



Bishop Stopford School

faith | justice | responsibility | truth | compassion

# Curriculum Choices Booklet

## Year 10 – 11

## 2024 - 2026

## Year 9 Options 2024 - 26

### Introduction

Year 9 is an important stage in education. For the first time, students have a degree of choice in what they study. They need to be aware of the content of subjects at GCSE and their own strengths in order to make informed decisions.

Our curriculum is broad and balanced and designed to ensure that all students can achieve. It meets current national requirements, so students leave Year 11 with a robust set of qualifications appropriate to their abilities.

Some subjects form the core of the curriculum. For the remaining time, students follow three options, one of which **must** be History or Geography to meet EBacc requirements (see page 4). Although some students may have specific careers in mind, choices made at this stage are unlikely to be a barrier to any career path.

**There is some really useful information about potential career paths which the various subjects could lead to in the future. Please follow the link below:**

<https://bishopstopford.fireflycloud.net/departments/careers/career-guidance-charts-ebook>

It is not unusual for options to become oversubscribed or, in some cases, for options not to attract enough students to make running a group viable. **Students are, therefore, asked to make carefully considered reserve choices, as they may have to follow these options.** The criteria for selecting students to follow reserve choices are outlined at the end of this booklet.

You are invited to the face-to-face Options Event on **Wednesday 24th January 2024**. This is an important opportunity to discuss options for next year.

The online Choices Form which accompanies this booklet **must** be returned to school by **Friday 2nd February 2023** at the very latest.

Queries should be directed to Mr Kirke (Assistant Head - Curriculum and Intervention), Mrs Glue (HOY 9) or Mrs Castle (Careers) in the first instance.

Mr Kirke - [gkirke@bishopstopford.com](mailto:gkirke@bishopstopford.com)

Mrs Glue – [gglue@bishopstopford.com](mailto:gglue@bishopstopford.com)

Mrs Castle - [gcastle@bishopstopford.com](mailto:gcastle@bishopstopford.com)



### For more information:

Our Safeguarding Policy is available at Reception.  
Contact: [safeguarding@bishopstopford.com](mailto:safeguarding@bishopstopford.com)

### Changes at Key Stage 4

GCSE has undergone significant change in recent years.

Results are now graded with 9 being the highest grade and 1 the lowest.

The bottom of grade 7 is aligned to the bottom of a grade A;

The bottom of grade 4 is aligned to the bottom of a grade C;

The bottom of grade 1 is aligned to the bottom of a grade G.

New Grades	Current Grade
9	A*
8	A* and A
7	A
6	B
5	B and C
4	C
3	D, E, F, G
2	
1	

### Measuring Progress

Students' overall performance will be measured by their achievement in eight GCSEs including Maths and English using a measure called 'Progress 8'.

More details are available in Appendix 1.



## The English Baccalaureate (EBacc)

The EBacc is a national standard recognising where students have achieved across challenging academic subjects. The Department for Education intend that the majority of students take the full suite of EBacc subjects. These are:

1. English
2. Mathematics
3. Sciences (including Computer Science)
4. Modern Foreign Languages
5. Geography or History

The Russell Group of high performing universities has produced a website called "Informed Choices" at [www.informedchoices.ac.uk](http://www.informedchoices.ac.uk). This guide identifies 'generally preferred' A level subjects for admission to their universities. The EBacc subjects are 'generally preferred'.

### How does this affect choices?

English, Mathematics, Sciences and Languages are in our 'core' curriculum and Computer Science is an option. History, and/or Geography are also options - one of which is compulsory.



### For more information:

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## The Key Stage 4 Curriculum at a Glance

Core
English & English Literature (2 GCSEs)
Mathematics
Religious Studies (Philosophy & Ethics)
Science (Trilogy or Triple: 2 or 3 GCSEs)
Spanish
Other
Physical Education
PSHE

## Options (all GCSE)

Students choose three subjects and a reserve

Options
Geography
History
Art and Design
Computer Science
Design and Technology
Drama
Food Preparation and Nutrition
French
Health and Social Care
Music
PE



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## Ten Top Tips

It is important to make your choices for the best of reasons. You need to seek good advice, make use of the information available, and take the time to make the right decisions.

