



Year 9 Students

Guided Choices



2025 - 2027



UNITY
SCHOOLS TRUST

January 2025

Coming together is a beginning

Keeping together is progress

Working together is success

- Henry Ford

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January 2025

Dear Parents, Carers & Students

Key Stage 4 Curriculum 2025-27

At Bishop David Brown School we feel it is an absolute priority to prepare your child for the world of work. In the future, people will need to be multi-skilled, adaptable and should expect to change careers several times. With this in mind, we have put together a curriculum that not only prepares students for this future, but also takes into consideration government requirements and a choice of subjects that will allow our students to personalise their pathway.

Please discuss the options on offer with each other and spend time researching the subjects themselves, and their associated career paths. Students are more likely to succeed if they study subjects for which they have an aptitude, and which they enjoy. They should not choose a subject because they like a particular teacher or to be with friends. If you require further specific careers information please contact Mrs Christofidis, our IAG Coordinator at: achristofidis@bdb-unity.co.uk.

Students moving into Year 10 in September 2025 will be starting all of their GCSE courses and as such should be prepared to complete 10-15 hours of self study per week.

If you have questions about the subjects on offer, the options process, or any other aspect of their education, please do not hesitate to contact the appropriate staff at the school, email addresses and useful contacts can be found at the back of this booklet.

We hope you find this guidance booklet helpful when making this decision.

Yours sincerely,

Miss S Broad
Deputy Head of School (Acting)

Options Online—The Process

We are use an online platform to make the process more user-friendly; students will be sent a registration email to their school email address with a link and instructions for how to log in to the online portal. This will be completed at school.

Instructions for choosing subjects:

- 1) Register your account. You will receive an email from noreply@sims.co.uk with instructions on how you can register. You will be asked a security question. Please then select Office 365 as your account to log in. Please ensure you do this as soon as possible.
- 2) You can either access the online portal via <https://www.sims-options.co.uk> or alternatively through the link sent in your email—again, use Office 365 to login.

If you have any issues with logins please email: mlwilliams@bdb-unity.co.uk in the first instance.

- 3) You will see a screen like this, which allows you to click on the subjects you really want, which turn blue and any reserve back up choices will turn orange.

The screenshot shows the 'Humanities/ MFL' section of the online options portal. It features a grid of subject cards, each with a 'Reserve' button. A blue arrow points to the 'Reserve' button for 'Geog GCSE Full Course' with the text: 'Your choices will appear here when selected. Rank them in order of importance.' Another blue arrow points to the 'Reserve' button for 'Art GCSE Full Course' with the text: 'Click on the subject as a main choice. It will then turn blue.' An orange arrow points to the 'Reserve' button for 'Business Studies Cambridge Nationals Certificate Level 1 & 2' with the text: 'Click the reserve button if this is a back up choice. This will then turn orange.' The interface also includes sections for 'Priority Choices', 'My Choices', and 'My Reserves' on the right side, each with a 'Total Choices' or 'Total Reserves' indicator.

You can enter choices and update them as often as you like between now and the deadline, so please make sure you can use the system as soon as possible so you don't miss the deadline.

Don't forget to click the save button!

The deadline for making your choices online is 14th February 2025. If choices are not made by this time, it is possible that you will not be allocated to classes you want

Deadline for completing the online process:

Friday 14th February 2025

DON'T MISS THE DEADLINE!

Curriculum Pathways 2025 – 2027 Overview

The Curriculum* for Year 9 moving into Year 10 this year will consist of:

- English Language and English Literature GCSEs
- Mathematics GCSE
- Triple Science or Combined Science
- Religious Studies—either Full Course or Short Course GCSE
- Core Physical Education
- Three courses chosen in February 2025—Art, Business Studies, Child Development, Citizenship, Computer Science, Design Technology, Drama, Engineering, Hospitality and Catering, French, Geography, History, Media, Music, Psychology, Sociology, Spanish, Sports Science
- Summer term work experience week in Year 10
(extended work related learning placements when and where appropriate)
- Additional courses at colleges/external providers in Year 10 (where appropriate)

Additional Curriculum in Year 11 (where appropriate)

- Extended work experience
- Careers information, advice and guidance
- College interviews

*Please note the school's curriculum is continually under review and we cannot guarantee all subjects are available every year.

IMPORTANT DATES

KS4 Timeline of Key Events

9th January	Year 9 Parents Evening
23rd January	Options Evening
w/b 3rd February	Consultation Week
Up until 14th February	Opportunities to speak to teachers and tutors Options "Go Live"
14th February	Deadline for completing options online
April 2025	Confirmation letters sent home

Next steps for students:

- Speak to your subject teacher and tutors
- Read this booklet carefully
- Login to options online
- Discuss your choices with parents and carers
- Submit your choices by **14th February 2025**

Good reasons for studying courses include:

- I am interested in the subject
- I already do well in the subject
- This subject will support my plans for future courses and careers
- Together with other choices, this subject will give me a varied and interesting curriculum
- The balance of exams and non examined assessment in this subject plays to my strengths

Things that should not influence your choice:

- My friends have chosen this subject
- I like my current teacher in this subject
- It will please my parents or others if I choose this subject



