

Year 9

GCSE Option Information Booklet



Dear students,

Year 9 is an important year for you, as it not only marks the end of Key Stage 3, but also is the time for you to choose your subjects for Key Stage 4. The results of these decisions will support you in the future when you move to Sixth Form and beyond.

To help you in this decision process, a comprehensive programme of guidance has been put in place. This includes:

- Taster GCSE lessons sessions for option subjects
- Advice at the parents/carers evening
- An online presentation that will explain in further detail about how to pick your GCSE options
- A talk on a one-to-one basis with a senior member of staff and or your tutor.

In putting the option choices together, we have worked hard to offer a range of courses to suit you – your needs, abilities and interests.

This booklet is intended to give you information about the opportunities available at Bolder Academy. It provides a one-page guide for each subject; these outline information on the relevant course and where it could lead once you leave Bolder Academy.

When choosing your options there are three main points to consider:

- Do you enjoy the subject?
- Do you think you could be successful in this subject?
- Will this subject be useful to you in later life?

If you are unsure about your future career direction it is important to choose a wide range of subjects, so as not to close the door on a further academic course or employment.

Please do not hesitate to contact me if you have any further queries. You will receive further information about deadlines for making your GCSE choices in the Spring Term.

Best wishes as you embark on this next phase of your educational journey.

Warm regards,

Mr D Skelton

Lead Practitioner & Pathways Coordinator

Option Process Key Dates

Autumn Term

All students in Year 9 had the opportunity to take part in taster lessons during Being Bold Values Day.

Spring Term

- You will receive an electronic copy of the options booklets, outlining subject opportunities that can be studied at KS4.
- There is a virtual meeting for all parents/carers on 15th January 2024 at 6pm. A letter has gone out to parents/carers about this via ParentMail.
- You will have a year group assembly outlining options process on 17th January 2024.
- Year 9 parents/carers GCSE Option video released on the Academy website.
- Year 9 assessment data will be sent home during the week of the 22nd February 2024.
- Year 9 parents/carers Evening – 29th February 2024 (3.30pm start).
- Student deadline for subject choices 11th March 2024.

Summer Term

- One-to-one interview with Senior Leaders in which you will discuss your option choices.
- You will be informed of your finalised option choices after the May half term.



Making your Option Choices

Compulsory Subjects

All of you will study compulsory subjects in Years 10 and 11.

These include:

- English Language
- English Literature
- Mathematics
- Separate Sciences or Combined Science
- Physical Education*
- PSHE*

* Public Examinations are not taken in these subjects

Option Subjects

The options that we offer include:

- Art & Design
- Computer Science
- Design & Technology
- Drama
- Geography
- Graphics
- History
- MFL - French (you can only pick this option if you studied it in Year 9)
- MFL - Spanish (you can only pick this option if you studied it in Year 9)
- Music
- Physical Education (GCSE)
- Religious Studies (Full Course)

When making our option choices you will need to:

- **select four option subjects (unless you have been selected to do Triple Science – in which case it is three) plus**
- **two reserve options subjects.**

Additional Key considerations

- If you are selecting Music as an option subject you will have to be able to play an instrument/sing to a high level. You will need to participate in peripetetic music lessons in Year 10 and 11 or a lunchtime extra-curricular club.

The English Baccalaureate (Ebacc)

The English (EBacc) is not a standalone qualification but is made up of the following five GCSE qualifications:

- **English Language**
- **English Literature**
- **Maths**
- **A modern foreign language (French)**
- **Humanities (Geography or History)**

The English Baccalaureate (Ebacc) is not compulsory, but it is the Government's ambition to see that most students study the subjects of the English Baccalaureate. For some colleges, universities and employers, the Ebacc shows that students have gained a broad academic education.

The range of subjects in the English Baccalaureate would provide a good basis for further study.

Making the right decision about your options

Good reasons for taking a subject

I have discussed this with my parents, and we agree it is an excellent choice for me.

I enjoy the subject.

I am good at it, and I know I will work hard at this subject.

I want to get better at the type of skills used in the subject.

I have found out all about the subject by talking to my teachers and to students who have studied this - I think it will suit me.

I have done a lot of investigation into all the subjects, and this is the one that I think I will enjoy the most.

This subject will help me have a broad and balanced range of courses.

Bad reasons for taking a subject

My friends are doing it (you might not be in the same group).

I like the teacher (there is no guarantee that you will have that teacher next year).

I dislike the teacher (you may have a different teacher in that subject next year).

It is too much arduous work (all subjects are can be challenging and there is trivial difference between them).

It does not matter - I just chose any old subject (you will be doing this subject for two years, so it is worth getting it right now).

It is a new subject, so I want to see if I like it.



Key actions for you to consider

To help you decide what you want to select as your options, we recommend that you:

1. Read this booklet from start to finish, even if you think you have already made your mind up!
2. Discuss the options process with your parents/carers. They know you as well as anyone and they also know 'the real world' and can help you a lot more than you may think. Ask for their advice and listen to what they say.
3. Discuss different subjects with your teachers, including your form tutor.

Key Questions your parents/carers may ask you

- What do you think you would do well in at GCSE and why?
- What do you think you would find the most enjoyable / challenging part of the course?
- How would you organise yourself if you select a coursework-based subject?
- What things have you done this year in subjects that you have really enjoyed?
- What grade would you like to get at the end of Y11? (Please look at your latest grade collection)
- What careers would this subject help you prepare for?

Complete the table below giving yourself a X, or? in each box.

Subject	Enjoyment	Abilities & Skills	Future
Art and Design			
Computer Science			
Design and Technology			
Drama			
Geography			
Graphics			
History			
MFL – French			
MFL – Spanish			
Music			
Physical Education			
Religious Education			

Understanding GCSE Grades

The GCSE gradings may seem different from when your parents/carers were at school.

GCSEs are graded 1-9. They are now:

- Linear - with fewer subjects containing coursework, this means more exams at the end of Year 11
- Spelling, punctuation and grammar (the quality of written communication) is assessed in Geography, History and to a greater extent in English
- Grade 5 is considered a 'good' pass. In terms of difficulty this is the equivalent of the top two thirds of Grade C and the bottom third of Grade B. So, you need to be a high performing 'C' grade to attain it
- Overall many subjects have increased 'rigour' in their content and assessment
- There will be greater discrimination at the top with a projected 4% of grades at Grade 9

Ofqual

New GCSE grading structure

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Raising the Participation Age (RPA)

It is important that you think carefully about the subjects you want to take in Year 10 and 11, so as to help with a smooth transition for future study after Year 11. This is because you will need to continue in education or training until your 18th birthday. This could be through:

- Full-time study in a school, college or a training provider
- Full-time work or volunteering combined with part-time education or training
- An Apprenticeship
- Self-employment

As a school we will provide you with secure independent and impartial careers guidance (IAG) for everyone in Years 7-13. This will include details of the full range of post-16 education and training options, including apprenticeships. Remember, you can talk to your teachers and careers adviser about what guidance is available.



What do I do now?