1. Don't choose a subject just because your friends choose it. You are unlikely to end up in the same group as them, even if you choose in the same option block.
2. Don't choose a subject because you know someone who has taken it before. **All** subjects have changed significantly in recent years.
3. Talk through your course ideas with your teachers, your form tutor and your parents. Extra advice is available from Mrs Castle (Careers) and Mrs McGregor (SENDCo). Mrs Castle is in school on Wednesdays and Thursdays.
4. Speak to teachers of subjects which are new at Key Stage 4. Don't rule out any subject without finding out about it properly.
5. Read this Curriculum Choices booklet carefully and thoroughly to find out more about courses.
6. Write down the questions you want answered at the remote Options Evening. You can do this in the Notes section on page 30 of this booklet. Bring them with you and record the answers on the evening.
7. Make reserve choices which you would be happy to follow.
8. Find out the relative amounts of coursework and exam work for different subjects. Be honest about your skills, and think about which ones would suit you best.
9. Remember that these are **your** choices: you will be studying the subjects for two years, and need to be happy.
10. Don't make a rushed decision. You have until **2nd February 2024** to return your online Choices Form. Plan how you will use the time to find out the information you need to make the best choices for you.



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## English GCSE

### Summary

The GCSE specification builds on work students have completed in Year 9.

During the course, students will develop their abilities to understand what they read, communicate clearly in speech and writing, and use language powerfully and creatively.

### Speaking and Listening

Assessment will be of a variety of activities, including group discussion, drama and individual presentation. A speaking and listening grade will be awarded.

### Exam Preparation

There will be two examination papers, each worth 50% and lasting 1 hour and 45 minutes.

### Paper One

Section A (Reading): a series of questions based on an unseen literary fiction text.

Section B (Writing): one piece of extended writing using narrative or descriptive skills.

### Paper Two

Section A (Reading): a series of questions based on one non-fiction text (probably media based) and one literary non-fiction text.

Section B (Writing): one piece of extended writing using persuasive or argumentative skills.

### Assessment

Two exams worth 50% and 50% each.

AQA [www.aqa.org.uk](http://www.aqa.org.uk)

### Enrichment Opportunities and Costs

Students will be given opportunities to attend theatrical productions/English related talks and events, where available. There are also reading and writing groups which run regularly in school.

For further details please see:

Mrs S Lane



### For more information:

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Contact: [safeguarding@bishopstopford.com](mailto:safeguarding@bishopstopford.com)



## English Literature GCSE

### Summary

Students study a range of texts in the genres of prose, poetry and drama. The texts range across time and cultures.

### Exam Preparation

There will be two examination papers.

**Paper One** lasts 1 hour and 45 minutes and is worth 40%.

Section A: a Shakespeare play (writing about one extract and the play as a whole).

Section B: a 19<sup>th</sup> century novel (writing about one extract and the novel as a whole).

**Paper Two** lasts 2 hours and 15 minutes and is worth 60%.

Section A will assess a modern text (prose or drama) and requires one essay on the whole text.

Section B will assess poetry and requires a comparative response to two poems from a taught anthology.

Section C will assess unseen poetry and requires a response to a poem and a comparison with another.

### Assessment

Two exams worth 40% and 60% each.

AQA [www.aqa.org.uk](http://www.aqa.org.uk)

### Enrichment Opportunities and Costs

Students buy copies of their texts for Shakespeare, the 19<sup>th</sup> century novel and the modern text. This is to enable students to annotate the texts as they study and revise them. Maximum cost should be no more than £8.00 per text. We also recommend study guides on poetry and the set texts which cost approximately £4.00 each.

**For further details please see:**

Mrs S Lane



## Mathematics GCSE

### Summary

Students will continue to study Mathematics including Number, Algebra, Ratio and Proportion, Statistics, Geometry and Measures. They will be expected to improve their mathematical processing skills during Year 10 and 11. These skills will allow them to bring various elements of Mathematics together to solve problems.

### Assessment

Students will be informally and formally assessed on several occasions throughout Year 10 and 11. The GCSE is externally assessed by terminal examination in June of Year 11.

### Enrichment Opportunities and Costs

More able students will sit the Senior Maths Challenge in Year 10 and the most able may be given the opportunity to compete in the Team Challenge.

We expect students to own a scientific calculator (can be purchased in school through the finance office), protractor (preferably full circle) and pair of compasses (can each be purchased in the library for a small cost).

Students will be given a booklet of exam questions in Year 11 to work through.

They will have the opportunity of purchasing a Revision Guide and/or workbook in Year 10.