Subject	English Language GCSE			
Exam Board	AQA			
Acting Head of Department	Mr I Barry			
<p>Course outline:</p> <p>The course has been designed to inspire and motivate students, providing appropriate stretch and challenge whilst ensuring, as far as possible, that the assessment and texts are accessible to our full range of students.</p> <p>The specification enables students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods, as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.</p> <p>Students will draw upon a range of texts as reading stimuli and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry and curiosity into different topics and themes.</p>				
<p>Assessment:</p> <p>All texts examined will be unseen.</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Paper 1: Explorations in Creative Reading and Writing</p> <p>What's assessed? Section A: Reading: one literature fiction text Section B: Descriptive or narrative writing</p> <p>Written exam: 1 hour 45 minutes 80 marks: 50% of GCSE</p> <p>Questions: Reading (40 marks) (25%) – one single text - 1 short form question (1 x 4 marks) - 2 longer form questions (2 x 8 marks) - 1 extended question (1 x 20 marks) Writing (40 marks) (25%) - one task</p> </td> <td style="vertical-align: top;"> <p>Paper 2: Writers' Viewpoints and Perspectives</p> <p>What's assessed? Section A: Reading: one non-fiction text and one literary non-fiction text Section B: Writing to present a viewpoint</p> <p>Written exam: 1 hour 45 minutes 80 marks: 50% of GCSE</p> <p>Questions: Reading (40 marks) (25%) – two linked texts - 1 short form question (1 x 4 marks) - 2 longer form questions (1 x 8, 1 x 12 marks) - 1 extended question (1 x 16 marks) Writing (40 marks) (25%) - one task</p> </td> </tr> </table>			<p>Paper 1: Explorations in Creative Reading and Writing</p> <p>What's assessed? Section A: Reading: one literature fiction text Section B: Descriptive or narrative writing</p> <p>Written exam: 1 hour 45 minutes 80 marks: 50% of GCSE</p> <p>Questions: Reading (40 marks) (25%) – one single text - 1 short form question (1 x 4 marks) - 2 longer form questions (2 x 8 marks) - 1 extended question (1 x 20 marks) Writing (40 marks) (25%) - one task</p>	<p>Paper 2: Writers' Viewpoints and Perspectives</p> <p>What's assessed? Section A: Reading: one non-fiction text and one literary non-fiction text Section B: Writing to present a viewpoint</p> <p>Written exam: 1 hour 45 minutes 80 marks: 50% of GCSE</p> <p>Questions: Reading (40 marks) (25%) – two linked texts - 1 short form question (1 x 4 marks) - 2 longer form questions (1 x 8, 1 x 12 marks) - 1 extended question (1 x 16 marks) Writing (40 marks) (25%) - one task</p>
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<p>Beyond GCSE:</p> <p>Jobs with an English qualification:</p> <p>Advertising, Author, Barrister, Digital Copywriter, Editorial Assistant, English as a Foreign Language Teacher, Lexicographer, Journalist, Personal Assistant, Public Relations, Publishing, Proof Reader, Script Writer, Secondary School Teacher, Solicitor, Speech and Language Therapist, TV or Theatre Director, Web Content Manager and Writer.</p>				
<p>Contact details: b.stevens@bdb.surrey.sch.uk</p>				

Subject	English Literature GCSE			
Exam Board	AQA			
Head of Department	Mr I Barry			
<p>Course outline:</p> <p>We have developed a Literature curriculum that supports students' achievement in an untiered, closed book context through the use of extract-based questions in the assessment of a 19th-century novel, poetry, a modern text and Shakespeare.</p> <p>Our range of texts have been chosen to cater for the needs of students in all educational contexts. There are texts that will be familiar to you as well as new ones that will inspire young readers. A wide choice in each category means that there is something that will appeal to every student.</p> <p>Our objective is to produce young adults that are resilient, broad-minded and ambitious. Students that can step away from Bishop David Brown with a deeper understanding of the world they live in and their own position in it.</p>				
<p>Assessment:</p> <p>All assessments are closed book: any stimulus materials required will be provided as part of the assessment.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Paper 1: Shakespeare and the 19th-century novel</p> <p>What's assessed?</p> <ul style="list-style-type: none"> • Shakespeare plays: Macbeth (1 question) • The 19th-century novel: A Christmas Carol (1 question) <p>How it is assessed</p> <p>Written exam: 1 hour 45 minutes 64 marks 40% of GCSE</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Paper 2: Modern texts and poetry</p> <p>What's assessed?</p> <ul style="list-style-type: none"> • Modern prose or drama: An Inspector Calls (1 question) • The poetry anthology – 15 poems from 19th, 20th, 21st centuries, Power and Conflict • Unseen poetry <p>How it is assessed</p> <p>Written exam: 2 hours 15 minutes 96 marks 60% of GCSE</p> </td> </tr> </table>			<p>Paper 1: Shakespeare and the 19th-century novel</p> <p>What's assessed?</p> <ul style="list-style-type: none"> • Shakespeare plays: Macbeth (1 question) • The 19th-century novel: A Christmas Carol (1 question) <p>How it is assessed</p> <p>Written exam: 1 hour 45 minutes 64 marks 40% of GCSE</p>	<p>Paper 2: Modern texts and poetry</p> <p>What's assessed?</p> <ul style="list-style-type: none"> • Modern prose or drama: An Inspector Calls (1 question) • The poetry anthology – 15 poems from 19th, 20th, 21st centuries, Power and Conflict • Unseen poetry <p>How it is assessed</p> <p>Written exam: 2 hours 15 minutes 96 marks 60% of GCSE</p>
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<p>Links to further education and careers:</p> <p>For more information regarding links to careers with an English qualification please refer to the ENGLISH LANGUAGE page.</p>				
<p>Contact details: ibrarry@bdb-unity.co.uk</p>				

Subject	Mathematics GCSE
Exam Board	Edexcel
Head of Department	Mr J Ray
<p>Course outline:</p> <p>Mathematics is part of the core curriculum and all students complete a GCSE in this subject. Students will be taught at a level appropriate to their abilities and needs. The course includes investigations and projects, which give scope for creative thinking and an inquiry based approach.</p> <p>The course consists of one examination, in three parts, at the end of Year 11.</p> <p>Three distinct features are:</p> <ul style="list-style-type: none"> Reasoning, interpreting and communicating mathematically, this now includes “quality of written communication” (QWC) component. Solving non-routine problems in mathematical and non- mathematical contexts. Inter learning—Multi topic questions 	
<p>Assessment:</p> <p>The course is offered at two tiers of entry,</p> <ul style="list-style-type: none"> FOUNDATION (Grade 1-5) HIGHER (Grade 3-9) <p>There are three, equally weighted, 1 hour and 30 minutes summative exams. (One non-calculator and two calculator) covering the six areas of Mathematics:</p> <ul style="list-style-type: none"> Number Algebra Ratio Proportion and Rates of Change Geometry and Measures Probability and Statistics 	
<p>Links to further education and careers:</p> <p>https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/mathematics</p> <p>Accountancy, Actuarial Analyst, Actuary, Architect, Banking, Computer Programmer, Chartered Accountant, Data Analyst, Engineer, Financial Advisor, Insurance, Investment Analyst, Logistics/ Distribution, Maths Teacher, Payroll Management, Quantity Surveyor and Stockbroker.</p>	
<p>Contact details:</p> <p>jray@bdb-unity.co.uk</p>	

