



GCSE

SUBJECT DETAILS

2021



GCSE Art: Fine Art

Aims

- Gain an appreciation of the visual arts and design
- Learn to critically analyse artwork and record with accuracy and precision
- Develop a wide range of practical skills and techniques:
- Drawing, painting and related media including printmaking, photography, textiles and 3D works
- Explore and develop new ideas and approaches

Assessment

Coursework	60%
Externally Set Assignment	40%

Examination Board

AQA (Full Course). Further details at www.aqa.org.uk

Any Questions?

Miss Reid
Head of Art

Main Topics and Information about the Course

- A wide variety of topics are studied during the two years with broad subject themes such as 'structure & form', 'concealed & revealed' & 'identity' in the context of studying a range of artists and art movements.
- All work from Y10-11 is submitted in the GCSE Portfolio
- Artists, craftspeople and designers are studied
- Analysing and recording from direct observation is required
- Hard work, perseverance and determination are required

Where might this lead?

Students must have Art GCSE to progress to Art A-level. Students continuing with art beyond sixth form often complete a foundation year before going on to a degree course. Art A-level also helps applications to study courses like Graphic Design, Architecture, Interior or Furniture Design, Fashion Design, Illustration, Animation and Photography. In turn, art can lead to careers in these areas.



GCSE Biology

This is a core academic subject which contributes to the English Baccalaureate. Top universities will expect entrants to have studied and achieved a good grade in these subjects.

Aims

Science has something to offer every student, whatever their aspirations.

GCSE Biology enables students to:

- extend their interest in, and enthusiasm for, science
- develop a critical approach to scientific evidence and methods
- acquire and apply skills, knowledge and understanding of how science works and its essential role in society
- gain scientific skills, knowledge and understanding necessary for progression to further learning

Assessment

Paper 1 (1 hour 45 minutes)

Topics 1 – 4: Cell biology; Organisation; Infection and response and Bioenergetics

Paper 2 (1 hour 45 minutes)

Topics 5 – 7: Homeostasis and response; Inheritance, variation and evolution and Ecology

Students will be assessed on their practical skills in their examinations with at least 15% of the marks coming from questions relating to practical work.

Examination Board

AQA Specification for Biology: GCSE Biology (new specification from Sept 2016)

Further details at www.aqa.org.uk/ks4-science

Questions?

Mr Walker
Head of Biology

Main Topics and Information about the Course

The course consists of the following topics:

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

Where might this lead?

The combination of GCSE Biology with GCSE Chemistry and GCSE Physics will provide a powerful platform for entry into the sixth form to study Advanced Level Biology, Physics and Chemistry. There are a fantastic range of career opportunities, which need a specialist interest in biology including medicine, veterinary science, physiotherapy, food science, forensic science, environmental science, and a whole host of research roles. See www.jobs.ac.uk – Be inspired!!



GCSE Chemistry

This is a core academic subject which contributes to the English Baccalaureate. Top universities will expect entrants to have studied and achieved a good grade in these subjects.

Aims

Science has something to offer every student, whatever their aspirations. GCSE Chemistry enables students to:

- extend their interest in, and enthusiasm for, science
- develop a critical approach to scientific evidence and methods
- acquire and apply skills, knowledge and understanding of how science works and its essential role in society
- gain scientific skills, knowledge and understanding necessary for progression to further learning

Assessment

Paper 1 (1 hour 45 minutes)

Topics 1 – 5: Atomic structure and the periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes

Paper 2 (1 hour 45 minutes)

Topics 6 – 10: The rate and extent of chemical change; Organic Chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources

Students will be assessed on their practical skills in their examinations with at least 15% of the marks coming from questions relating to practical work.

Examination Board

AQA Specification for Chemistry: GCSE Chemistry (new specification from Sept 2016). Further details at www.aqa.org.uk/ks4-science

Any Questions?

Mrs Mensley
Head of Chemistry

Main Topics and Information about the Course

The course consists of the following 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 and extent of chemical change
7. Organic Chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Where might this lead?

The combination of GCSE Chemistry with GCSE Biology and GCSE Physics will provide a powerful platform for entry into the 6th form to study Advanced Level Chemistry, Biology and Physics. There are a fantastic range of career opportunities which need a specialist interest in science including medicine, pharmacology, physiotherapy, engineering, food science, forensic science, geological sciences and environmental science. See www.jobs.ac.uk – Be inspired!!



GCSE Computer Science

This is a core academic subject can contribute to the English Baccalaureate. Top universities will expect entrants to have studied and achieved a good grade in these subjects.

Aims

To enable students to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation.
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- think creatively, innovatively, analytically, logically and critically.
- understand the components that make up digital systems, and how they communicate with one another and with other systems.
- understand the impact of digital technology to the individual and to wider society.
- apply mathematical skills relevant to computer science.