- Read this booklet carefully and discuss it with your parents/carers, teachers and form tutor before deciding.
- If you have any questions, ASK. It is better to ask now than make the wrong choice. Either speak to a member of staff, or email: GCSEoptions@bolderacademy.co.uk
- Make your choices using a blank piece of paper – then leave it a day and come back to it to see if the choices you made still make sense.
- When you have finally decided on your choices, make sure you complete and return your form ahead of the deadline.
- It is very important that this form is returned on time so that the Academy can start to fit everyone's choices into the timetable.
- If you want to change your options after handing in the form, then you must ask your parents/carers to email Mr Bones, who will try his best, but nothing can be guaranteed. No changes will be considered without an email from your parents/carers.
- Changes cannot be considered after the May half term break.
- The school will try to let you study the options you have chosen, but please remember:
 - Not all combinations of subjects are possible
 - There is a limit to the numbers in some subjects
 - **If too few students, select a subject, the course may be cancelled**
 - If too many students choose a course, allocation will be by lottery

See links below for more help choosing: *click on the pictures below to go to the websites*



- **START PROFILE** is an invaluable platform designed specifically for students seeking comprehensive insights into various career paths and academic subjects. It serves as a versatile resource where students can thoroughly research and explore a wide array of career options and subjects of interest.
- The **National Careers website** is a comprehensive online platform dedicated to assisting young individuals in navigating their career journeys effectively. This website serves as a vital hub, offering a wealth of guidance and resources for those exploring diverse career options, courses, job search strategies and skills assessment. It provides tailored advice to aid individuals in discovering potential career paths, understanding different courses available, honing job-seeking techniques, and evaluating their skill sets.
- The **icould** offers an interactive and insightful tool known as the 'buzz quiz,' a brief yet impactful personality assessment designed to guide individuals toward potential career areas aligned with their unique traits and interests. By taking this quiz, users gain valuable insights into various professional domains that may suit their personality, preferences, and strengths.

Compulsory Subjects



Head of Department
Ms S Farmer
sfarmer@bolderacademy.co.uk
Exam Board
AQA
<https://www.aqa.org.uk>
[Link to Specification](#)
8700



COURSE DETAILS

Examination

The course is now linear and will be examined at the end of Year 11.

Paper 1 – Explorations in creative reading and writing (1 hr 45mins) 50% of GCSE (80 Marks)

Section A Reading: Students answer a series of questions, worth progressively more marks, on an extract from a literary fiction text. (For example, Jamaica Inn)

Section B Writing: Students produce a piece of creative writing from a choice of two topics. (e.g. Write the opening part of a story about a place that is severely affected by the weather)

Paper 2 – Writers' viewpoints and perspectives (1 hr 45mins) 50% of GCSE (80 Marks)

Section A Reading: Students read two linked sources from different time periods and genres to consider how each presents a perspective or viewpoint to influence the reader.

Section B Writing: Students produce a written text to a specified audience, purpose, and form in which they give their own perspective on the theme that is introduced in Section A.

Non-exam assessment

Speaking and Listening: The assessment allows students to demonstrate their speaking and listening skills by giving a presentation (on a topic chosen by their teacher) in a formal context, responding appropriately to questions and asking questions to elicit clarification. Standard English should be used throughout. The assessment will be separately endorsed and will cover AO7, AO8 and AO9.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

- **AO1:** Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.
- **AO2:** Explain, comment on, and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
- **AO3:** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
- **AO4:** Evaluate texts critically and support this with appropriate textual references.
- **AO5:** Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes, and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- **AO6:** Use a range of vocabulary and sentence structures for clarity, purpose, and effect, with accurate spelling and punctuation.
- **AO7:** Demonstrate presentation skills in a formal setting.
- **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback.
- **AO9:** Use spoken Standard English effectively in speeches and presentations.

What we aim to do?

At Bolder Academy, our English curriculum is designed to develop our students into kind, strong, brave young adults where a Bolder future awaits. We aim to provide a carefully planned and academically rigorous curriculum, offering students a robust English education in line with the National Curriculum as well as fostering a love of the subject. Students study a wide range of texts and cover all the important skills our subject demands to prepare them not just for their GCSEs but for communication in the worlds of academia and work

What we study

The specification offers the attraction of two equally balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimulus for writing tasks, providing students with a clear route through each paper. Each paper has a distinct identity to better support high quality provision and engaging teaching and learning. Paper 1, Explorations in Creative Reading, and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2, Writers' Viewpoints and Perspectives, looks at how different writers present a similar topic over time. Our approach to spoken language (previously speaking and listening) will emphasise the importance of the wider benefits that speaking and listening skills have for students. The endorsed unit will draw on good practice to suggest how engaging formative tasks can lead to a single summative assessment.

Possible Career Pathways

Effective communication is vital in the world of work. We hope that the skills embedded here will complement any career but in particular they lend themselves well to the following professions:

Writer, speaker, teacher, journalist, PR, law, social media manager, HR and political careers such as civil service.

Post-16 Study

GCSE English Language will prepare students for the study of Language and Literature at AS and A-level by developing their skills of analysis and evaluation of literary texts, analysis and study of written and spoken language and adopting linguistic and literary approaches to a wide range of texts.

Head of Department
Ms S Farmer
sfarmer@bolderacademy.co.uk
Exam Board
AQA
<https://www.aqa.org.uk>
[Link to Specification](#)
8702



COURSE DETAILS

Examination

The course is now linear and will be examined at the end of Year 11. The course is "closed book" so students will not be allowed copies of set texts in the examination room.

Paper 1

Shakespeare and the 19th century novel (1 hr 45mins) 40% of GCSE

Section A Shakespeare: Students answer one question on the Shakespeare play they have studied: first they respond to an extract from the play and then they develop their answer to cover the whole text (Macbeth).

Section B 19th century novel: Students answer one question on the text they have studied: first, they respond to an extract from the text and then they develop their answer to cover the whole text (Dr Jekyll and Mr Hyde).

Paper 2

Modern texts and poetry (2 hrs 15mins) 60% of GCSE

Section A Modern texts: Students answer one essay question from a choice of two on modern prose or drama (An Inspector Calls).

Section B Poetry: Students answer one comparative question on one named poem and one other poem from the anthology of poetry they have studied on the theme of Power and Conflict.

Section C Unseen poetry: Students answer one question on each of two unseen poems and then a comparative question.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

- **AO1:** Read, understand, and respond to texts.
 - Maintain a critical style and develop an informed response.
 - Use textual references, including quotations, to support and illustrate interpretations.
- **AO2:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- **AO3:** Show understanding of the relationships between texts and the contexts in which they were written.
- **AO4:** Use a range of vocabulary and sentence structures for clarity, purpose, and effect, with accurate spelling and punctuation.

What we aim to do?

At Bolder Academy, our English curriculum is designed to develop our students into kind, strong, brave young adults where a Bolder future awaits. We aim to provide a carefully planned and academically rigorous curriculum, offering students a robust English education in line with the National Curriculum as well as fostering a love of the subject. Students study a wide range of texts and cover all the important skills our subject demands to prepare them not just for their GCSEs but for communication in the worlds of academia and work.

