit and they are spread across the two years. The course aims to give pupils a broad experience of music within the music industry.

### ASSESSMENT

- 3x Internally assessed coursework assignments (25% each) = 75%
- 1x External examination which is a one-hour paper marked out of 50 = 25%

#### Unit 1 - The Music Industry (1 hour exam)

This unit will allow pupils to gain a good understanding of the scope of the music industry. Pupils will investigate music organisations to find out about the work they do and how they relate to and rely on one another. Pupils will also be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles.

#### Unit 2 - Managing a Music Product (Coursework)

This unit will enable pupils to manage the planning, delivery and promotion of a live music event. The success of the event will rely heavily on the planning and development process. It is important that the learner has an understanding and appreciation for their target audience, as well as how the art of successful marketing and promotion is able to effectively engage these audiences. Research should introduce pupils to elements of industry practice. Pupils will work in a defined role to apply the specialist skills, knowledge and understanding required for the aspect of the work for which they are responsible.



### ASSESSMENT CONTINUED...

#### Unit 5 - Introducing Music Performance (Coursework and Live Performance)

Over the course of this unit, pupils will explore skills and make decisions as they prepare for performance. Having a career as a performer requires high levels of technical ability on an instrument or voice. In order to achieve high levels of technical proficiency, musicians need to be able to develop an appropriate discipline and perseverance. Musicians need to be able to perform both confidently and accurately to an audience with a level of expression and interpretation in their work. Pupils will develop all of these skills by completing a number of live music performances in front of a range of audiences.

#### Unit 7 - Introducing Music Sequencing (Coursework and Sequencing Project)

Digital technology is a huge part of the music that surrounds us in the 21st century. In this unit, pupils will be using sequencing software packages to create music in response to a realistic, music-industry-led brief. Pupils will learn how software is now capable of producing high quality music that even recently was only possible with large and expensive hardware-based systems. Pupils will learn how to create music using a variety of sources, including loops and software instruments. Pupils will use knowledge to create either original music or a creative arrangement of music already written by others.

### TIER

One tier entry allowing access to grades Level 2 Distinction\* - Pass

### SETTING

Mixed-ability classes.



# Physical Education

**Exam Board: Cambridge IGCSE**  
**Course Code: 0995**

## INTRODUCTION

The syllabus provides learners with an opportunity to study both the practical and theoretical aspects of physical education. It is designed to encourage enjoyment in physical activity by providing learners with an opportunity to take part in a range of physical activities and develop an understanding of effective and safe physical performance. This helps learners to develop an appreciation of the necessity for sound understanding of the principles, practices and training that underpin improved performance, better health and well-being.

Cambridge IGCSE (9–1) Physical Education encourages learners to develop:

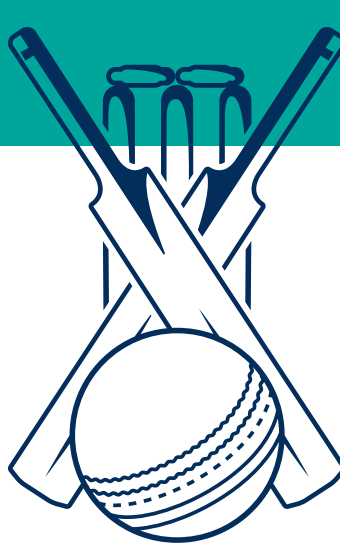
- Knowledge, skills and understanding of a range of relevant physical activities.
- An ability to plan, perform and evaluate physical activities.
- An understanding of effective and safe performance.
- An understanding of the role of sport and physical.
- Activity in society and in the wider world.
- An excellent foundation for advanced study.
- An enjoyment of physical activity.

## TIER

One tier entry allowing access to grades 1-9.

## SETTING

Mixed-ability classes.



## COURSE OUTLINE

The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment in physical activity. The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance.

Candidates will study all of the following topics:

1. Anatomy and physiology
2. Health, fitness and training
3. Skill acquisition and psychology
4. Social, cultural and ethical influences

Candidates will also undertake four different physical activities chosen from at least two of the seven categories. Physical activities make a significant contribution to syllabus aims and objectives, serving as a source of material to facilitate learning.