Assessment

Computer Systems Examination: 50%

This is a 1.5 hour examination, containing both short and long answer questions.

Computational Thinking, Algorithms and Programming Examination: 50%

This is a 1.5 hour examination, containing both short and long answer questions and questions requiring students to write algorithms to solve problems.

Examination Board

OCR: Further details available at:

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

Any Questions?

Mr Ottley

Head of Computer Science and IT

Main Topics and Information about the Course

Computer Systems:

Topics include the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. Students will become familiar with the impact of computer science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with computer science.

Computational Thinking, Algorithms and Programming:

Students will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Students will become familiar with computing related mathematics.

Programming Project:

Students will need to create suitable algorithms, which will provide a solution to the problems identified in a given task. They will then code their solution in a suitable programming language. The solution must be tested at each stage to ensure it solves the stated problem and learners must use a suitable test plan with appropriate test data and make relevant conclusions regarding their solution.

Where might this lead?

GCSE computer science offers students a valuable insight into the code needed to build programs and the knowledge to use it. It opens up access to A level computer science and is well complemented by maths. Computer Science at university requires maths A level but is greatly enhanced by computer science A level. There is a growing demand for graduates in this industry for roles in analytics, programming, IT consultancy, manufacturing and cyber security.



GCSE Drama

Aims

To enable students to:

- develop a good understanding of drama and theatre skills and practices
- acquire increased self and group awareness
- gain imaginative, creative, communication and social skills
- develop confidence
- expand level of communication and social skills

Assessment

- Coursework: 60%
- Examination: 40%

Examination Board

AQA Further details at www.aqa.org.uk

Where might this lead?

Students can move to A-level drama and follow it at university or at a conservatoire. There are a range of ways into study and careers after school and qualifications in drama/theatre studies will be preferred for some pathways but rarely required. Careers can be found in performing; theatre, television, production and design; or in a sector that requires strong personal presentation skills.

Any Questions?

Mr Finnegan
Head of Drama

Main Topics and Information about the Course

There will be two components in the practical coursework (devising drama and texts in practice), and one written exam.

Devised Drama:

What's Assessed?

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work
 - Assessment: Devising log to be completed in class (60 marks), Devised performance (20 marks)
 - 80 marks in total - 40% of GCSE

Texts in Practice:

What's Assessed?

- Performance of two extracts from one play (students may contribute as performer or designer)
- Assessment - Performance of Extract 1 (20 marks) and Extract 2 (20 marks)
- 40 marks in total - 20% of GCSE

Written Exam:

What's Assessed?

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

Questions

- Section A: multiple choice (4 marks)
- Section B: four questions on a given extract from the set play chosen (44 marks)
- Section C: essay response for the analysis and evaluation of theatre makers in a single live theatre production (32 marks).



GCSE English Language

This is a core academic subject which contributes to the English Baccalaureate. Top universities will expect entrants to have studied and achieved a good grade in these subjects.

Aims

To enable students to:

- use a wide variety of English confidently and appropriately
- appreciate the written and spoken word and how they are shaped by context
- be further challenged and excited by a range of texts to better understand themselves and the lives and experiences of others
- understand and respond imaginatively to literary fiction and non-fiction

Assessment

Paper 1 - 50% of GCSE: *Explorations in Creative Reading and Writing*.

Students will respond to one unseen prose fiction text and demonstrate their skill in descriptive and narrative writing.

Paper 2 - 50% of GCSE: *Writers' Viewpoints and Perspectives*. Students will respond to two unseen non-fiction texts, including comparing the presentation of viewpoints over time as well as demonstrating their own skill in writing to present a viewpoint.

Spoken Language is assessed separately awarded a pass, merit or distinction, which is reported alongside the English Language grade.

Examination Board

AQA Further details at www.aqa.org.uk

Any Questions?

Mr Town
Head of English

Main Topics and Information about the Course

All students follow the English Language GCSE course.

Paper 1: *Explorations in Creative Reading and Writing* looks at how writers use linguistic and structural techniques to engage the interest of readers. Students will read a wide range of fiction texts to develop their understanding in this area, as well as developing their own skills in imaginative writing.

Paper 2: *Writers' Viewpoints and Perspectives* explores how different writers present a similar topic over time. Students will read a range of material including travel writing, letters, diaries and newspaper articles ranging from the 19th to the 21st century to better understand how language is used by writers to communicate their ideas as well as comparing the presentation of viewpoints.

Where might this lead?

Students can progress to A-level English Language and study it at university. Courses can often combine with literature or foreign language study. English Language is also understandably, an essential qualification for most careers and a strong companion to other subjects which present you as a strong candidate to employers. Careers related to English language include publishing, writing, journalism, copywriting, lexicography, librarianship and information management, PR, archiving, teaching and more.



GCSE English Literature

This is a core academic subject which contributes to the English Baccalaureate. Top universities will expect entrants to have studied and achieved a good grade in these subjects.