What we study

At GCSE level for English Literature, students embark on a comprehensive exploration of diverse literary forms and periods. Their curriculum encompasses a broad spectrum of compelling works. To delve into the world of classic drama, students engage with Shakespeare's iconic tragedy 'Macbeth,' navigating its themes of ambition, power, and the consequences of unchecked desire. Transitioning to the 19th century, they delve into the psychological depths of 'The Strange Case of Dr. Jekyll and Mr. Hyde,' contemplating the duality of human nature and societal expectations. In the realm of modern texts, the exploration leads them to 'An Inspector Calls,' a thought-provoking play that critiques social responsibility and class divisions. The poetic realm widens their understanding through the 'Power and Conflict' cluster, comprising fifteen thematically linked poems from different periods, encouraging students to discern nuances in structure, language, and theme. Additionally, students hone their analytical prowess by encountering unseen poetry, honing their skills in scrutinizing, and comparing elements like content, theme, structure, and language in unfamiliar verses. This multifaceted curriculum aims to foster a deep appreciation for literary works while nurturing critical thinking and analytical abilities in students.

Possible Career Pathways

Effective communication is vital in the world of work. We hope that the skills embedded here will complement any career but in particular they lend themselves well to the following professions:

Writer, speaker, teacher, journalist, PR, law, social media manager, HR and political careers such as civil service.

Post 16 Study

GCSE English Literature will prepare students for the study of Language and Literature at AS and A-level by developing their skills of analysis and evaluation of literary texts, analysis and study of written language and adopting linguistic and literary approaches to a wide range of texts. Students will also have the opportunity to develop skills in analysing the relationships between different texts and their contexts.

Head of Department

Mrs A Palumbo

apalumbo@bolderacademy.co.uk

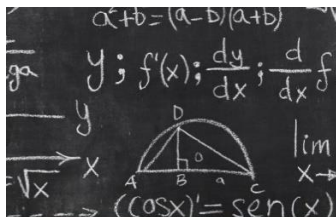
Exam Board

EDEXCEL

<https://qualifications.pearson.com>

[Link to Specification](#)

1MA1



COURSE DETAILS

Examination

The course is now linear and will be examined at the end of Year 11.

- The new GCSE Mathematics Specification is designed for two ability levels: Foundation and Higher.
- Foundation Tier covers grades 1 to 5 and focuses on the key skills.
- Higher Tier prepares students for AS/A Level Mathematics and covers grades 4 to 9. This covers topics to a greater depth and includes more advanced techniques

How will I be assessed?

100% externally marked examination.

Paper 1 – 33.33%

Non-Calculator paper: 1 hour 30 minutes, 80 marks available. Covering number, algebra, ratio, proportion and rates of change, geometry and measures, statistics, and probability.

Paper 2 – 33.33%

Calculator paper: 1 hour 30 minutes, 80 marks available. Covering number, algebra, ratio, proportion and rates of change, geometry and measures, statistics, and probability.

Paper 2 – 33.33%

Calculator paper: 1 hour 30 minutes, 80 marks available. Covering number, algebra, ratio, proportion and rates of change, geometry and measures, statistics, and probability.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

- AO1:** AO1: Use and apply standard techniques
AO2: AO2: Reason, interpret and communicate mathematically
AO3: AO3: Solve problems within mathematics and in other contexts

Foundation	Higher
50%	40%
25%	30%
25%	30%

What we aim to do?

The course aims to build on the skills and knowledge developed in years 7-9, with a focus on developing conceptual understanding and applying skills and knowledge to higher order problem solving. The main objectives of this GCSE (9-1) Mathematics course is to enable students to: develop fluent knowledge, skills and understanding of mathematical methods and concepts, acquire, select, and apply mathematical techniques to solve problems, reason mathematically, make deductions and inferences, and draw conclusions. They will also be equipped with the skills to comprehend, interpret, and communicate mathematical information in a variety of forms appropriate to the information and context.

What we study

The course will cover the following key areas:

- Number:** Structure and calculation, Fractions, decimals and percentages, measures, and accuracy
- Algebra:** Notation, vocabulary and manipulation, equations and inequalities, graphs, problem solving, sequences
- Ratio:** proportion and rates of change: similarity, congruence, direct and inverse proportion
- Geometry and measures:** Properties of shapes, constructions, theorems, trigonometry, area, volume, vectors, using standard units of measure for length, mass, capacity, weight, volume
- Probability:** Calculating probabilities by calculation and the use of relevant diagrammatic representations
- Statistics:** Collect, collate, analyse, and make inferences about data using relevant calculations and diagrams

Possible Career Pathways

Mathematics is vital in the world of work. We hope that the skills embedded here will complement any career but in particular they lend themselves well to the following professions:

Engineering, accountancy, statistician, data analyst, doctor, scientist, teaching, computer programmer, software developer, risk assessment analyst, actuarial scientist, banking, researcher.

Post 16 Study

The completion of the Higher Tier GCSE mathematics gives students the best possible starting point for studying A Level mathematics.

It also provides a very solid base for any post-16 education in Science related subjects, such as Geography, Geology or Environmental Sciences and courses comprising of units that require data analysis or mathematical reasoning, such as Psychology, Sociology, Computer Science, Business Studies and Economics.

COMBINED SCIENCE

Head of Department

Miss N Taylor

ntaylor@bolderacademy.co.uk

Exam Board

AQA

<https://www.aqa.org.uk>

[Link to Specification](#)

8464

Key Leaders

Ms Al-Janabi - Head of Chemistry

Dr Pandya – Head of Physics

Miss Taylor – Head of Biology



COURSE DETAILS

1. Cell biology
2. Organisation
3. Bioenergetics
4. Infection and response
5. Homeostasis and response
6. Inheritance, variation, and evolution
7. Ecology
8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources
18. Energy
19. Electricity
20. Particle model of matter
21. Atomic structure
22. Forces
23. Waves
24. Magnetism and electromagnetism

TYPICAL ACTIVITIES

Practical experiments, group and pair work, individual research topics, class discussions, demonstrations.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge and understanding of scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas; scientific techniques and procedures.

AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

HOW WILL I BE ASSESSED?

100% externally marked exam

Exam Papers	% of GCSE	
Biology Paper 1	16.7%	1 hour 15 minutes, 70 marks. Questions on topics 1-4. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Biology Paper 2	16.7%	1 hour 15 minutes, 70 marks. Questions on topics 5-7. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open response.
Chemistry Paper 1	16.7%	1 hour 15 minutes, 70 marks. Questions on topics 8-12. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open response
Chemistry Paper 2	16.7%	1 hour 15 minutes, 70 marks. Questions on topics 13-17. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open response
Physics Paper 1	16.7%	1 hour 15 minutes, 70 marks. Questions on topics 18-21. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open response.
Physics Paper 2	16.7%	1 hour 15 minutes, 70 marks. Questions on topics 22-24. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open response
Practical		There will be sixteen required practical's during the course

What we aim to do?

We aim to generate curious thoughtful and skilful scientists who can hypothesise, analyse, evaluate, and link their science knowledge to the real world. We do this through providing students with a thorough grounding in the three disciplines of Science; Biology, Chemistry and Physics and the opportunity to apply their knowledge in a range of practical activities.

Possible Career Pathways

Any job with a strong basis in Science will be open to those who study sciences;

Medical careers, Veterinary, Radiographer, Psychology, Forensics, Nutritionist, Mechanic, Teacher, Nurse, Laboratory Technician.

Post 16 Study

The completion of Combined Science GCSEs gives students a strong starting point for studying sciences at A & AS Level. Combined science is also a pathway into sixth form courses such as the BTEC Applied Science course.