Subject	Religious Studies GCSE
Exam Board	AQA Specification A
Head of Department	Mrs A Price (Head of Humanities)
<p>Course outline:</p> <p>We want students at Bishop David Brown to develop skills which enable them to deconstruct and analyse human behaviour, to order and understand the world around them, to construct reasoned responses to complex issues, and to challenge their own views and those of their peers. We aim to encourage students to recognise the influences of beliefs, values and traditions on community life, to develop student curiosity, interest and enjoyment in the subject and to develop a range of social and personal qualities such as respect for the beliefs and opinions of others.</p> <p>What is your point of view?</p> <ul style="list-style-type: none"> • Should someone who murders be executed? • Are some people born evil? • Is abortion acceptable? • Does God exist? • Are war and violence ever justified? • What are people's human rights? <p>Religious Studies is often popular with students who enjoy thinking outside the box and looking at world issues from different points of view. You are particularly well suited to this subject if you like discussion, debates and learning to make well-reasoned arguments.</p>	
<p>Assessment:</p> <p>All students at Bishop David Brown will study AQA Religious Studies Specification A. The three year course is designed to ensure students can make informed opinions relating to matters of faith and morality, develop a sense of empathy for others in the school environment and society at large and link their learning to the world we live in and current affairs.</p> <p>The GCSE course at Key Stage 4 is concerned with how personal beliefs or religious faith influences individual and moral choices. Students will make an in depth study of two religions: Christianity and Islam. They will also study topics such as Relationships and Family, Religion and Life, Peace and Conflict and Crime and Punishment.</p> <p>All students will sit two exams at the end of Year 11. Each exam will be 1 hour and 45 minutes long and will consist of long and short answer questions and extended essay questions.</p>	
<p>Links to further education and careers:</p> <p>Religious Studies students are highly employable. Students often go on to work in the NHS, the Civil Service, Youth and Social Work, Advertising, Investment and Banking, Law, Politics, Business, The Creative Industries, The Charity Sector, Publishing, Journalism and Education.</p> <p>The skills developed in studying religions are increasingly in demand in a complex, connected, global world. They help us to understand ourselves, our society and the world.</p>	
<p>Contact details: aprice@bdb-unity.co.uk</p>	

Subject	Biology
Exam Board	AQA
Head of Department	Mr S Obuya

Course outline:

Students studying the Biology GCSE will learn about the variety found in living organisms as well as the structures and functions of living creatures. The course covers ecology, the environment, reproduction and the structure of living organisms to give a broad knowledge of biological systems.

There are 8 required practical's. These are practical investigations that are central to the knowledge and skills for the topic and will be assessed by written questioning during the formal external examinations.

Assessment:

Summary of content	Examinations
<ul style="list-style-type: none"> • Cell biology • Organisation • Infection and response • Bioenergetics • Homeostasis and response • Inheritance, variation and evolution • Ecology 	<ul style="list-style-type: none"> • Two Exam Papers: each paper will assess knowledge and understanding from different topics. The questions will use clearer and simpler language, to assess students only on their scientific ability. • Duration: both papers are 1 hour and 45 minutes • Tier: Foundation and Higher • Weighting: the papers are equally weighted. Each is worth 50% of the grade and has 100 marks available. • Question types: multiple choice, structured, closed short answer and open response.
Paper 1 Topics 1-4: Cell biology; Organisations; Infection and Response and Bioenergetics	
Paper 2 Topics 5-7: Homeostasis and Response; Inheritance, Variation, Evolution and Ecology	

Links to further education and careers:

BBC Bitesize Science Careers —<https://www.bbc.co.uk/bitesize/articles/zmskpg8>

Some possible careers involving Biology include:

Biochemist, Beauty Therapist, Dietician, Doctor, Environmental Health Officer, Forestry, Marine Biologist, Nurse, Nutritionist, Optometrist, Orthoptist, Paramedic, Pharmacist, Physiotherapist, Teacher, and Veterinary Surgeon/Nurse.

Contact details:

sobuya@bdb-unity.co.uk

Subject	Chemistry								
Exam Board	AQA								
Head of Department	Mr S Obuya								
<p>Course outline:</p> <p>By studying for this GCSE Chemistry course, students will develop a deep understanding of both the organic and inorganic chemical processes. With a strong knowledge of chemistry concepts, learners can move on to further study or into a career that is chemistry related. We wish to enhance the aspirations of students to continue to study a science after the school years. In order to deliver the most relevant and attainable qualification for our students we offer the AQA Separate Science Chemistry to all.</p> <p>There are 8 required practical's for Chemistry. These are practical investigations that are central to the knowledge and skills for the topic and will be assessed by written questioning during the formal external examinations.</p>									
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<p>Some possible careers involving Chemistry include: Biochemist, Chemical Engineer, Environmental Health Officer, Forensic Scientist and Oceanographer.</p>									
<p>Contact details: sobuya@bdb-unity.co.uk</p>									

Subject	Physics								
Exam Board	AQA								
Head of Department	Mr S Obuya								
<p>Course outline:</p> <p>Throughout this GCSE Physics course students will learn about an array of physics concepts and how these apply to real world situations. Not only does this course give a deep understanding of principles, it also focuses on experimentation and explains practical experiments that can be undertaken by learners.</p> <p>There are 8 required practical's. These are practical investigations that are central to the knowledge and skills for the topic and will be assessed by written questioning during the formal external examinations.</p>									
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<p>Links to further education and careers: BBC Bitesize Science Careers —https://www.bbc.co.uk/bitesize/articles/zmskpg8</p> <p>Some possible careers involving Physics include: Aeronautical Engineer, Architect, Astronomer, Astrophysicist, Land Surveyor and Radiographer.</p>									
<p>Contact details: sobuya@bdb-unity.co.uk</p>									

Subject	Art GCSE
Exam Board	AQA
Head of Department	Mr P Herron
<p>Course outline:</p> <p>The Art, Craft and Design GCSE is designed for students who wish to develop their interests and enthusiasm for creative activities in Art, Craft and Design. The qualification is suitable for those students who wish to go on to further study in Art and Design, such as A Level, enhanced vocational and career pathways.</p> <p>The course provides opportunities to understand the professional world of Art, Craft and Design through investigation of the business and commercial aspects of the industry. Students will be producing practical and critical/contextual work associated with two or more of the following endorsements: fine art, graphic communication, textile, three dimensional design and photography.</p>	
<p>Assessment:</p> <p>Students will be required to demonstrate their ability to:</p> <ul style="list-style-type: none"> • Record observations, experiences and ideas • Analyse and evaluate images, objects and artefacts showing an understanding of context • Develop and explore ideas using media, processes, resources, reviewing, modifying and refining their work. • Present a personal response <p>Component 1 – 60% three units of coursework: 2D and 3D visual language, preparatory work, sketch books, logs and journals related to the final pieces.</p> <p>Component 2 Exam – 40% - 10 hours – there is no written exam for this course. Candidates will be asked to respond to one starting point in their chosen option. There is a preparatory period followed by 10 hours of supervised time. Candidates will develop and expand their own ideas, producing a final piece or pieces based upon research and studies.</p>	
<p>Links to further education and careers:</p> <p>Transferable skills developed through this course feeds directly into a range of further educational courses and careers. For example, research skills and creative thinking can enhance all career options. Many GCSE students go on to study Architecture, Design, Photography and other art specialisms.</p> <p>After completing the course students can go on to complete A Level, BTEC, along with an extended diploma within the specialism.</p>	
<p>Contact details: pherron@bdb-unity.co.uk</p>	

Subject	Cambridge National in Enterprise and Marketing
Exam Board	OCR
Head of Department	Mr D Matthews

Course outline:

Are you an entrepreneur of the future? Do you have the creativity and resilience to set up your own business? Equally, are you interested in finding out how small businesses operate and how to develop a product and create a brand image?