Aims

To enable students to:

- enjoy, appreciate and know how to read literary texts
- develop a critical and imaginative response to novels, poetry and drama
- read a wide range of texts from the English Literary Heritage: all students will study a Shakespeare play, two novels (one from the nineteenth century) and explore a range of poetry
- gain an insight into oneself and the experiences and viewpoints of others by reading exciting and challenging fiction

Assessment

Paper 1: 50% of GCSE: *Shakespeare and the 19th century novel*

Paper 2: 50% of GCSE: *Modern texts and poetry*

In both papers students will complete essay questions, which test their understanding of the whole text, sometimes based on a given extract. In poetry, comparison skills are also examined.

Examination Board

AQA Further details at www.aqa.org.uk

Any Questions?

Mr Town
Head of English

Main Topics and Information about the Course

All students sit English Literature GCSE and all examinations are closed book.

Paper1: *Shakespeare and the 19th century novel*

Students will study a Shakespeare play, either *Macbeth* or *Romeo and Juliet*. They will also explore a nineteenth century novel, either *A Christmas Carol* or *The Strange Case of Dr. Jekyll and Mr. Hyde*.

Paper 2: *Modern texts and poetry*

Students will study a modern prose text: either *Lord of the Flies* or *Animal Farm*. They will also study a range of poetry around the theme of Power and Conflict as well as learning how to analyse and compare unseen poems.

Where might this lead?

Students may progress to A-level English literature and beyond to undergraduate study. Many careers require strong English and communication skills. Careers include journalism, broadcasting, media, publishing, advertising, legal professions, social work, archiving, information and research.



GCSE Food Preparation and Nutrition

Aims

This GCSE is an exciting and creative course which focuses on practical cooking skills in order to enable students to develop a thorough understanding of food provenance and the working characteristics of food materials. This GCSE qualification also focuses on the science involved in food preparation and cooking.

Assessment

A) Non-examined Assessment (NEA) Coursework: 50%

- Food Investigation (15%) a **scientific** experiment set by the board which results in a 1,500- 2,000-word report. (10 hours)
- Food Preparation Assessment (35%) Also set by the board. Planning, preparing, cooking and presenting three skilful dishes within 3 hours.
- The preparation of a word-processed portfolio showing planning, application and evaluating skills to accompany and support the choices made in the Food Practical Assessment (20 hours)

B) Examination: 50%. 1 Hour 45 minutes.

Examination Board

AQA: GCSE Food Preparation and Nutrition

Any Questions?

Mr Woollett
Acting Head of Food

Main Topics and Information about the Course

Food preparation skills are integrated into 4 core topics

1. Food, nutrition and health
2. Food science and food safety
3. Food provenance and food choice
4. Food preparation and cooking techniques.

Essential for the course

- Excellent practical skills formed from an experience of working with food at school and at home. Students should have studied food in year 9.
- An interest in food, particularly current food issues and an inquiring mind with regard to diet and health.
- In order to take an active and full part in all practical cookery sessions, students require well developed organisational skills. A requirement of this course is the purchasing and preparation of ingredients at home; this demands planning and good time management.
- An ability to work independently on coursework and excellent ICT skills
- A willingness to meet the rigorous and varied demands of this subject.

Where might this lead?

The GCSE combines the principles of food science, nutrition and healthy eating and develops practical skills and awareness of hygiene and safety. A levels in food do not exist but there are providers who offer a range of level 3 courses in food safety and catering which can, in turn, lead to careers in the food, tourism or hospitality industries.



GCSE French

This is a core academic subject which contributes to the English Baccalaureate. Top universities will expect entrants to have studied, and achieved a good grade in, a language at GCSE level.

Aims

To enable students to:

- continue to study and improve communication in an important European language
- expand their English vocabulary and improve their knowledge of grammar
- add an international dimension to their GCSE subjects, ensuring a wide skill base for future employment
- learn to work independently and collaboratively
- be challenged and engaged by a varied and diverse curriculum which aims to produce competent and confident linguists who are also well-informed about the culture and traditions in French-speaking countries.

Assessment

Speaking examination 25%

Listening examination 25%

Reading examination 25%

Writing examination 25%

Examination Board

AQA

Any Questions?

Ms Collacott

Head of French

Main Topics and Information about the Course

The language studied at Key Stage 3 is developed with students learning to express themselves in different tenses using an increased range of vocabulary.

This is learnt through three main contexts:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Where might this lead?

The skills and rigour involved with studying languages are highly regarded by universities for various courses and by international companies. Studying a modern language increases future employability and complements any path of study or career.

As well as being a working language, French is an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross, and international courts.

Other careers related to modern languages include the travel & tourism industry, teaching in the UK and abroad, translating, interpreting, environmental agencies, financial services, marketing, commerce, trade, media, sport, engineering, pharmaceuticals and many more.