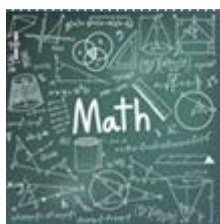
### Specification

Edexcel 1MA1

NB: The specification for all exam boards are now the same as of Summer 2022.

Some students may start on Higher but may move to Foundation if we feel this is the best option for them. We will review progress regularly to this end.

**For further details please see:**



Mr R King



## Physical Education (Core)

### Summary

Everyone has 2 lessons a week of Physical Education in Years 10 and 11. Students are placed in single sex groups.

### Girls

Invasion Games (eg netball, hockey and basketball, handball, rugby, football/futsal), net games (eg badminton, tennis, table tennis and volleyball), Striking Games (eg rounders, softball, cricket), Athletics, Body Management (e.g. Health related fitness)

### Boys

Invasion Games (eg rugby, football/futsal, hockey, handball and basketball), Net Games (eg badminton, volleyball, tennis and table tennis), Striking Games (eg softball and cricket), Athletics, Body Management (eg Health related fitness ).

### Assessment

Students are assessed in line with our core PE assessment system – across 3 strands (Body, Brain, Behaviours) half-termly. GCSE PE students will also be assessed via the GCSE PE practical specification.

### Enrichment Opportunities and Costs

We offer representative teams in many of the activities above and there is the opportunity for students to complete at district, county or regional level.

Team practices, clubs and Inter-house competitions are held where possible in activities either at lunchtime, after school or during the school day.

### Specification

This is a non-examined course.

### For further details please see:

Mr M Flannigan



## PSHE

### Summary

Alongside their main programme, students follow a PSHE programme which supports personal development alongside studying for GCSE. PSHE will be delivered as a timetabled lesson once a fortnight and will be further supported through the delivery of Tutorial sessions with the form tutor once a week. The programme comprises:

#### Yr.10 PSHE

**Sex and Relationship Education:** Sexting. Pornography. Domestic abuse. Relationships and sexual abuse. Sexualisation and media.

**Staying Safe Online and Offline:** Honour based violence. Forced Marriage. Online gambling. Social media validation. Keeping data safe. Modern day slavery. Causes of knife crime.

**Health and Wellbeing:** Child abuse and Child Sexual Exploitation. Screen time and mobile devices. Common types of mental health. Negative thoughts and feelings. Promoting emotional wellbeing.

#### Yr.10 Tutorial:

**Life Beyond School:** Instagram generation. What is marriage? Consumer rights. Employment rights.

**Rights, Responsibilities and British Values:** Fake news. Exploring British Values. LGBTQ+ rights. Human rights.

**Celebrating Diversity and Equality:** International organisations. Brexit. Aid and supporting other countries.

#### Yr.11 PSHE:

**Relationship and Sex Education:** Peer on peer abuse. Alcohol and bad choices. Importance of sexual health/STI's. Revisiting contraception. Respect and relationships.

**Staying Safe Online and Offline:** Virtual reality and live streaming. Drugs and NPS. Festivals and drugs. Cosmetic surgery. Online reputations.

**Health and Wellbeing:** Teenage pregnancy. Abortion the law, morals and ethics. Testicle and prostate health checks. Breasts, cervical screening and ovarian cancer checks.

#### Yr.11 Tutorial:

**Life Beyond School:** Time management. Instalife V real life. CV writing. Writing personal statements and covering letters. Planning and revision.

**Health and Wellbeing:** Exam stress. Diet. Exercise. Sleep.

Mrs P Wilson



### For more information:

Our Safeguarding Policy is available at Reception.

Contact: [safeguarding@bishopstopford.com](mailto:safeguarding@bishopstopford.com)

## Religious Studies GCSE

### Summary

#### Component 1

##### **Beliefs and teachings and Practices**

Students study **two** major world religions. The focus of study for each religion is on 'Beliefs and Teachings' and 'Practices'.

#### Component 2

##### **Religion, philosophy and ethics in the modern world from a religious perspective**

Students study different philosophical and ethical arguments, and their impact and influence in the modern world from the perspective of **both** of the religions they studied in Component 1.

### Assessment

100% written exams, combining short and long answer questions:

**Two** 1 hour and 45 minutes exams – one on Component 1 and the other on Component 2

Each exam is worth 50%

### Enrichment Opportunities and Costs:

Lessons delivered by the Souster Youth, a Christian Charity offering the Christian perspective on topical issues such as the Problem of Evil.