Do you like the idea of studying a course that comprises 50% coursework and 50% external assessment? Maybe you would like to have the opportunity to re-sit your exam if you want to improve your grade? Then this may be the course for you.

Enterprise and Marketing is for learners who wish to develop their applied knowledge and practical skills. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business.

All learners will study three mandatory topics:

- Enterprise and marketing concepts
- Designing a business proposal
- Marketing and pitching a business proposal

You will develop essential knowledge and understanding of enterprise and marketing concepts. You will understand what the key factors are to consider when starting up a business. In the second topic, you will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of your product proposal. You will then go on to develop the skills to create a brand identity and promotional plan for your business product proposal. You will develop pitching skills in order to pitch your business proposal to an external audience and finally, review your skills and business proposal.

Assessment:

The first unit is externally assessed through a written examination paper. The second two units are assessed via coursework projects that are set by the examination board.

Assessment weighting—50% internal 50% external

Unit Title	Assessment
Enterprise and Marketing Concepts	1.5 hour external assessment
Design a Business Proposal Internal	
Market and Pitch a Business Proposal	

Links to further education and careers:

Students are able to move on to A Level Business Studies and other advanced level vocational courses such as Level 3 Cambridge Technical.

Some of the more focused careers that Enterprise and Marketing can lead to include:

Accountancy, Administration, Advertising Logistics, Banking Insurance, Entrepreneur, Human Resources, Public Relations, Production, Purchasing, Marketing and Retail Management.

Contact details:

dmatthews@bdb.surrey.sch.uk

Subject	Child Development
Exam Board	Cambridge National OCR
Head of Department	Miss S Martin
<p>Course outline:</p> <p>This Child Development Course allows students the freedom to explore further into the things that interest them. The teaching of the qualification will normally be through practical work, learning skills and how to do things that may be relevant to the world of work.</p>	
<p>Assessment:</p> <p>This course consists of three units. One exam and two internally assessed and externally moderated units, comprising 50% for the exam and 25% each for the other two units.</p> <p>Outline of course:</p> <p>Unit 1: Unit 1 underpins all of the other learning in this qualification. All students will learn the essential knowledge and understanding for Child Development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care and conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PSHE, Biology and other Child Development qualifications.</p> <p>Unit 2: Students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices.</p> <p>Unit 3: Students will gain knowledge of, and skills in, developing activities to observe development in children up to the age of five. This unit will include researching, planning, carrying out activities with children and observing and reviewing these activities, as well as an understanding of the development norms and the benefits of play in Child Development. These transferable skills will support further studies in many other subjects.</p>	
<p>Links to further education and careers:</p> <p>Many students who choose this course have an interest in careers related to children. It may be useful for those wishing to pursue careers in nursing, social work, teaching, midwifery, health visitor, health education, caring for children with special needs, speech therapy and physiotherapy. Even if you are not quite sure what your career plans are, but think you might want to work with children then this course is a good starting point. It is a very popular course and results in these subjects are outstanding.</p>	
<p>Contact details: smartin@bdb-unity.co.uk</p>	

Subject	Citizenship GCSE
Exam Board	Pearson Edexcel
Head of Department	Miss M Coombes
<p>Course outline:</p> <p>Citizenship GCSE aims to empower students to understand and engage with their roles as active citizens within society. By exploring key themes such as democracy, rights, and the legal system in England and Wales, students gain essential knowledge about local and global issues. This understanding fosters informed citizenship and equips them with tools to navigate and influence the world.</p> <p>The Citizenship course allows students to gain transferable skills which can benefit them in a range of employment options such as critical thinking, effective communication and a understanding of key democratic processes.</p>	
<p>Edexcel Citizenship Studies</p> <p>Citizenship provides students the opportunity to take on their own action project and research. The content of the course includes;</p> <ul style="list-style-type: none"> • Living together in the UK • Democracy at work in the UK • Law and Justice <p>Assessed in Paper 1—50% of the GCSE</p> <ul style="list-style-type: none"> • Power and influence • Taking Citizenship action <p>Assessed in Paper 2—50% of the GCSE.</p> <p>Taking Citizenship Action part of the course is a research project which is student led and Involves students having the opportunity to choose a type of actions they would like to take as part of the course.</p> <p>Students for this can – organise/deliver an event, meeting or campaign to advocate for a chosen issue that aims to argue a certain case, raise awareness or inform people of , or organise and develop a social action project, social enterprise or undertake any of form of community action to raise awareness or create a social benefit to help others.</p>	
<p>Links to further education and careers</p> <p>Citizenship allows students to develop skills which are useful in their lives more generally as well as being highly valued across many fields.</p> <p>Students who take Citizenship GCSE may wish to go to higher education and study A-Level Politics, Sociology, History, Psychology, Law.</p> <p>Citizenship directly relates to careers within Law, Politics, History, Education and Social Work.</p>	
<p>Contact details: mcoombes@bdb-unity.co.uk</p>	

Subject	Computer Science GCSE
Exam Board	OCR
Head of Department	Mrs A Maffi (Acting)
<p>Course outline:</p> <p>This course has been designed to give students an in depth understanding of how computer technology works. It is excellent preparation for higher study and employment in the field of Computer Science.</p> <p>Students will develop their critical thinking, analysis and problem-solving skills, which can be transferred to other subjects. It therefore provides an excellent preparation for students who want to study or work in areas that rely on those skills such as engineering, financial and resource management, science and medicine.</p>	
<p>Assessment:</p> <p>2 Exam papers, each worth 50% of total GCSE</p> <p>Component 01: Computer systems Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.</p> <p>Component 02: Computational thinking, algorithms and programming Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.</p> <p>In addition, throughout the 2 years, students will undertake practical programming tasks Students will be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).</p>	
<p>Links to further education and careers:</p> <p>Students who take GCSE Computer Science can go on to study the subject at A level and university, or move on to other technology-related post-16 subjects.</p> <p>Computer Science GCSE is not an entry requirement for Computer Science A level or post-16 technology subjects in most schools.</p> <p>Other career options can include: Business Analyst, Cloud Engineer, Cybersecurity Analyst, Data Analyst, Data Scientist, Database Administrator, Developer, DevOps Engineer, Electronics Engineer, IT Manager, IT Support Specialist, Network Engineer, Project Manager, Software Engineer, Systems Analyst, Systems Engineer, Technical Writer, Telecoms Engineer, Web Developer, Web Designer</p>	
<p>Contact details: amaffi@bdb-unity.co.uk</p>	