GCSE Geography

This is a core academic subject which contributes to the English Baccalaureate. Top universities will expect entrants to have studied and achieved a good grade in these subjects.

Aims

To enable students to:

- gain skills in observing, collecting and analysing evidence
- use sources including maps, visual material and statistics
- develop decision-making and communication skills
- acquire skills in presenting information appropriately

Assessment

The course is assessed with three written examinations at the end of the course. Unit 1 examination focuses on physical geography and accounts for 35% of the overall GCSE. The unit 2 examination assesses human geography topics and also accounts for 35% of the overall GCSE grade. The remaining 30% of the GCSE comes from unit 3 which assesses geographical skills such as fieldwork and issue evaluation.

Examination Board

AQA

Any Questions?

Miss Hubble

Head of Geography

Main Topics and Information about the Course

Unit 1: Physical Geography: In this unit, students will study three topics including 'The challenge of natural hazards', 'The living world' and 'The physical landscapes of the UK'. This unit is designed to integrate physical geography concepts with a variety of different geographical skills such as map reading and graph drawing.

Unit 2: Human Geography: Students will study three further topics in this unit including, 'Urban issues and challenges', 'The economic world' and 'The challenge of resource management'. This unit is designed to show the impact of population growth and development on our planet.

Unit 3: Geographical applications: This unit is designed to assess geographical skills, such as fieldwork techniques and issues evaluation. Students will carry out fieldwork in year 11 and students will be examined on this fieldwork in the written examination. Further to this, students will be asked to complete a decision making exercise during the examination. Students will be making decisions about a synoptic issue, which draws upon the physical and human topics studied. Students will be given pre-released material in order to successfully complete this.

Where might this lead?

Students can go onto A level geography and beyond that to university. Geography is highly regarded as an A level option as it facilitates subject teaching a wealth of skills which are useful for a range of degree options. Career sectors include energy and utilities, agriculture, education, environment and conservation, science and research, public sector and consultancy. Job opportunities are many and diverse, such as energy engineer, research scientist, ecology, Civil Servant, Environmental Health Officer, Management Consultant, Data Analyst and teacher.



GCSE German

This is a core academic subject which contributes to the English Baccalaureate. Top universities will expect entrants to have studied and achieved a good grade in-German.

Aims

To enable students to:

- continue to study and improve communication in an important European language
- expand their English vocabulary and improve their knowledge of grammar
- add an international dimension to their GCSE subjects, ensuring a wide skill base for future employment
- learn to work independently and collaboratively
- be challenged and engaged by a varied and diverse curriculum which aims to produce competent and confident linguists who are also well informed about the culture and traditions in German-speaking countries.

Assessment

Speaking examination 25%

Listening examination 25%

Reading examination 25%

Writing examination 25%

Examination Board

AQA

Any Questions?

Ms Schuetze

Head of German

Main Topics and Information about the Course

Students will encounter, practise and learn to apply a wide variety of vocabulary and grammar concepts in order to effectively understand and communicate in the following topic areas:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Where might this lead?

Students can progress to A-level German and study it either as a main or subsidiary subject at university. Modern foreign languages complement any path of study or career and are highly regarded by prestigious universities and international companies.

Careers related to a modern foreign language include the travel & tourism industry, teaching in the UK or abroad, translating, interpreting, working for the European Union, parliaments, environmental agencies, financial services, marketing, international law, commerce, trade, media, sport, engineering, pharmaceuticals and many more.



GCSE History

This is a core academic subject which contributes to the English Baccalaureate. Top universities will expect entrants to have studied and achieved a good grade in these subjects.

Aims

- To gain knowledge and understanding of the past
- To investigate historical events, changes, people and issues
- To understand how the past has been interpreted
- To use historical sources critically in their historical context
- To use the past to make sense of today's problems
- To develop communication skills of debate and argument
- To provide excellent preparation and contextual links to A level history

Assessment

- Paper 1: An examination testing knowledge, understanding of significance and sources - 30%
- Paper 2: Depth Study: An examination testing knowledge, causation and consequence and change. Period Study: An examination testing knowledge and understanding of significance - 40%
- Paper 3: knowledge, causation and source analysis and interpretation - 30%

Examination Board

Edexcel: www.edexcel.com

Any Questions?

Miss Lulham
Head of History

Main Topics and Information about the Course

Unit 1: Thematic Study and Historic Environment: Medicine in Britain, c1250-present day *and* the British sector of the Western Front, 1914-18: injuries, treatments and the trenches.

Unit 2: Period Study and British Depth Study: Conflict in the Middle East, 1945-95 and Early Elizabethan England, 1558-88.

Unit 3: Modern Depth Study: Russia and the Soviet Union, 1917-1941.

Where might this lead?