Triple Science: Biology, Chemistry & Physics

Head of Department

Miss N Taylor

ntaylor@bolderacademy.co.uk

Exam Board

AQA

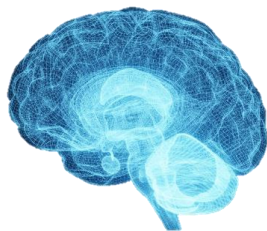
<https://www.aqa.org.uk>

Links to Specification

[GCSE Biology](#) – 8461

[GCSE Chemistry](#) – 8462

[GCSE Physics](#) – 8463



REQUIREMENTS Combined Science is compulsory for all students. However, Triple Science differs to Combined Science in that there is additional content to learn, and it is more academically challenging.

Therefore, to choose the Triple Science pathway, each student must meet the following three criteria:

- **Consistently high grades within their science assessments across KS3.**
- **A committed and focussed attitude to science which has been seen consistently by their teachers.**
- **A strong aptitude for Maths and English as seen in their NGRT and PTM assessments.**

The Science department will be in contact with individual students and their parents if they meet the criteria outlined above and therefore if Triple Science is a recommended option choice for them.

KEY DIFFERENCES BETWEEN COMBINED AND TRIPLE SCIENCE

AQA Combined Science (Trilogy)	AQA Triple Science (Separate Sciences)
2 GCSE grades at end of course	3 GCSE grades at end of course
6 exams (2 Biology, 2 Chemistry, 2 Physics)	6 exams (2 Biology, 2 Chemistry, 2 Physics)
Each exam is 1 hour & 15 min	Each exam is 1 hour and 45 min
All exams are 16.7% of final 2 grades	Each exam is 50% of grade for each subject
All papers are out of 70 marks	All Exams are out of 100 Marks

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge and understanding of scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas; scientific techniques and procedures.

AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

What we aim to do?

We aim to generate curious thoughtful and skilful scientists who can hypothesise, analyse, evaluate, and link their science knowledge to the real world. We do this through providing students with a thorough grounding in the three disciplines of Science; Biology, Chemistry and Physics and the opportunity to apply their knowledge in a range of practical activities.

Possible Career Pathways

Any job with a strong basis in Science will be open to those who study sciences;

Medical careers, Veterinary,
Radiographer, Psychology, Forensics,
Nutritionist, Mechanic, Teacher, Nurse,
Laboratory Technician.

Some examples of additional content are highlighted in blue include:

Biology Topics

- 1) Cell biology
- 2) Organisation
- 3) Infection and response
- 4) Bioenergetics
- 5) Homeostasis and response
- 6) Inheritance, variation and evolution
- 7) Ecology

Biology: **Culturing microorganisms, monoclonal antibodies, DNA structure, cloning, the brain, the eye, plant hormones and ecology pyramids and transfers.**

Chemistry Topics

- 1) Atomic structure and the periodic table
- 2) Bonding, structure, and the properties of matter
- 3) Quantitative chemistry
- 4) Chemical changes
- 5) Energy changes
- 6) The rate & extent of chemical change
- 7) Organic chemistry
- 8) Chemical analysis
- 9) Chemistry of the atmosphere

Chemistry: **Further organic chemistry, further quantitative, titrations, corrosion, alloys, the Haber process.**

Physics Topics

- 1) Energy
- 2) Electricity
- 3) Particle model of matter
- 4) Atomic structure
- 5) Forces
- 6) Waves
- 7) Magnetism and electromagnetism
- 8) Space physics

Physics: **Static electricity, space, nuclear fission and fusion, sound and light waves, loud speakers, microphones, generator effect, transformers, moments and pressure in fluids.**

Post 16 Study

The completion of Triple Science GCSEs gives students a very strong starting point for studying sciences at A & AS Level and moving into STEM subjects at University

Option Subjects



Art & Design – Art Craft & Design

Head of Department
Ms C Handley
chandley@bolderacademy.co.uk
Exam Board
AQA
<https://www.aqa.org.uk>
[Link to Specification](#)
8201



COURSE DETAILS

The two-year AQA GCSE course in Art and Design consists of coursework, now called the personal portfolio, and an externally set assignment (Timed Exam).

ASSESSMENT

Personal Portfolio – (Coursework) 60%

The personal portfolio is based on a theme. It must consist of a body of research, supporting studies and developmental work leading up to one or more outcomes or to a variety of resolutions. The portfolio includes 1 sustained project and further work from skilled based workshops.

Your sketchbook will be used to record, analyse work, experiment in, and develop ideas in class time and for prep.

Exam – 40%

The final exam theme is set by the examining board and is in two parts:

- SUPPORTING STUDIES: Fourteen school weeks allowed for students to develop ideas (30%).
- TIMED TEST: 10 hours allowed to complete the final piece of work based on the supporting studies (10%).

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

- **AO1:** Develop ideas through investigations, demonstrating critical understanding of sources.
- **AO2:** Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.
- **AO3:** Record ideas, observations, and insights relevant to intentions as work progresses.
- **AO4:** Present a personal and meaningful response, that realises intentions and demonstrated understanding of visual language.

What we aim to do?

Students to develop individual powers of creative expression through a wide range of different materials, techniques and processes including paint, print, ceramics, photography, drawing and collage. Students build a portfolio of coursework and keep an on-going sketchbook related to each themed project throughout their GCSE, taking them into the creative field of the Arts.

Possible Career Pathways

Opportunities in the following careers and many more;

Illustration, Architecture, Animation, Interior Design, Graphics, Photography, Media, Fine Art, Gaming Design and all other visual arts related professions.

What we study

Throughout the course we focus our attention on gaining practical skills using a range of materials. Within the course students develop their analytical skills and understanding of both historical and contemporary artists/ craftspeople and designers. Art & Design is a course in which students are required to respond to a given theme. The skills element is the “traditional” Art area where we use both 2D and 3D materials, such as clay, card, wire, mud, rock, crayons, paint, etc. Students are encouraged to use software packages in IT to develop their own work. Students are required to produce sketchbooks of work for their portfolio during years 10 and 11 that will be assessed. We will be covering 3 units of coursework through the first year. Students are required to produce work that is individual to them and a creative response to the theme/brief. They will receive regular, focused, specific written feedback to aid their progress. There will be opportunities to visit art galleries and other appropriate locations to help inspire and develop their own work.

Post 16 Study

There are many routes you can take such as: A levels, Applied Art and Design, Apprenticeships and College. Art or Photography at A Level; BTEC Art & Design; Foundation in Art & Design; B.A. Degrees in Creative Arts subjects; Creative

Computer Science

Head of Department

Ms K Nahal

knahal@bolderacademy.co.uk

Exam Board

OCR

<https://www.ocr.org.uk/>

[Link to Specification](#)

J277



COURSE DETAILS

A simple and intuitive assessment model, consisting of two papers, one focusing on computer systems and one with a focus on programming, computational thinking, and algorithms. Both papers have identical weighting and mark allocations.

ASSESSMENT

Paper 1 – 50% (1hr & 30 Mins) 80 Marks

This component will assess:

- (1.1) Systems Architecture,
- (1.2) Memory and Storage
- (1.3) Computer Networks, Connections & Protocols
- (1.4) Network Security
- (1.5) Systems Software
- (1.6) Ethical, Legal, Cultural & Environmental impacts of Digital Technology.