Subject	Design and Technology GCSE
Exam Board	AQA
Head of Department	Miss J Wright
<p>Course outline:</p> <p>GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences in Design and Technology including historical, social, cultural, environmental and economic factors. Students will have the opportunity to work creatively when designing and making and learn to apply technical and practical expertise. The course will cover three core principles of study which will be broken down into different sections.</p>	
<p>Assessment:</p> <p>The course is assessed in two units.</p> <p>Unit 1: Written Examination: 2 hours, 50% of the qualification (100 marks) with 15% of the exam covering Maths and Science knowledge.</p> <p>The written examination is in three sections.</p> <p>Section A: Core technical principles (20 marks) - A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B: Specialist technical principles (30 marks) - Several short answer questions (2-5 marks) and one extended response to assess more in depth knowledge of technical principles.</p> <p>Section C: Designing and making principles (50 marks) - Short and extended response questions, includes a 12 mark design question.</p> <p>Unit 2: Non-examination assessment: Contextual Challenge 50% of the qualification (100 marks). Contextual challenges to be released annually by the AQA on 1st June, in the year before submission. Students are to research, design and make a prototype meeting the contextual challenge.</p>	
<p>Links to further education and careers:</p> <p>The subject has strong links with Physics, Maths, IT and Art and is a STEM subject.</p> <p>A GCSE or A-level in Design and Technology can also be useful for apprenticeships in carpentry, construction, food manufacture, fashion and textiles, interior manufacturing and engineering technology.</p> <p>Design and Technology can be very helpful for careers in Architecture, Information Technology, Aeronautical Engineering, Branding, CAD Design, Chemical Engineering, Civil Engineering, Energy/Environment Engineering, Graphic Designer, Mechanical Engineer, Packing Technology, Product Design, Set Design, Shop Fitter, Structural Engineer, Teacher, Vehicle Designer, Motor Vehicle Maintenance Developer, Interior Design and Jewellery Design and Manufacture.</p>	
<p>Contact details: jwright@bdb-unity.co.uk</p>	

Subject	Drama GCSE
Exam Board	Eduqas
Head of Department	Mrs L Halcrow
<p>Course outline:</p> <p>If you enjoy Drama then this is the subject for you. It is not just for those who want to work in TV, film and theatre. It is a communication qualification which shows a college, university or prospective employer that you are able to work collaboratively, solve problems and communicate effectively. It opens doors to many careers, promoting confidence, creativity and team work.</p> <p>It is largely a practical subject in which you will devise your own plays, work with existing texts and visit the theatre. We will focus not only on performance but also a range of production elements, aiming to give students a holistic view of careers in the theatre. There is also the opportunity to specialise in sound, set, costume or lighting design if you prefer the backstage elements of theatre.</p>	
<p>Assessment:</p> <p>Component 1: Devising Theatre <i>Non-examination assessment 40% of the qualification – 60 marks</i></p> <p>Candidates are required to devise a piece of original theatre in response to a stimulus, using either the techniques of an influential theatre practitioner or the characteristics of a genre of Drama.</p> <p>Candidates submit a Portfolio of Supporting Evidence tracking the process of creation and write an evaluation following the performance.</p> <p>Component 2: Performance from Text <i>Non-examination assessment 20% of the qualification – 60 marks</i></p> <p>Candidates are required to perform two extracts from one script of their choosing. Candidates will work in groups of between 2 and 4, culminating in a performance for a visiting examiner for final assessment.</p> <p>Component 3: Interpreting Theatre <i>Written examination: 1 hour 30 minutes 40% of the qualification – 60 marks</i></p> <p>Written paper consists of two sections: Section A Set Text (45 marks) and Section B Live Theatre Evaluation (15 marks).</p> <p>For Section A, students study the set text 'Macbeth' and are expected to answer questions from a performance, design and directorial perspective. Section B asks students to analyse and evaluate a live theatre performance that they have seen.</p> <p>Students must commit to watching a live theatre production.</p>	
<p>Links to further education and careers:</p> <p>Studying Drama can help instil confidence and self-esteem, develop inter-personal communication skills and promote creativity through practical exploration. Students are encouraged to critically consider real life issues and use the medium of theatre to impact change.</p> <p>Aside from careers in Performance and Entertainment industries, studying Drama can offer students a multitude of transferable skills to a range of careers notably Public Relations, Education and Teaching, Business Marketing, Arts and Management and Hospitality.</p>	
<p>Contact details: lhalcrow@bdb-unity.co.uk</p>	

Subject	Cambridge National Engineering Manufacture
Exam Board	OCR
Head of Department	Miss J Wright

Course outline:

Are you interested in a career in Engineering?

You may be interested in this if you want an engaging qualification where you will use what you learn in practical, real life situations, such as:

- The materials used in engineering manufacture
- Safely producing a one-off product
- The use of CAD/CAM to produce in quantity

This will help to develop independence and confidence in using skills that would be relevant to the engineering manufacturing and development sector.

This qualification will also help to develop learning and skills that can be used in other life and work situations, such as:

- Solving problems by exploring different engineering manufacture processes, tools and equipment
- Planning a sequences of processes. This will involve managing your time and identifying the resources you will need, as well as reviewing your plans if necessary.

Do you like the idea of studying a course that comprises of 60% coursework and 40% external assessment?

Assessment:

All results are awarded on the following scale: Level 2—Distinction* (2*), Distinction (D2), Merit (m2), Pass (P2) Level 1—Distinction (D1), Merit (M1), Pass (P1) AND Fail/Unclassified.

Students must complete three units:

- One externally assessed unit (exam)
- Two centre-assessed units (NEA).

Unit Title	Guided Hours	How are they assessed?
Principles of engineering manufacture	48	Externally
Manufacturing a one-off product	36	NEA
Manufacturing in quantity	36	NEA

Links to further education and careers:

3D Print Technician, Aerospace Engineer, Agricultural Engineer, Automotive Engineer, Building Services Engineer, Design and Development Engineer, Engineering Maintenance Engineer, Manufacturing Systems Engineer, Motor Mechanic, Product Designer, Sign Maker, Welder.

Contact details:

jwright@bdb-unity.co.uk

Subject	French GCSE
Exam Board	Edexcel
Head of Department	Miss G Skinner

Course outline:

You will build on the Key Stage Three topics during your GCSE course, as well as moving on to new and exciting topics!