Students may progress to A level history and A levels in any other subject. Beyond that, students may move on to university study of history or history related subjects. History is also highly valued by employers as students can read, infer and weigh evidence from challenging texts. Historians are also skilful writers and oral communicators. A history GCSE is the start of a journey in history that can lead to a degree that opens up a wide range of careers, including law, the public sector, teaching and academia, museum and heritage work, business management and finance, writing and publishing.



GCSE Latin

This is a core academic subject which contributes to the English Baccalaureate. Top universities will expect entrants to have studied and achieved a good grade in these subjects.

Aims

To enable students to:

- continue to study and improve your knowledge of the language that is the basis for all modern European languages – Latin will continue to expand your English vocabulary and improve your knowledge of grammar.
- read and appreciate original Roman literature from 2000 years ago, exactly as it was written: Tacitus' description of a plot by the Roman Emperor Tiberius to poison a rival, Germanicus, is part of the current GCSE course.
- improve your Latin to A level which will enable you to translate these GCSE texts / stories in the original Latin, including Echo & Narcissus, one of the finest of myths!

Assessment

Latin into English translation:

A401: Latin Language (Roman Mythology and Roman history)

Latin Literature

A402/3: Latin Prose Literature: Pliny and Tacitus

A404/5: Latin Verse Literature: Virgil: the glory and sadness of war

Examination Board

OCR

Any Questions?

Mr Bryant

Head of Latin

Topics and Information about the Course

50 % Language - Translation from Latin into English, examined at the end of year 11 in the GCSE translation exam (1 exam paper);

50% Literature - We read and study together in class a number of stories (in both prose and poetry form), translating and discussing their meanings and literary merits - these are then examined at the end of year 11 in two separate GCSE papers.

Year 10

In year 10 we build on the Latin we have learned so far, reading the Cambridge Latin Course book and improving our understanding of the language.

The GCSE vocabulary list will be learned in fortnightly tests.

In year 10 we also study the prose literature text, a story from Roman history. The current text includes Tacitus' description of a plot by the Roman Emperor Tiberius to poison a rival, Germanicus.

Year 11

In year 11 we study the verse literature text, currently an extract from Virgil's 'Aeneid', about the Trojan war and the Greeks' attempt to capture Troy, one of the greatest myths ever!

We also consolidate our knowledge of the language, revising vocabulary, grammar etc. and practising GCSE language translation papers.

Where will this lead?

Students can go on to study A-level Latin and then study at university and, proportionately, a significant number have secured offers from Oxbridge in the past. Graduates in Latin may end up in a wide range of careers: in education, law, the Civil Service, media, arts and heritage or finance and business.



GCSE Mathematics

This is a core academic subject which contributes to the English Baccalaureate. Top universities will expect entrants to have studied and achieved a good grade in these subjects.

Aims

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
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

Assessment

There are three equally weighted examination papers of 1 and a half hours each,

Paper 1: Non-Calculator

Paper 2: Calculator

Paper 3: Calculator

Examination Board

Edexcel

Further details at

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

Any Questions?

Mr M McMahon

Head of Mathematics

Main Information about the GCSE

The mathematical topics which students are expected to master by the end of year 11 are:

- number
- algebra
- ratio, proportion and rates of change
- geometry and measures
- statistics and probability

The exams have the new grading system. The highest grade is 9, and the lowest 1. Two tiers are available:

Higher: Grades 4 – 9

Foundation: Grades 1 – 5

The GCSE has been developed to ensure that students in the UK have a qualification which is comparable to international standards. As a result, students are required to have mastered a sophisticated understanding of the content in order that they may apply their knowledge to questions which are of a problem-solving nature. The majority of questions have little scaffolding and require students to read and interpret detailed questions in order to identify and use the appropriate mathematical skills to reach a solution.

Where this might lead?

Students at Bennett can go onto study Maths at AS or full A-level or double their qualification with Further Maths A level. Maths provides access to a wide range of undergraduate courses and careers. Opportunities for employment exists particularly in the following areas: Accountancy, Aerospace, Engineering and Design, Biosciences, Business support, Computing, Financial Services, Civil Service, Healthcare, manufacturing, Various manufacturing and extraction industries and many more:

<http://www.mathscareers.org.uk/article/who-employs-mathematicians/>



GCSE Media Studies

Aims

Media Studies is a significant, contemporary subject, ultimately combining aspects of media industries and culture, the influences of political and economic debate, audience demand, consumption and production. It encourages creativity, teaches analytical skills and introduces students to critical ways of thinking about the world around them. These talents are highly valued by schools and universities.

We aim to develop critical thinking and decision making skills in this subject as well as fostering an enjoyment of learning about how media texts are constructed. We also develop a range of technical skills.

Assessment

- 30% coursework production - coursework topics need to demonstrate an understanding of theoretical framework: media industries, representations, media language and audience. Practical productions are an individual piece of work for an intended audience in response to a choice of briefs set by the exam board.
- 70% examination – There are two written examinations: Component 1 – Exploring the Media and Component 2 – Understanding the Media.