## COURSE OUTLINE

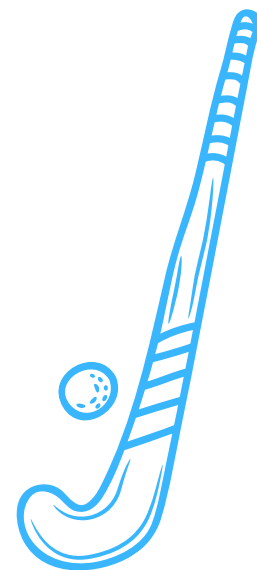
All candidates take two components.

### Component One

- Paper 1 - 1 hour 45 minutes
- Theory 50%
- 100 marks
- Short and structured questions
- Candidates answer all questions
- Externally assessed

### Component Two

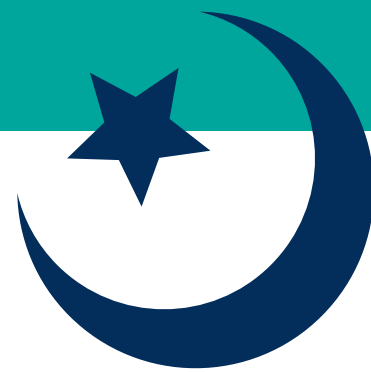
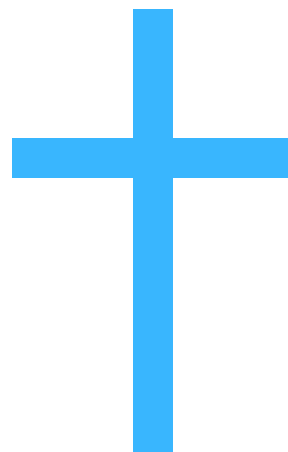
- Coursework
- Practical 50% 100 marks
- Candidates undertake four physical activities from at least two different categories.
- Internally assessed/Externally moderated



# Religious Studies

**Exam Board: AQA, GCSE**

**Course Code: 8062**



## INTRODUCTION

This qualification aims to allow pupils to be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. They will gain an appreciation of how religion, philosophy and ethics form the basis of our culture through analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

## ASSESSMENT

### **Component 1 (50%): Christianity and Islam Beliefs, Teachings and Practices**

- Written exam 1hr 45mins

### **Component 2 (50%): Thematic Studies**

- Written exam 1hr 45mins



## COURSE OUTLINE

### **Component 1: Christianity and Islam**

This unit is studied in Year 10 and 11 and will be assessed at the end of the course.

This unit encourages pupils to engage with Islamic and Christian beliefs and practices at a deep level, creating links between the two biggest world faiths.

### **Component 2: Thematic Studies**

This unit is studied in Year 10 and 11 and will be assessed at the end of the course.

This component comprises an in-depth study of religious, philosophical and ethical themes from Christian and Muslim perspectives and encourages pupils to reflect upon the links between Christian and Muslim beliefs and teachings which are part of life today.

## TIER

One tier entry allowing access to grades 1-9.

## SETTING

Mixed-ability classes.

# Spanish

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**Exam Board: AQA, GCSE**  
**Course Code: 8698**

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## INTRODUCTION

This qualification aims to develop pupils' understanding of the spoken and written forms of Spanish in a range of contexts, giving them the ability to communicate effectively in the language, through both the spoken and written word, using a range of vocabulary and structures. In addition, this course aims to facilitate knowledge and understanding of Spanish-speaking countries.

## ASSESSMENT

Pupils will be examined at the end of their two years of study as follows:

- Reading (25%)
- Listening (25%)
- Writing (25%)
- Speaking (25%)

## COURSE OUTLINE

The GCSE Language course extends pupils' Key Stage 3 study. The primary aim of the course is to give pupils the opportunity to communicate in Spanish using the four skill areas of listening, speaking, reading and writing. Language lessons continue to be based around the development of the pupils' confidence in their ability to understand and to communicate both in the spoken and written language.



## COURSE OUTLINE CONTINUED...

Pupils will follow the Oxford course which is supported by an interactive website that pupils can access both at school and at home. This is an excellent opportunity for independent learning.

The themes and topics covered over the two-year course include:

- Identity and Culture (self, family and friends, technology and free-time).
- Local, national and international areas of interest (home and region, charity and health, the environment and poverty and travel and tourism).
- Study and employment (studies, life at school, post-16, jobs and careers/ambitions)

## TIER

Higher Tier pupils allows access to grades 3-9.

Foundation Tier pupils allows access to grades 1-5.





**Bethany**  
since 1866