### Specification

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

**For further details please see:**

Miss Moloney



### For more information:

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## Science GCSE

### Summary

#### GCSE Combined Science: Trilogy

Students will be studying the AQA GCSE Combined Science course; this will be a combination of Biology, Chemistry and Physics topics.

This qualification is equivalent to **two** GCSEs and will be taught by two teachers. Foundation and higher tier papers are available.

#### Assessment

Six papers (two for each science) will be taken at the end of Year 11. Each paper is 1 hour 15 minutes' duration.

#### GCSE Separate Sciences: Triple

Students will be taught AQA Biology, Chemistry and Physics as separate GCSEs, by three subject specialists. This qualification is equivalent to **three** GCSEs and will be taught over two years.

#### Assessment

Six papers (two each for Biology, Chemistry and Physics) at the end of Year 11. Each paper is of 1 hour 45 minutes duration.

*Both options are suitable for progression to A level courses, if students are successful.*

#### Specification

AQA: <http://www.aqa.org.uk/subjects/science/gcse>

Combined Science (Trilogy) - 8464

Biology - 8461

Chemistry - 8462

Physics - 8463

#### For further details, please see:

Dr J McLaren/Mrs H Goswell





# Options

Choose from.....



**For more information:**

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Contact: [safeguarding@bishopstopford.com](mailto:safeguarding@bishopstopford.com)



## Art and Design GCSE

### Summary

The Art and Design curriculum allows students to build upon and work towards their personal strengths.

The course moulds itself to individuals, but students must be prepared to work hard, set their own targets and above all 'let go'.

Through a subject matter/theme students will explore a range of ideas, exploring media, artists and techniques towards a final outcome that will sum up all ideas. Students are expected to record from direct observation using a variety of media/materials. They will analyse and evaluate artists from other times and cultures and show an understanding of context.

Students then explore and develop their own ideas, modifying and refining work as it progresses, and finally present a personal response which is related to their previous explorations and the work of others.

Homework/Private Study is on-going and is an essential part of the course. A minimum of 1 hour per week is the expectation.

### Assessment

Coursework 60%  
Examination 40%

### Enrichment Opportunities and Costs

National and local gallery visits. Workshop days.

### Specification

AQA [www.aqa.com](http://www.aqa.com)

**For further details please see:**

Mrs J Baker



### For more information:

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## Computer Science GCSE

### Summary

Computing GCSE is an incredible mix of Maths, Science and Engineering, all underpinned by technology. If students excel in these subjects, then this is the course for them.

Computing explores the principles on which the digital technology of the modern world - computers, mobile phones and the internet is based. At its heart is computer programming - not using software, but creating it.

Before moving on to more complex programming, students need to master the core skills. Computing makes students think, stretches and tests powers of logic and patience. It might frustrate at times. In short, computing is hard work, but serious fun!

### Assessment

#### Component 1: Computer Systems (50%)

An exam, focussed on computer systems, covering the physical elements of computer science.

#### Component 2: Computational Thinking, Algorithms and Programming (50%)

An exam focussed on the core theory of computer science and the application of computer science principles.

### Enrichment Opportunities and Costs

Possible trip to Bletchley Park.

Various projects are available for students to take part in throughout the course:

- Raspberry pi projects and competitions
- Cyber centurion competition
- Cyber Discovery
- University lectures in Computer Science
- University of Oxford Bebras competition

### Specification

OCR GCSE Computer Science J277

**For further details please see:**

Miss H Page



## Design and Technology GCSE

### Summary

Students are taught a core set of theory topics in addition to a specialist area (textiles or product design). The written exam contains core principles and the specialist area. The non-examined assessment project is a design and make activity, accounting for 50% of the grade.

Further details of the specialist areas are below:

### Product Design

Product Design is aimed at students who love to solve problems. Students are encouraged to use a wide range of materials and techniques. The department has invested in modern technologies, yet continues to teach the valuable skills of working with hand tools. Experimental approaches are encouraged and students create solutions to design challenges.

### Textiles

Textiles Technology is a fantastic subject for students who are keen to design unique textile based products, whilst also understanding how designers work. This subject supports a variety of careers in fashion, design and textiles. The importance of environmental issues is an integral part of study. Textiles Technology considers technological advances as well as building on traditional skills, knowledge and understanding.