Examination Board

Eduqas

Further details at <https://www.eduqas.co.uk/>

Any Questions?

Mrs Dennett

Head of Media Studies

Main Topics and Information about the Course

We study different media platforms including: broadcast (TV, film and radio), print (magazines and newspapers) and e-media (the internet). In Component 1, we explore media products set by the exam board and examine their advertising and marketing processes as well as their audiences. We analyse media language and representations in detail to equip students to be confident in wider media analysis.

In Component 2, we examine the deeper knowledge and understanding of the theoretical framework: this is shown by discussing social, political and cultural media products and their impact. We learn a wide range of media theory and subject-specific terminology to ensure a thorough knowledge of the subject.

The NEA coursework production is based on a set brief from the exam board. It could be a TV sequence, a film poster and suitable marketing material or a magazine front cover and editorial. Learners aim their production at a specific audience. They need to research, plan and produce an authentic media product to demonstrate knowledge and understanding of the genre, along with a statement of their aims.

Where might this lead?

Students can go onto study media A-level at Bennett. It is also the most obvious subject to use in university applications for media courses, however the most common application subjects are English Language or Literature. Students will typically have a portfolio of work by then to show visually what they have produced. Media is well respected by universities and employers and career areas include: presenting; advertising; broadcasting; writing; social media management; editing; television/film; website design and more.



GCSE Music

Aims

The GCSE Music course aims to help you improve and build upon your existing musical skills. You will be given the opportunity to develop your knowledge and understanding of a wide range of music from different periods and cultures. You will be expected to contribute to various ensembles, both in and outside of the classroom, to increase your understanding as well as your enjoyment of music. Performing, composing, listening, appraising and musical theory will be taught throughout the course.

Assessment

- Performance 30% - one solo and one ensemble item with a combined duration of at least four minutes (grade 4+)
- Composing 30% - two compositions, one to a set brief, lasting at least 3 minutes in total
- Listening 40% - a written and aural examination based upon four areas of study as well as the set works, using your appraising skills to make evaluative and critical judgements and showing an ability to demonstrate and apply musical knowledge

Examination Board

EDEXCEL (9-1) with further details via www.edexcel.com

Any Questions?

Mr A Crane
Acting Head of Music

Main Topics and Information about the Course

The topics will be:

- Instrumental Music (1700-1820)
- Vocal Music
- Music for Stage and Screen
- Fusions

There will be opportunities to develop and improve your musical understanding and theory to enable you to access all areas of this course more easily. You will learn more how to notate your own compositions using Sibelius music software. Also included, will be sessions focusing specifically upon building confidence as a performer on at least one instrument, including voice. Knowledge and understanding will be demonstrated through listening, appraising, performance and composition exercises based upon the four areas of study listed above. From your study of the eight set works as well as other unfamiliar pieces, you will be able to discover more about a range of musical styles from different eras and countries.

It is a requirement that you partake in instrumental or vocal tuition either within the Bennett Music Academy or with a well-established private teacher. By Year 11, students should have reached a minimum standard of grade 4. The acting Head of Music will require the details of all private teachers and the frequency of lessons given.

Where might this lead?

Students can go on to study music A-level at Bennett and enjoy a number of exciting opportunities to rehearse and perform in orchestras or school productions. Students may follow music at university, a conservatoire or college. Careers in music include performing or accompaniment, composition; conducting/directing, sound/recording engineering, music journalism, music therapist, music teaching; and music production. Music can often present exciting opportunities for travel.

Music is also well regarded by universities for other courses.



GCSE Art: Photography

Aims

To enable students to:

- work in photography, Photoshop and moving image
- explore and develop new ideas and approaches
- gain an appreciation of photography and practitioners related to this medium
- develop a wide range of practical skills and techniques including 35mm darkroom photography and digital photography

Assessment

- Coursework: 60%
- Externally Set Assignment: 40%

Examination Board

EDEXCEL (Full Course). Further details at www.edexcel.org.uk

Any Questions?

Mr Hirst
Head of Photography and Digital Media.

Main Topics and Information about the Course

- A wide variety of topics are studied during the two years.
- All work from Y10-11 is submitted as the GCSE Portfolio.
- Photographers, artists and designers are studied as well as images created using photography.
- Hard work, perseverance and determination are needed.
- Access to a DSLR or other digital camera and Adobe Photoshop CS (or more recent) would be beneficial but are not essential.
- Study in Art foundation in Year 9 is essential to gain entry to this course

Where this might lead?

Students can go onto study photography at Bennett and follow in the footsteps of very successful cohorts ahead of them. It is the most natural subject to have done to apply for a degree in photography but typically universities do not require any particular subjects but may prefer some. Students can apply direct from A-levels or after a foundation year in an area of art. They will likely need to submit a mini-portfolio of their work.