Paper 2 – 50% (1hr & 30 Mins) 80 Marks

This component will assess:

- (2.1) Algorithms
- (2.2) Programming Fundamentals
- (2.3) Producing Robust Programs
- (2.4) Boolean Logic
- (2.5) Programming Languages & Integrated Development Environments.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Candidates should understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.

AO2: Candidates will analyse problems in computational terms through practical experience of solving such problems, including designing, writing, and debugging programs

AO3: Candidates will think creatively, innovatively, analytically, logically, and critically

AO4: Candidates understand the components that make up digital systems, and how they communicate with one another and with other systems

AO5: Candidates understand the impacts of digital technology to the individual and to wider society

AO6: Candidates apply mathematical skills relevant to Computer Science.

What we aim to do?

A modern and fascinating subject, Computer Science helps us to progress from the past and influence our future. The world now depends on computers/technology. Through studying this course, we aim for students to become highly competent and confident digital citizens. We aim to equip students with a strong understanding of how technology can be used to cause, prevent, and solve problems that occur in both their personal and professional lives as well as in society.

Possible Career Pathways

GCSE Computer Science is attractive to employers in a diverse range of career paths, including but not limited to:

Network Security, Games Design, Software Engineers, Digital Forensics and Mobile Application development. Inevitably, all careers have some aspect relating to the computer science field.

What we study

As part of the course, students will continue to develop practical python programming skills and further enhance logical thinking and problem-solving skills. Critical and analytical thinking, resilience, creativity, and teamwork are also developed throughout!

Post 16 Study

A GCSE in computer science provides a strong foundation for further study at A-Level, particularly with the practical programming aspect. The GCSE also equips students with invaluable skills, desirable for a wide range of industries.

Apprenticeships in technology and similar industries will particularly benefit from the technical skills and knowledge gained from the course. Employers will appreciate the personal qualities that this GCSE helps deliver, such as the ability to problem solve; plan and project manage; be strong at decision-making; and demonstrate resilience and teamwork.

Head of Department
Mr D Skelton
dskelton@bolderacademy.co.uk
Exam Board
AQA
<https://www.aqa.org.uk>
[Link to Specification](#)
8552



COURSE DETAILS

Students should be advised that the significant NEA (coursework) element of the subject means that students must be self-motivated, independent learners and are expected to put in significant effort outside of lesson time to be successful.

ASSESSMENT

Written Exam 50% (2hrs) 100 Marks

- **Section A:** Core technical principles (20 marks):
 - A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding
- **Section B:** Specialist technical principles (30 marks):
 - Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.
- **Section C:** Designing and making principles (50 marks):
 - A mixture of short answer and extended response questions.

Coursework Non-Exam Assessment 50% 100 Marks

Substantial design and make task assessment criteria:

- **Section 1** - Identifying and investigating design possibilities
- **Section 2** - Producing a design brief and specification
- **Section 3** - Generating design ideas
- **Section 4** - Developing design ideas
- **Section 5** - Realising design ideas
- **Section 6** - Analysing & evaluating
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA.
- **Students will produce a prototype and a portfolio of evidence which will be 30 pages of A3. Students will need access to the internet and a computer to complete the work at home and will be given 10 months to complete this investigation.**

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

AO1: Identify, investigate, and outline design possibilities to address needs and wants.

AO2: Design and make prototypes that are fit for purpose.

AO3: Analyse and evaluate design decisions & outcomes, including for prototypes made by themselves & others wider issues in design and technology.

AO4: Demonstrate and apply knowledge and understanding of:

- technical principles
- designing and making principles.

What we aim to do?

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 on Design and Technology including historical, social, cultural, environmental, and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques, and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

What we study

Throughout the course all students will focus on theory and practical aspect of the subject. Our GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating, and evaluating. Most of the specification should be delivered through the practical application of this knowledge and understanding.

Possible Career Pathways

GCSE Design Technology is attractive to employers in a diverse range of career paths, including but not limited to:

Product Design, Engineer, Industrial Design, User Experience Design, Interior Design, Architectural Design, Automotive Design, Sustainable Design, Human Centered Design, 3D Prototyping Design.

Post 16 Study

Students in Design Technology post-16 can explore a diverse array of subjects and career pathways. Post-16 Design Technology education equips students with a versatile skill set to thrive in various creative, technical, 3D and problem-solving roles across industries.

Drama

Head of Department

Ms K Haynes

khaynes@bolderacademy.co.uk

Exam Board

EDEXCEL

<https://qualifications.pearson.com>

[Link to Specification](#)

1DR0



Post 16 Study

Drama school, A-Levels, BTEC, diplomas and degrees in a range of performing arts, literary-based or technical fields.

COURSE DETAILS

Examination: The course is examined at the end of Year 11

Component 1: Devising

This component deals with devising, which is an exciting and challenging opportunity to work collaboratively with others to explore a range of stimuli to create an original performance piece. genre, in response to a stimulus

In the study of this component students will:

There are three areas of focus.

1) Creating and developing a devised piece from stimuli.

2) Group performance/design realisation of the devised piece.

3) Analysing and evaluating the creative process and group devised performance

- Students may complete this component either as a performer or designer

Component 2: Performance from text

Performance texts have been at the core of drama since the inception of theatre. The need to hand down stories has been fundamental to human development and for thousands of years, people have written, performed, watched, and enjoyed innumerable plays.

There are two areas of focus.

1) Interpreting and exploring two key extracts from a chosen performance text.

2) Performing or realising a design of two key extracts from this text.

- Students may complete this component either as a performer or designer

Component 3: Theatre Makers in Practice

This component focuses on the work of theatre makers and the theatrical choices that are made by crucial members of the creative and production team to communicate ideas to an audience. As theatre makers, students will develop their knowledge and understanding of the ways in which drama can create meaning for an audience through performance.

There are two areas of focus.

1. Study of one complete performance text.

2. A live theatre evaluation.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Apply knowledge & understanding when making, performing, and responding to drama

AO2: Explore performance texts, understanding their social, cultural, and historical context including the theatrical conventions of the period in which they were created.

AO3: Develop a range of theatrical skills and apply them to create performances

AO4: Work collaboratively to generate, develop and communicate ideas

AO5: Develop as creative, effective, independent & reflective students & make informed choices in process & performance

AO6: Contribute as an individual to a theatrical performance alongside reflecting on their own work and that of others

AO7: Develop an awareness and understanding of the roles & processes in contemporary professional theatre practice

AO8: Adopt safe working practice

What we aim to do?

We aim to give our students a well-rounded view of Drama and Theatre. The course includes many opportunities to act with scripts, devise original work, and explore various themes and issues through drama. We also experiment with various design elements, such as lighting, costume, and sound. Students will learn how to analyse and evaluate both their own work and the work of other theatre makers. In addition, we organise several theatre trips, which all students are expected to attend.

What we study

Students will explore a play text through practical performance, analysing character portrayal. They will devise original work from a stimulus, study various practitioners and performance styles, potentially specialising in performing or design aspects like set, costume, lighting, or sound. The course emphasizes skills in vocal and physical performance, teamwork, concentration, creativity, problem-solving, while also fostering an understanding of theatre dynamics. Attendance in theatre trips is mandatory to prepare for the exam's live theatre production response, requiring strong English writing skills and critical analysis abilities.

Possible Career Pathways

GCSE Drama is linked to the following careers and many more;

Theatre, Television and Film, including Set Design, Costume, Sound, Lighting Design and Operation and Acting.