The topics covered during the course are:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and Technology
- Studying and my future
- Travel and tourism

With a GCSE in one or two languages the world is your oyster...why?

- You will create greater opportunities for yourself to study and work abroad
- The business world is in need of people who are multi-lingual because of the global economy. You will be an asset to any business with more than one language at your disposal. Many employers will pay you more for this asset
- People who have learned foreign languages show greater cognitive development in areas such as mental flexibility, creativity and higher order thinking skills such as problem-solving, conceptualizing and reasoning
- You will add an international dimension to your choice of GCSE subjects

Assessment:

The GCSE course is 100% external assessment.

Here is a breakdown of the assessment values for each component.

Paper 1	Speaking (50 marks)	Read aloud Role Play Picture card
Paper 2	Listening (50 marks)	Dictation Comprehension
Paper 3	Reading (50 marks)	Comprehension Translation English to French
Paper 4	Writing (50 marks)	Picture based (Foundation) 40/50 words open response (Foundation) 80-90 words open response (Foundation and higher) Translation French to English (Foundation and Higher)

Links to further education and careers:

<https://www.all-languages.org.uk/research-practice/why-study-languages/>

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/modern-languages>

http://www.whystudylanguages.ac.uk/ks4/why_languages/

Contact details: gskinner@bdb-unity.co.uk

Subject	Geography GCSE
Exam Board	AQA
Head of Department	Mrs A Price
<p>Course outline:</p> <p>Do you...</p> <ul style="list-style-type: none"> • Care about our world? • Want to know more about the world around you? • Want to understand people and places? • Want to get a job more easily? • Want to learn inside and outside the classroom? <p>... if yes, then GCSE Geography is for you!</p> <p>Geography bridges the gap between the arts and sciences and so leads to a qualification that links very well with many other subjects. As a traditional subject it remains highly valued by employers, sixth form colleges and universities; indeed, Geography remains the leading subject of graduate employment. It will help you understand the world around you and enable you to gain real skills that you'll find useful long after you've left school.</p> <p>It will teach you how to collect, interpret and analyse data; how to make decisions and solve problems using a variety of different sources. In addition to learning about the power of natural forces at work on our planet and the UK in the 21st Century, you will also gain of understanding of society and how we interact with the physical world, and our subsequent impacts on rivers, coasts and ecosystems.</p>	
<p>Assessment:</p> <p>Theme 1: Living with the Physical Environment This unit will look at the following aspects: the challenge of natural hazards, the living world and physical landscapes in the UK. You will be assessed with an hour and a half exam.</p> <p>Theme 2: Challenges in the Human Environment This unit will look at the following aspects: the urban issues and challenges, the changing economic world and the challenge of resource management. You will be assessed with an hour and a half exam.</p> <p>Theme 3: In this unit you will demonstrate your understanding of your TWO fieldwork experiences as well as reviewing a variety of sources of evidence to complete a decision making exercise. Question types will include multiple choice, short answer, levels of response and extended prose. The exam paper will be one hour and thirty minutes long.</p>	
<p>Links to further education and careers:</p> <p>Students who have studied Geography have gone on to work in the following sectors: Arts, Banking, Business, Childcare, Design and Media, Environment, Engineering and Building, Finance, Information Technology, Law, Management, Manufacturing, Market Research, Sales Science, Teaching, Town Planning, working abroad and many more.</p>	
<p>Contact details: aprice@bdb-unity.co.uk</p>	

Subject	History GCSE
Exam Board	Edexcel
Head of Department	Mrs A Price
<p>Course outline:</p> <p>Studying GCSE History will help you to answer important questions such as:</p> <ul style="list-style-type: none"> • Why do wars happen? • What influences our relationships with other countries? • How have our laws and customs developed? • What is the best way to organise society? <p>Learning about past events and the people who've influenced history will allow you to understand how the world got to the point it's at now and how it will continue to develop in the future.</p> <p>GCSE History allows students to not only master the facts but develop the skills to deconstruct them, gaining an understanding of the world around them.</p>	
<p>Assessment:</p> <p>Paper 1 30% of qualification Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city. Exam length: 1 hour 20 minutes</p> <p>Paper 2: 40% of qualification Early Elizabethan England, 1558–1588. Superpower relations and the Cold War, 1941–1991 Exam length: 1 hour 50 minutes</p> <p>Paper 3 30% of qualification Weimar and Nazi Germany, 1918–1939 Exam length: 1 hour 30 minutes</p>	
<p>Links to further education and careers:</p> <p>Studying History can lead on to some exciting career options, including:</p> <p>Actor, Antique Dealer, Archaeology, Architect, Business, Conservationist, Costume Design for TV/Film/Theatre, Journalism, Law, Make-up Artist, Marketing, Model Making, Museum Exhibition Designer, Police, Politics, Tourism Office, Tour Guide and Town Planner.</p>	
<p>Contact details: aprice@bdb-unity.co.uk</p>	

Subject	Level 1 / Level 2 Hospitality and Catering
Exam Board	WJEC
Head of Department	Mrs K Sandy
<p>Course outline:</p> <p>This vocational qualification has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.</p>	
<p>Assessment:</p> <p>This vocational qualification is assessed using a combination of internal and external assessment. It consists of 40% external exam and 60% coursework.</p> <p>Unit 1—The Hospitality and Catering Industry (Externally assessed, 48 guided learning hours) External Assessment (40%)</p> <p>The online external assessment will be available in June and in June of each year thereafter.</p> <p>Details of the external assessment are as follows: Duration: 90 minutes Number of marks: 90 Format: On screen, e-assessment. Short and extended answer questions based around applied situations. Students will be required to use stimulus material presented in different formats to respond to questions.</p> <p>Unit 2—Hospitality and Catering in Action (Internally assessed, 72 guided learning hours) Internal Assessment (60%)</p> <p>Each unit is assessed through one assignment, each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit society, a community, organisation or company. Performance bands are provided for Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction.</p>	
<p>Links to further education and careers:</p> <p>Employment in Hospitality and Catering can range from Waiting Staff, Receptionists, Catering Assistants to Chefs, Hotel and Bar Managers and Food Technologists in food manufacturing.</p> <p>All of these roles require further education and training either through apprenticeships or further and higher education.</p> <p>Hospitality and Catering is a dynamic, vibrant innovative sector delivering vital jobs, growth and investment in local communities. This sector is a major contributor to the UK economy, employing 2.9 million people.</p>	
<p>Contact details: ksandy@bdb-unity.co.uk</p>	