Photography is in itself a career, but that can come in many forms from weddings and occasions, to formal contexts for documentation, forensics or cartography. Many opportunities for travel exist in photography journalism.



GCSE Physical Education

Aims

To enable students to:

- develop and apply knowledge, skills and understanding on how the human body works and functions during physical activity
- develop skills necessary to analyse and improve performance including data analysis
- perform competitively in three different sports

Assessment

- Coursework: 40% - three practical performances and one written piece
- Examination: 60% - two papers each 60 minutes

There will be two examination papers at the end of year 11, which will test your knowledge and understanding of the theoretical element. The two papers cover the two different sections of the course.

Section 1 – **Physical factors affecting performance**

Section 2 – **Sports psychology and socio-cultural issues**

Both examination papers will require students to answer both short and extended questions.

Examination Board

OCR Further details on www.ocr.org.uk

Any Questions?

Mr Northcote
Acting Head of PE

Main Topics and Information about the Course

- The theoretical component of the course has two distinct areas.
- The scientific section requires students to understand the cardiovascular, respiratory and muscular systems in relation to sport. Students will also learn how to test and develop their fitness and how biomechanics is used in sport.
- The psychological section focuses on theories related to acquiring movement skills and optimising performance. It includes socio-cultural factors such as the media as well.
- The coursework component of the course requires the students to be assessed in three practical activities and carry out an in-depth analysis of performance in one of these.
- Students will be coached in three different sports throughout the two years. The sports covered will be, rugby or netball, badminton and athletics.
- Sports played to a high level outside of school can be used instead of the ones mentioned above, but would need to be checked with your PE teacher.

Where might this lead?

Students can progress on to complete PE A-level or the Cambridge Sports Technical. Students may pursue courses such as Sports Science at university. These courses are competitive and the best applications typically combine science A-levels alongside PE. The fitness, teamwork and skills gained in PE are well suited to careers in leisure, sport and tourism, construction, education and training, armed forces, security and uniformed services, management, as well as animals, agriculture, plants and land. Specialisms related to PE also exist in areas such as outdoor pursuits; sports science; physiotherapy and sports therapy and sports psychology.



GCSE Physics

This is a core academic subject which contributes to the English Baccalaureate. Top universities will expect entrants to have studied and achieved a good grade in these subjects.

Aims

To enable students to:

- extend their interest in, and enthusiasm for science
- develop a critical approach to scientific evidence and methods
- acquire and apply skills, knowledge and understanding of how science works and its essential role in society
- gain scientific skills, knowledge and understanding necessary for progression to further learning

Assessment

Paper 1 (1 hour 45 minutes)

Topic 1, 2, 3 and 4: energy; electricity; particle model and matter; and atomic structure

Paper 2 (1 hour 45 minutes)

Topics 5, 6, 7, 8: forces; waves; magnetism and electromagnetism; and space physics

Students will be assessed on their practical skills in their examinations with at least 15% of the marks coming from questions relating to practical work.

Examination Board

AQA Specification for Physics: GCSE Physics (new specification from Sept 2016)

Further details at www.aqa.org.uk/ks4-science

Any Questions?

Mrs Frederick
Head of Physics

Main Topics and Information about the Course

The course consists of the following topics:

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

The combination of GCSE Physics with GCSE Chemistry and GCSE Biology will provide a powerful platform for entry into the 6th form to study Advanced Level Physics, Chemistry and Biology. There are a fantastic range of career opportunities which need a specialist interest in science including medicine, engineering, food science, forensic science, geological sciences and environmental science. See www.jobs.ac.uk – Be inspired!!

Where might this lead?

Students can go on to study A-level physics which supports applications to university to study physics or support applications to courses in areas such as such as architecture, aerospace, automotive, computing, engineering or telecommunications.

Careers exist in these areas as well as in roles such as geophysicist, nanotechnologist, astrophysicist, medical physicist or meteorologist.



GCSE Product Design

Aims

To enable students to:

- take an innovative, creative approach to designing and making products in a variety of materials, using exciting new technologies and techniques
- engage students in the fast-paced world of technology and engineering
- develop an understanding of the wider issues related to designing and making
- actively engage in the processes of design and technology to develop as effective and independent learners

Assessment

Non-exam Assessment: 50% - Design and Make task

Examination: 50%

Examination Board

AQA Design and Technology 8552 – For further information go to www.aqa.org.uk

Any Questions?

Mr Brazier

Head of Product Design

Main Topics and Information about the Course

Projects that you might complete:

A range of skills-based projects that use wood as the main material.

What you will learn about:

Product evolution, meeting consumer needs, design movements of 20th Century, product analysis, human factors in design, consumer issues, marketing, production methods, Computer Aided Design (CAD) / Computer Aided Manufacture (CAM), use of ICT, modelling techniques, traditional, modern and smart materials, mechanical devices, sustainable design, new and emerging technologies and energy generation and storage.