French

Head of Department

Ms C Atkinson

catkinson@bolderacademy.co.uk

Exam Board

AQA

<https://www.aqa.org.uk>

[Link to Specification](#)

8658



COURSE DETAILS

Students will study 3 topics which are an extension of KS3 topics:

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

ASSESSMENT – 100% externally marked

Paper 1 – Listening 25%

- Students will listen to a CD with several extracts and answer questions to assess their ability to understand spoken French (available at Higher and Foundation level).

Paper 2 – Speaking 25%

- Students will have a role play, a photo card to discuss and a general conversation (available at Higher and Foundation level).

Paper 3 – Reading 25%

- Students will read a several texts and answer questions to assess their ability to understand written French (available at Higher and Foundation level). There will also be a translation task from French into English.

Paper 4: - Writing 25%

- Students will answer structured and open-ended writing tasks and translate from English into French (available at Higher and Foundation level)

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Listening – understand and respond to different types of spoken language.

AO2: Speaking – communicate and interact effectively in speech.

AO3: Reading – understand and respond to different types of written language.

AO4: Writing – communicate in writing.

What we aim to do?

At GCSE we shall continue to take a mastery approach to reach an elevated level of fluency, passion, and confidence in French. You will understand and appreciate different Francophone countries, cultures, people, and communities - and as you do so, understand your role as global citizens. In Key Stage 4 you will use your foreign language more independently, building your knowledge of vocabulary and grammar to use a wider, more complex range of language.

Possible Career Pathways

GCSE French is linked to the following careers and many more;

Translation & Interpreting, Law, Politics, Teaching, Journalism. International Relations Specialist/Diplomat, Tourism & Hospitality, Intelligence Analyst.

What we study

The AQA GCSE French curriculum offers a comprehensive study of the language, focusing on four key components: listening, speaking, reading, and writing. Students engage in exercises to enhance listening to comprehension, honing their ability to understand spoken French in diverse scenarios. Through discussions, role-plays, and presentations, they develop speaking proficiency. Written comprehension involves understanding and responding to French texts, while writing tasks refine skills in constructing essays, letters, and descriptions. Alongside vocabulary expansion and grammar learning, students explore cultural facets of French-speaking countries, delving into traditions, societal aspects, and contemporary issues. Assessments cover these skills across exams, evaluating comprehension, fluency, accuracy, and communication, enabling students to communicate effectively and appreciate the cultural richness of the French language.

Post 16 Study

Foreign language skills are increasingly valued in the world of work and are highly regarded by higher education institutions. In fact, many universities now expect a modern language GCSE from their applicants as part of the EBacc. GCSEs in MFL are usually followed by AS and A level courses although more sixth forms and colleges are now also offering the International Baccalaureate. A Modern Foreign Language also opens up possibilities of joint-honours degrees in, e.g. International Law and French or International Relations with Spanish. Equally, a language can be combined with History, Music, Science, English and many other subjects.

Geography

Head of Department

Ms E Shutkever

catkinson@bolderacademy.co.uk

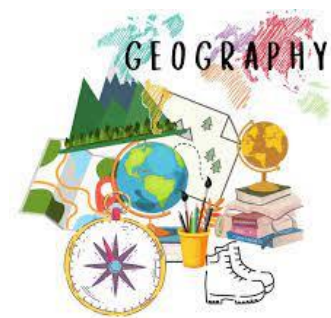
Exam Board

AQA

<https://www.aqa.org.uk>

[Link to Specification](#)

8035



COURSE DETAILS

100% externally marked examination

Unit 1 - Living with the physical environment 35% - 1hr 30min (88 Marks)

This Unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological, and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Unit 2 - Challenges in the human environment 35% - 1hr 30min (88 Marks)

This Unit is concerned with human processes, systems, and outcomes and how this changes both spatially and temporally. The aims of this Unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Unit 3 - Geographical applications 30% - 1hr 15min (76 Marks)

Section A: Issue evaluation

This section contributes a critical thinking and problem-solving skills. A resource booklet will be available twelve weeks before the date of the exam so that students can work through the resources, enabling them to become familiar with the material. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.

Section B: Fieldwork (NOT Controlled Assessment)

Fieldwork is an essential aspect of Geography. It ensures that students are given the opportunity to consolidate and extend their geographical understanding by relating learning to real experiences of the world. Students need to undertake two fieldwork enquiries, one physical and one human - they will not be submitted but questions will be asked about this when they do exam paper 3.

Geographical skills

In addition, students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge of locations, places, processes, environments, and different scales (15%).

AO2: Demonstrate geographical understanding of concepts and how they are used in relation to places, environments, and processes; the interrelationships between places, environments, and processes (25%).

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).

AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

What we aim to do?

At Bolder Academy, the Geography curriculum is designed to develop our students into kind, strong, brave young adults where a Bolder future awaits. We aim to develop in students a curiosity and fascination about the world and its people, and an understanding of the physical and human processes that shape our world and the interactions between these. Our hope is that students will gain knowledge of both local, national, and global issues and this will result in them becoming engaged global citizens.

Possible Career Pathways

Geography provides a strong background for a range of interesting and diverse careers including:

Geographical Research, Surveying, Cartography, Environmental Consultancy, Teaching, Town Planning, Meteorology, Government Analysts, Policy Makers.

Post 16 Study

This course provides an excellent foundation for candidates wishing to study A-Level Geography. It also provides students with a broad skills base and an excellent academic grounding for a wide range of future study paths across the wider curriculum.

Graphics

Head of Department

Mrs K Rothwell

krothwell@bolderacademy.co.uk

Exam Board

AQA

<https://www.aqa.org.uk>

[Link to Specification](#)

8203



COURSE DETAILS

The two-year AQA GCSE course in Graphics course consists of coursework, now called the personal portfolio, and an externally set assignment (Timed Exam).

ASSESSMENT

Personal Portfolio – (Coursework) 60%

The personal portfolio is based on a theme. It must consist of a body of research, supporting studies and developmental work leading up to one or more outcomes or to a variety of resolutions. The portfolio includes 1 sustained project and further work from skilled based workshops.

Your sketchbook will be used to record, analyse work, experiment in, and develop ideas in class time and for prep.

Exam – 40%

The final exam theme is set by the examining board and is in two parts:

- **SUPPORTING STUDIES:** Fourteen weeks allowed for students to develop ideas (30%).
- **TIMED TEST:** 10 hours allowed to complete the final piece of work based on the supporting studies (10%).

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

- **AO1:** Develop ideas through investigations, demonstrating critical understanding of sources.
- **AO2:** Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques and processes.
- **AO3:** Record ideas, observations, and insights relevant to intentions as work progresses.
- **AO4:** Present a personal and meaningful response, that realises intentions and demonstrated understanding of visual language.

What we aim to do?

The GCSE Graphic Design course focuses on the creation of visual content to communicate information, ideas, and emotions in response to specific briefs. Students explore various areas within graphic communication, such as communication graphics, advertising, typography, interactive design, and more, often blending these areas together. They develop knowledge in sourcing inspiration relevant to graphic communication, considering commercial, social, or environmental aspects. This involves understanding how to effectively convey meanings and intentions through visual and tactile elements, including colour, line, form, texture, and composition. Practical skills are honed in typography, illustration, photography (both digital and non-digital), and the use of diverse media and materials like graphic media, paint, digital tools, and printmaking, empowering students to realize their creative intentions within the realm of graphic communication.