Subject	Media Studies GCSE
Exam Board	Eduqas
Head of Department	Mr J Foster
<p>Course outline: From video clips on your phone, to TV ads, blockbuster movies, posters at the bus stop, and the music in your ear buds, you are surrounded by media messages for most of your waking hours. How do you make sense of them all?</p> <p>You'll cover all aspects of media including language, representation, industries and audiences, giving you an overall and in-depth understanding of how media represents the world.</p> <p>Media is a contemporary and interactive subject, which encourages you to develop your creative, analytical, research, and communication skills, through exploring a range of media forms and perspectives - students often do better in English when they take Media Studies!</p> <p>Students are required to study media products from all of the following media forms:</p> <ul style="list-style-type: none"> • Audio-visual forms (TV, film, radio, advertising and marketing, video games and music video) • Online forms (social and participatory media, video games, music video, newspapers, magazines, advertising and marketing) • Print forms (newspapers, magazines, advertising and marketing) <p>We realise that many students choose GCSE Media Studies for its relevance to their lives and for the opportunities it provides for exploring contemporary issues through the use of different media in creative and practical ways. That's why the written assessments are clear, well-structured and easy for students to understand. Students will enjoy the variety of question styles, which include multiple choice, short and extended answer.</p>	
<p>Assessment:</p> <p>Only 70% of your overall grade will be reliant on how you perform in two 1.5 hour exams; the other 30% is made up in a practical task of creating a media product. Throughout this diverse course you will be encouraged to:</p> <ul style="list-style-type: none"> • Demonstrate skills of enquiry, critical thinking, decision making and analysis • Acquire knowledge and understanding of a range of important media issues • Develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics • Understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues 	
<p>Links to further education and careers:</p> <p>Careers you could consider with a qualification in Media Studies: Advertising Account Executive, Broadcast Journalist, Digital Marketer, Event Manager, Film Director, Magazine Journalist, Photographer, Media Planner, Media Researcher, Music Producer, Public Relations Officer, Runner, Social Media Manager and Television/Film/Video Producer.</p>	
<p>Contact details: jfoster@bdb-unity.co.uk</p>	

Subject	Music
Exam Board	OCR
Head of Department	Miss S Martin
<p>Course outline: The OCR GCSE is split into three components.</p>	
<p>Assessment:</p> <p>Unit 1: Performance (30%) Internally marked</p> <ul style="list-style-type: none"> Students are to complete a solo performance. This can include programming all the parts of a sequenced recording or a solo performance on an instrument of choice (singing is included). The second performance is an ensemble performance. Students will be required to prepare and perform a piece of music with at least one other person. <p>* Both performances are to total at least 4 minutes together.</p> <p>Unit 2: Composition (30%) Internally marked</p> <ul style="list-style-type: none"> Free composition—a piece of music written by the student, set to their own brief. Composition set to a brief set by the exam board. <p>* Compositions are to total at least 3 minutes altogether.</p> <p>Unit 3: Listening and Appraising (40%) Written exam</p> <p>90 minute listening paper based on AOS 2-5</p> <ul style="list-style-type: none"> AOS2—The Concerto Through Time AOS3—Rhythms of the World AOS4—Film Music AOS5—Convention of Pop 	
<p>Links to further education and careers:</p> <p>Studying Music provides a variety of opportunities in Performance, Composition, Music Production, Music Technology, Music Administration and Music Education.</p> <p>Revision Guide—OCR GCSE Music Revision Guide, Rhinegold Education</p>	
<p>Contact details: smartin@bdb-unity.co.uk</p>	

Subject	Psychology
Exam Board	AQA (8182)
Head of Department	Ms R Gomm

Course outline:

Have you ever wondered...

- Why you'll never forget how to tie your shoe laces, but it's more difficult to recall specific dates or facts?
- Why some people enjoy learning from mistakes and others fear them?
- Why some people like to stand out and others prefer to follow the crowd?
- Why good people can end up doing bad things?

Psychology can give you the answers to questions like this! Psychology is the study of the human mind and behaviour. Psychologists use scientific methods and research to explain why people think and act the way they do. This GCSE is an introduction to the methods used by Psychologists to conduct and evaluate their research; it also introduces students to the main Psychological schools of thought and key theories.

Assessment:

AQA GCSE Psychology is assessed through two examinations—there is no controlled assessment. The units covered and assessment overview is shown below:

Paper 1 – Cognition and Behaviour	Paper 2 – Social Context & Behaviour
Topics: Memory Perception Development Research Methods	Topics: Social influence Language, thought & communication Brain & neuropsychology Psychological problems
Assessment: Written exam—1 hours 45 minutes 100 marks 50% overall grade	Assessment: Written exam—1 hours 45 minutes 100 marks 50% overall grade

Although Psychology is often considered to be a Social Science, Psychologists will use research methods and investigations to develop a greater knowledge and understanding of the human mind and behaviour. Therefore, Psychology is well suited to students who enjoy Science and like to apply Maths to real life problems and situations.

Psychology often appeals to students who are inquisitive and like to ask questions about why people are the way they are. It can help you to develop empathy and a greater understanding of what influences and motives people, you will also learn how to appreciate a range of different perspectives.

Although there is no examined practical element, in order to gain a greater understanding of research methods and how Psychologists go about conducting studies there will be opportunities to replicate and conduct some appropriate Psychological studies as part of the course.

Links to further education and careers:

Psychology is a subject that is relevant to any career or profession in which you work with people... (so most of them!), however people who have a particular interest in the subject often go on to work in careers linked to: Counselling, Teaching, Social Work, Human Resources, Nursing and Policing. You can also work as a Psychologist in sports, crime, education, child development, health and many other areas of work.

Contact details:

rgomm@bdb.surrey.sch.uk

Subject	Sociology
Exam Board	AQA
Head of Department	Miss E Morris
<p>Sociology is a fascinating subject that helps people understand the society they live in. By studying topics like family, education, crime and social inequality, students discover critical thinking skills and a deeper understanding of the world around them. You will learn how culture, ethnicity, social class, gender, status and occupation influence life chances and affect financial outcomes. It is perfect for interested students who enjoy discussions and exploring different perspectives.</p>	
<p>Assessment</p> <p>There are two written examinations: Paper 1: Sociology of Families, Education, including social theory and research methods (1hr 45 mins, 50% of GCSE): This paper includes multiple choice questions, plus shorter and longer written responses to essay questions. Paper 2: Sociology of Crime and Deviance, Social Stratification, including social theory and research methods (1hr 45mins, 50% of GCSE): This paper includes multiple choice questions, plus shorter and longer written responses to essay questions.</p>	
<p>Links to further education and careers:</p> <p>Students who take Sociology GCSE can go on to study the subject at A Level and university, or move on to other social sciences like psychology or criminology. It is not a requirement for A Level Sociology</p> <p>Careers include:</p> <p>Researcher, Social worker, Human resources, Market research, Government roles and Social Policy, Marketing, Public Relations, Journalist and Media Communications</p>	
<p>Contact details: emorris@bdb.surrey.sch.uk</p>	