How might this subject develop me:

Beyond the subject content of this course, you can expect to develop a range of important core skills, which are regarded as characteristics, values and habits that last a lifetime. These include: grit, tenacity, self-control, curiosity, enthusiasm and zest, confidence and ambition, creativity, humility and global concern.

Students who have taken this course feel that it 'complements their more traditional subjects well' and many progress onto our very successful A level course in Product Design. From this foundation our students have moved onto university courses in a variety of fields including, design, engineering, manufacturing, marketing, business, ICT and the built environment.

Where might this lead?

Students can go on to study product design at A-level and beyond that degrees in Product Design; Industrial Design; Design Engineering; Engineering; Architecture; Interior Design; Interior Architecture; Theatre Design; Graphic Design; Exhibition Design and Media promotions to name a few. There are many careers in these areas and apprenticeship schemes exist in a range of fields such as engineering.



GCSE Religious Studies

Aims

The course aims to enable students to:

- develop religious literacy of Christianity and Islam: this means understanding the core beliefs and concepts of these religions.
- be able to identify key similarities and differences between Christianity and Islam.
- understand how people's beliefs affect their actions.
- understand why people hold religious and non-religious viewpoints.
- develop the ability to explain and critically analyse different viewpoints.
- be able to give a reasoned judgement about religious, philosophical and ethical topics.
- develop good listening and debating skills.

Assessment

- **Paper 1:** 50% of the GCSE – *Beliefs, teachings and practices of Christianity and Islam*. 1 hour 45 minutes written examination.
- **Paper 2:** 50% of the GCSE – *Religious, philosophical and ethical studies*. 1 hour 45 minutes written examination.

Examination Board

AQA Further details at www.aqa.org.uk

Any Questions?

Dr Cooke
Head of Religious Studies

Main Topics and Information about the Course

We will be following AQA's Religious Studies A (8062) full course.

Paper 1: *Beliefs, teachings and practices of Christianity*

This will include: the nature of God, beliefs about the afterlife, Jesus Christ and salvation, prayer, festivals, the role of the church in the local and world community.

Paper 1: *Beliefs, teachings and practices of Islam*

This will include: beliefs about the nature of Allah, Muhammad, Sunni and Shi'a Islam, predestination and the afterlife, prophethood, the five pillars and worship.

Paper 2: *Religious, philosophical and ethical studies.*

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.

Where might this lead?

Students can go on to study A-levels at Bennett in either or both of Religious Studies or Philosophy. These A-levels are highly regarded by universities as they equip students with some of the most advanced written and verbal communications and reasoning skills available to the curriculum. Specific careers related to RS includes church ministry of various kinds, mission, education, charity work, social action and activism, politics and roles within local or regional governance. More broadly the skills involved in RS are well suited to careers in law, PR, international relations, the civil service and administrative or management roles within companies or organisations.



GCSE Art Textiles

Aims

To enable students to:

- Investigate a wide range of decorative textiles techniques and develop knowledge of tools, materials and processes;
- Explore a range of observational techniques, including drawing, stitch, mark making, dying and photography
- Analyse the work of textiles artists, fashion designers and artists;
- Develop designing skills, through the use of printed and/or dyed fabrics, construction and/or stitched and/or embellished textiles
- Final outcomes often result in textile art installations, including 3D sculpture, fashion garments, accessories or interior inspired pieces

Assessment

- Coursework: 60% - Portfolio of work
- Examination: 40% - Externally set task, ending in practical exam

Examination Board

AQA 8204. Further details at www.aqa.org.uk

Any Questions?

Mrs Warwood
Head of Textiles

Main Topics and Information about the Course

- In Year 10 and terms one and two, students complete an introductory project on the theme of natural forms. The sustained project follows this and students explore and investigate the theme of butterflies, moths and insects culminating in a fashion garment, accessory or interior related final response. The sustained project allows students to explore a variety of stitch techniques, mark making, fabric manipulation, embellishment, digital print work, felting, weave, printing techniques and 3D construction.
- Year 11 terms 3, 4 and 5 - Externally set task set by the examination board.

The Portfolio- A project assessed on the evidence of research, development of ideas and meaningful links with artists' and designers' work. Incorporating visits to galleries and workshops.

Externally set task- A project given by the examination board that follows the same assessment objectives as the portfolio. It ends with a 2-day practical examination in which the final piece is produced.

Most lessons are practical, however written work is produced when critically analysing artists and explaining the developmental path of the project. The course work element requires students to be well organised, budget their time and commit to work beyond class time to improve work and meet deadlines.

Where might this lead?

Students can continue on to study A-level Art Textiles. Degree courses in the creative arts can be studied at university. Typically these come about on the strength of a portfolio of work and taking a foundation year course to develop this is the usual route into courses of your choice. Careers exist in areas of art, textile design, fashion, interior design, graphic design, print making, product design or as a stylist, conservator, museum curator or teacher of art