What we study

This graphic course gives pupils the opportunity to learn a wide variety of graphic techniques and processes, and to develop design solutions to a professional standard. Pupils will complete the course with a broad knowledge and understanding of graphics and the practical skills to apply their ideas.

The first year serves as a foundation, building up skills so that students can complete a major coursework project and examination in year 11.

Possible Career Pathways

Graphics provides a strong background for a range of interesting and diverse careers including:

Illustration, Architecture, Animation, Fashion, Textiles, Interior Design, Computer Aided Design, Graphics, Photography, Media, Product Design, Fine Art, Gaming Design and all other visual arts related professions.

Post 16 Study

There are many routes you can take such as: A levels, A Level Graphic Communication, Applied Art and Design, Apprenticeship in Art & Design; B.A. Degrees in Creative Arts subjects; Creative Arts Apprenticeships.

History

Head of Department

Mr S Jones

sjones@bolderacademy.co.uk

Exam Board

OCR

<https://www.ocr.org.uk>

[Link to Specification](#)

History B

J411



COURSE DETAILS

Learners complete 3 components and investigate 5 different topics during Yr10 and 11.

ASSESSMENT

Component 1, British History - Paper 1 - 40% (1hr & 45min Exam) (40 Marks x2)

- Migrants to Britain, c.1250 to present – **Thematic Study** 20%
- The Norman Conquest, 1065 -1087 – **British Depth Study** 20%

Component 2, History around us - Paper 2 – 20% (1 hr Exam) (40 Marks)

- Local Field Trip looking at the past and present – **The Site Study**

Component 3, World History - Paper 3 - 40% (1hr & 45min Exam) (40 Marks x2)

- Viking Expansion, c750 – c1050 – **Period Study**
- Living under Nazi Rule, 1933 – 1945 – **World Depth Study**

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied.

AO2: Explain and analyse historical events and periods studied using second-order historical concepts.

AO3: Analyse, evaluate and use sources (contemporary to period) to make substantiated judgements, in the context of historical events studied.

AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

What we aim to do?

We aim to challenge and inspire students' thinking and understanding of history to create global citizens who can make independent judgements about the past, present and future. We hope to ensure students leave year 11 with a clear chronological understanding of aspects of global history, who can consider and evaluate change and continuity, identify the causes of different events, scrutinise evidence and determine events from our past which resonate with modern Britons.

What we study

Component 1

Thematic Study - Students explore 'Migrants to Britain,' spanning from around 1250 to the present day. This study illuminates the diverse individuals and communities who migrated, enriching Britain's cultural tapestry. By tracing this narrative over centuries, students gain insight into the profound and enduring impact of migration on Britain's social and cultural fabric.

British Depth Study - Students explore the impactful Norman Conquest, 1065-1087 AD. This study delves into William the Conqueror's era, revealing significant cultural shifts and historical changes that shaped England profoundly.

Component 3

Period Study - Students delve into Viking Expansion, circa 750-1050 AD. This study unveils the Vikings' far-reaching influence across Europe, offering insights into their adventurous spirit and cultural impact during this transformative historical era.

World Depth Study - Students explore life under Nazi Rule from 1933-1945, gaining insight into the profound impact of the era. This study unveils the varied challenges faced and the resilience shown amidst the regime's pervasive influence.

Possible Career Pathways

History provides a strong background for a range of interesting and diverse careers including:

Historian, Archivist/Librarian, Teacher, Museum Curator, Journalist, Researcher, Heritage Manager, Government/Public Service, Law, Business/Corporate Careers.

Component 2

Site Study - Students explore Osterley Park, examining how local history has shaped our community. This site study offers a window into the past and present, revealing the evolution of our surroundings and providing insights into the influences that have moulded our community's identity.

Post 16 Study

This course will allow you to practise skills needed to study History at A-level and provides an excellent foundation for aspiring historians!

Music

Head of Department

Mr A Williams

awilliams@bolderacademy.co.uk

Exam Board

Eduqas

<https://www.eduqas.co.uk>

[Link to Specification](#)

C660QS - 601/8131/X



COURSE DETAILS

Learners complete 3 components over the course of year 10 & 11.

ASSESSMENT

Component 1: Performing, 30%

Total duration of performances: 4 – 6 minutes

- A minimum of two pieces, one of which must be an ensemble performance of at least one-minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Component 2: Composing 30%

Total duration of Compositions: 3 – 6 Minutes

- Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

Component 3: Appraising, 40%

Examination – 1hr 15 mins

- Formal examination, featuring 8 questions. There are 2 questions for each area of study (above). The questions focus on listening to music set by the exam board. There are 2 set works which will be studied in detail.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Musical Forms and Devices

AO2: Music for Ensemble

AO3: Film Music

AO4: Popular Music

Whilst looking at each Area of Study, pupils will practise playing and writing music in each of these styles, as well as answering listening questions about them.

What we aim to do?

GCSE Music **does not** require prior knowledge of how to read music or instrumental tuition e.g. 1-1 piano or group guitar lessons in or outside of school. Instead, pupils develop these skills through their study of the 3 assessment components: performance, composition, and appraisal. GCSE music provides pupils with the freedom to explore the instrument(s) of their choice, the styles of music they choose to compose in and the songs / pieces they choose to perform, whilst also offering a study of key musical concepts, cultures, and composers. Using our network which includes record labels, management companies, streaming services, events and theatre companies and orchestras, we aim to provide pupils with real industry experience opportunities.

What we Study

The EDUQAS GCSE Music course, students explore four key areas of study. Focusing on musical forms and devices, covering music for Ensemble, delving into Film Music, and examining Popular Music. Through performance, composition, and a written paper on listening examples, students gain insight into diverse musical structures, collaborative ensemble work, film scores, and the evolution of popular music genres."

Post 16 Study

After GCSEs, students keen on music have diverse post-16 routes. A-Level Music offers subject specialization, while vocational courses like BTECs provide practical training. IB covers music studies broadly. Apprenticeships in music production or sound engineering offer work-based learning. Considering a music-focused T-Level develops technical skills for the music industry.

Possible Career Pathways

Music provides a strong background for a range of interesting and diverse careers including:

**Musician/Performer, Teacher,
Composer, Sound Engineer/Producer,
Music Therapist, Music Journalist, Arts
Administration, Music Technologist,
Conductor/Choir Director,
Entertainment Law**

Physical Education

Head of Department

Miss N Quinnell

nquinnell@bolderacademy.co.uk

Exam Board

PEARSON & EDEXCEL

<https://qualifications.pearson.com>

[Link to Specification](#)

1PEO



COURSE DETAILS

ASSESSMENT

Component 1: Fitness & Body Systems, 36% (1hr & 30min) 80 Marks

- This assessment focuses on four key topics related to fitness and body systems.
 - Applied anatomy and physiology,
 - Movement analysis,
 - Physical training,
 - Use of data.

Component 2: Health & Performance, 24% (1hr and 15min) 60 Marks

- This assessment focuses on four key topics related to health & performance
 - Health, Fitness & wellbeing
 - Sport psychology
 - Socio-cultural influences
 - Use of data

Component 3: Practical Performance 30% 105 Marks

- This assessment consists of students completing three physical activities from a **set list**. All students must participate in three **separate** activities.
 - One must be a team activity,
 - One must be an individual activity
 - The final activity can be a free choice

Component 4: Personal Exercise Plan, 10% 20 Marks

- 1500 written word document assessed internally and externally.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport.