Subject	Spanish GCSE	
Exam Board	Edexcel	
Head of Department	Miss G Skinner	
Course Outline:		
<p>You will build on the Key Stage Three topics during your GCSE course, as well as moving on to new and exciting topics!</p> <p>The topics covered during the course are:</p> <ul style="list-style-type: none"> • My personal world • Lifestyle and wellbeing • My neighbourhood • Media and Technology • Studying and my future • Travel and tourism 		
With a GCSE in one or two languages the world is your oyster...why?		
<ul style="list-style-type: none"> • You will create greater opportunities for yourself to study and work abroad • The business world is in need of people who are multi-lingual because of the global economy. You will be an asset to any business with more than one language at your disposal. Many employers will pay you more for this asset • People who have learned foreign languages show greater cognitive development in areas such as mental flexibility, creativity and higher order thinking skills such as problem-solving, conceptualizing and reasoning • You will add an international dimension to your choice of GCSE subjects 		
Assessment:		
<p>The GCSE course is 100% external assessment. Here is a breakdown of the assessment values for each component.</p>		
Paper 1	Speaking (50 marks)	Read aloud Role Play Picture card
Paper 2	Listening (50 marks)	Dictation Comprehension
Paper 3	Reading (50 marks)	Comprehension Translation English to French
Paper 4	Writing (50 marks)	Picture based (Foundation) 40/50 words open response (Foundation) 80-90 words open response (Foundation and higher) Translation French to English (Foundation and Higher)
Links to further education and careers:		
<p>https://www.all-languages.org.uk/research-practice/why-study-languages/</p> <p>https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/modern-languages</p> <p>http://www.whystudylanguages.ac.uk/ks4/why_languages/</p>		
Contact details:		
<p>gskinner@bdb-unity.co.uk ltalarico@bdb-unity.co.uk</p>		

Subject	Sports Science
Exam Board	OCR—J828
Head of Department	Miss Martin
<p>Course Outline:</p> <p>PE is an excellent course to learn more about the relationship between practical performance and the human body. It is an interesting and challenging learning experience that will introduce key sporting ideas and show how these interact with the practical performance. You will gain insight into the relationship they have with each other throughout the course.</p> <p>PE also develops transferable skills including decision making, psychological understanding of people, independent thinking, problem solving and nutritional factors.</p>	
<p>OCR PE</p> <p>This particular option is suitable for those students who are better at being assessed through coursework where there is less pressure.</p> <p>Three units where you are based through your coursework (75% of the course).</p> <ul style="list-style-type: none"> • R181 - Applying the principles of training: fitness and how it affects skill performance • R182 - The body's response to physical activity and how technology helps us understand this. <p>One unit where you are assessed through an exam (25% of the course):</p> <ul style="list-style-type: none"> • R180 - Reducing the risk of injuries and dealing with common medical conditions 	
<p>Links to further education and careers:</p> <p>Sports Science is not just an excellent foundation for A Level or BTEC but you can also take it much further. For those of you who are fascinated with the human mind, why not carry onto Psychology or Sociology?</p> <p>This course is also excellent for those who are interested in the human body, why not carry onto become a Physiotherapist or a Sports Science career?</p> <p>You also have the option to develop the practical skills even further by becoming a Sports Coach or a Teacher, having the option to help others develop their passion for sport.</p>	
<p>Contact details: smartin@bdb-unity.co.uk</p>	

– IAG Coordinator

Information, Advice and Guidance (IAG)

The area of IAG is an on going process that involves a wide range of internal staff and external independent professionals. The aim is to give sound advice on the opportunities available to students and ensure that they are fully briefed on the possibilities and requirements for 16 – 19 education. The student's 'pathway' continues into Key Stage 5 where the school links with colleges, sixth forms and apprenticeship providers in the appropriate geographical areas.

During the Autumn term in preparation for choosing GCSE options, Year 9 students meet with an external independent careers professional for a 30 minute 1:1 consultation where they are able to discuss their ideas for future plans and strategies. Internal staff have also been discussing available Key Stage 4 subjects in lessons including information on the requirements, content and equipment that will be needed if the students decide to follow a particular course.

The careers library is based in the Study Centre and is open to all students and staff looking to locate resources. Web based support is available through useful websites such as **unifrog.org**, **nationalcareersservice.direct.gov.uk** and many others. Colleges and local employers are invited into school to provide talks and presentations on a range of career areas.

Mrs Christofidis is available during break one and break two, for students across the school but particularly Key Stage 4 and Year 9 to help with application forms, interviews, course choices, web support, work experience or just a chat about careers ideas and references.

Contact details: achristofidis@bdb-unity.co.uk



Key people to help you make your decisions

Mrs Minshall—Acting Principal

lminshall@unityschools.co.uk

Miss Broad—Acting Deputy Head of School

sbroad@bdb-unity.co.uk

Mr Hardy – Head of Year 9

llhardy@bdb-unity.co.uk

Mr Barry—Acting Head of English

ibarry@bdb-unity.co.uk

Mr Ray—Head of Maths

jray@bdb-unity.co.uk

Mrs Obuya—Head of Science

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Mrs Price—Head of Humanities

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Miss Skinner—Head of Modern Foreign Languages

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Mrs Ladva —9J Form Tutor

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Mr Moghimi—9M Form Tutor

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Ms Kaur—9MA Form Tutor

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Mr Dube—9N Form Tutor

jdube@bdb-unity.co.uk

Miss Coombes —9S Form Tutor

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Miss Young—9V Form Tutor

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Mrs Williams—IT Support

mwilliams@bdb-unity.co.uk



Department
for Education

HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

- **English language and English literature**
- **Maths**
- **Science**
Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science
- **History or Geography**
- **A language**
Ancient or modern



WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies,
August 2017

LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

“Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer.”

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

The Russell Group has named languages as subjects that open doors to more degrees at universities.

(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

“Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers.”

Dr Adam Marshall, Director General of the British Chambers of Commerce

WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

Schools where more pupils select the EBacc at GCSE maintain the number of pupils that select arts.

Trends in arts subjects in schools with increased EBacc entry July 2017



Further Information

Search EBacc on GOV.UK for more information.

You should also get in touch with your child's school directly — they will be able to tell you about their specific GCSE and EBacc offer and explain all of your child's options.



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