What we aim to do?

Our objectives revolve around fostering a comprehensive understanding of physical activity and sports within a global context. We aim to enhance theoretical knowledge, recognising the diverse factors influencing performance. This includes grasping how physiological and psychological states impact one's abilities during physical activities. Moreover, we prioritize skill development, tactical utilisation, and creative approaches to excel in various physical activities. Additionally, we strive to refine analytical and evaluative skills, crucial for performance improvement. Understanding the profound contributions of physical activity and sports to health, fitness, and overall well-being is another key aspect we focus on. Lastly, exploring the socio-cultural influences impacting participation in physical activities and sports forms an integral part of our learning

What we Study

The GCSE in Physical Education empowers students with essential knowledge, skills, and values necessary to enhance and sustain their performance in physical activities. Moreover, students will acquire an understanding of how engaging in physical activities contributes positively to health, fitness, and overall well-being.

Possible Career Pathways

Physical Education provides a strong background for a range of interesting and diverse careers including:

Sports scientist, PE teacher,
Physiotherapist, Professional
sports person, Sports coach/consultant,
Sports policy at local or national level,
fitness instructor, personal trainer

Post 16 Study

GCSE Physical Education acts as a springboard to diverse post-16 paths. It forms a strong base for A-Level PE and further education in sports science or coaching. Additionally, it opens doors to apprenticeships in fitness instruction and various careers in sports coaching, therapy, or management. For higher education, it provides pathways to degrees in sports science or related fields. Beyond academics, it fosters life skills and promotes personal well-being, emphasizing teamwork and a healthy lifestyle.

Spanish

Head of Department

Miss Cubo Moreno

hcubomorenol@bolderacademy.co.uk

Exam Board

AQA

<https://www.aqa.org.uk>

[Link to Specification](#)

8698



COURSE DETAILS

Students will study 3 themes which are an extension of KS3 topics:

- **Theme 1:** Identity and Culture (me, family, friends, technology, free time, customs, and festivals).
- **Theme 2:** Local, National, International and Global Areas of Interest (home and local area, global issues including environment, travel, and tourism).
- **Theme 3:** Current and Future Study and Employment (school, work experience, further education, jobs).

ASSESSMENT

Paper 1: Listening, 25%

Students will listen to a CD with several extracts and answer questions to assess their ability to understand spoken Spanish. Section A will require non-verbal or English responses, Section B will require Spanish responses.

Paper 2: Speaking, 25%

A three-part oral to be taken in early May of Year 11: Role play card, discussion of photo card and general conversation covering themes 1-3 above. Foundation: 7-9 minutes (with 10-12 mins prep time). Higher: 10-12 minutes (with 10-12 mins prep).

Paper 3: Reading, 25%

Students will read several texts and answer questions to assess your ability to understand written Spanish. Section A: Non-verbal or English responses. Section B: Spanish responses. Section C: Translation from Spanish into English (a minimum of 35 words at Foundation and 50 words at Higher).

Paper 4: Writing, 25%

Foundation Tier

The Foundation Tier exam comprises four sections: a four-sentence response to a photo prompt, a 40-word message based on four bullet points, an English-to-Spanish translation (min. 35 words), and a choice of two structured writing tasks requiring around 90 words in total based on four compulsory bullet points.

Higher Tier

In the Higher Tier exam, students complete three tasks: a structured writing task similar to Foundation Tier's Question 4, an open-ended writing task with a 150-word response to two bullet points, and an English-to-Spanish translation task of at least 50 words.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Understand spoken language (listening)

AO2: Communicate in speech (speaking)

AO3: Understand written language (reading)

AO4: Communicate in writing (writing)

What we aim to do?

At GCSE we shall continue to take a mastery approach to reach a prominent level of fluency, passion, and confidence in Spanish. You will understand and appreciate different Spanish-speaking countries, cultures, people, and communities - and as you do so, understand your role as global citizens. In Key Stage 4 you will use your foreign language more independently, building your knowledge of vocabulary and grammar to use a wider, more complex range of language.

Possible Career Pathways

GCSE Spanish is linked to the following careers and many more;

Translation & Interpreting, Law, Politics, Teaching, Journalism. International Relations Specialist/Diplomat, Tourism & Hospitality, Intelligence Analyst.

Post 16 Study

Foreign language skills are increasingly valued in the world of work and are highly regarded by higher education institutions. In fact, many universities now expect a modern language GCSE from their applicants as part of the EBacc. GCSEs in MFL are usually followed by AS and A level courses although more sixth forms and colleges are now also offering the International Baccalaureate. A Modern Foreign Language also opens up possibilities of joint-honours degrees in, e.g. International Law and French or International Relations with Spanish. Equally, a language can be combined with History, Music, Science, English and many other subjects.

Religious Studies

Head of Department

Mr M Chavez

mchavezl@bolderacademy.co.uk

Exam Board

AQA

<https://www.aqa.org.uk>

[Link to Specification](#)

8062



COURSE DETAILS

Learners complete 2 components over the course of year 10 & 11.

Component 1: Study of Religions, 50% (1hr & 45min)

- Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks.
- Each religion is marked out of 48 + 6 marks for SPAG

We will look at two religions for this unit

- **Christianity**
 - Key Beliefs
 - Jesus Christ and salvation
 - Worship & festivals
 - The role of the church in the local and worldwide community
- **Islam**
 - Key beliefs
 - Worship & practices
 - Authority
 - Worship, duties, and festivals

Component 2: Thematic Studies, 50% (1hr & 45min)

- Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.
- Each theme is marked out of 24
- Component 2 focuses on religious, philosophical, and ethical studies
 - Religion & Life
 - Religion, peace & conflict
 - Religion, crime & punishment
 - Religion, human rights and social justice

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge and understanding of religion and beliefs

AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence

What we aim to do?

Religious Studies allows students to acquire knowledge and understanding of the world of religion, as well as encouraging them to think deeply about their own opinions on faith. An understanding of religion helps students to understand the world around us, as religion is a major force in contemporary politics, societies, and cultures, just as it has been throughout history. The Religious Studies course will encourage students to explore a range of ethical issues, encouraging them to question, discuss and debate their views as well as those of different belief systems. The course will develop students' skills of research, empathy, debating, and their ability to make balanced judgements. Students will also acquire a cultural understanding and awareness of the prominent issues of today.

Possible Career Pathways

GCSE Religious Studies is linked to the following careers and many more;

Teacher, Religious Consultant, Religious Leader, Publisher/Writer, Chaplain, Missionary/Evangelist, Community Outreach worker, Museum Curator, Interfaith Coordinator

Post 16 Study

Completing GCSE Religious Education sets the stage for diverse post-16 opportunities. Continuing with A-levels in Religious Studies & Philosophy expands on foundational knowledge, exploring intricate concepts. Its interdisciplinary nature harmonises well with subjects like Sociology, History, and Politics, nurturing critical thinking. This advanced understanding prepares students for higher education, whether aspiring to be scholars, philosophers, historians, or pursuing various paths.



For any question please email Mr Skelton
Pathways Coordinator for GCSE Options
GCSEoptions@bolderacademy.co.uk