If there are enough students who have selected Textiles as their preferred DT pathway, then there is the possibility that this can be taught as a discrete GCSE in Fashion and Textiles (although the course structure remains the same).

### Assessment

One non-examined assessment (50% of final grade).  
One 2 hour written examination (50% of final grade).

**Specification:** AQA

### Enrichment Opportunities

Residential Trip to London

### Financial

Contributions towards material costs may be required.

**For further details please see:**

Mr J Sidgwick



### For more information:

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## Drama GCSE

### Summary

The Drama GCSE course looks at a range of theatre practitioners, styles and approaches. Students perform scripted pieces as well as using what they have learnt to devise their own performance work. Students are encouraged to take risks and challenge their creativity. They are taught to be critical thinkers as they evaluate and analyse their own work and the work of others.

Drama teaches fundamental skills such as confidence, team work and the art of presenting.

### Assessment

**Component 1:** Devising 40% - students create and develop a devised performance from a stimulus. Students also submit responses to a series of questions in which they reflect upon the devising and performing process.

**Component 2:** Performance from text 20% - students take part in the performance or design of two scripted extracts

**Component 3:** Theatre Makers in Practice 40% -- students answer a series of examination questions in response to their practical exploration of a performance text and evaluation of a live theatrical performance.

### Enrichment Opportunities and Costs

We aim to give students the opportunity to experience a range of live theatre performance. Costs will vary according to the opportunities presented each year.

### Specification

Edexcel GCSE (9-1) in Drama (1DR0)

**For further details please see:**

Mrs E Fraser



### For more information:

Our Safeguarding Policy is available at Reception.  
Contact: [safeguarding@bishopstopford.com](mailto:safeguarding@bishopstopford.com)

## Food Preparation and Nutrition GCSE

### Summary

During the first part of the course, students cook regularly, building on skills developed at Key Stage 3. Students will complement these practicals with theoretical work examining food, nutrition and health, food science, food safety, food choice and provenance.

Non-examined assessment begins at the start of Year 11, where students carry out a scientific investigation and plan and prepare and cook a menu of three dishes to a theme set by the exam board.

A single 1 hour 30 minute exam at the end of the course comprises ten multicomponent questions. These test all learning on the two year course.

### Assessment

Examination 50% (one exam paper).

Non-examined assessment - 2 tasks

Task 1 - 15%

Task 2 - 35%

### Enrichment Opportunities and Costs

Students will be required to provide their own ingredients for practical work.

### Specification

OCR [www.ocr.org.uk](http://www.ocr.org.uk)

**For further details please see:**

Mrs B Miles



## French GCSE

### Summary

French is a topic based course building on the four language skills of Listening, Reading, Speaking and Writing acquired in Key Stage 3. The GCSE course also includes translation from French into English and from English into French.

Further study at A level is available in the Sixth Form, subject to demand. Those students currently studying two languages in Year 9, who only wish to continue with one language to GCSE, must take the language which they have studied for three years, in this case Spanish

### Assessment

Students will be examined in all four skills at either Foundation (grades 1 – 5) or Higher Tier (grades 4 – 9).

Listening: 25%

Reading: 25%

Speaking: 25%

Writing: 25%

### Enrichment Opportunities and Costs

N/A

### Specification

AQA

**For further details please see:**

Mrs J Rogers-Hussey



## Geography GCSE

“Geography provokes and answers questions about the natural and human worlds, and views issues from different perspectives.”

### Summary

GCSE Geography offers an opportunity for students to develop their understanding of the world. You will travel the world, considering the challenges of settlements in Rio, economic development in Nigeria, physical landscapes in the UK and food production in Spain. Topics include climate change, poverty deprivation, global shifts in economic power and the challenge of hazard predictions and management of earthquakes and hurricanes.

### Unit 1 Living with the Physical Environment

- Challenges of Natural Hazards
- The Living World
- Physical Landscapes in the UK

### Unit 2 Challenges in the Human Environment

- Urban Issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management

### Unit 3 Geographical Applications

- Issue evaluation
- Field work
- Geographical Skills



### Assessment

Unit 1	1 hour 30 minute exam	35%
Unit 2	1 hour 30 minute exam	35%
Unit 3	1 hour 30 minute exam	30%

Questions are a mixture of multi-choice, short and long answers (up to 9 marks maximum and 3 marks for spelling and grammar).

### Enrichment Opportunities and Costs

All students must complete two fieldwork sessions, one human focused and one physical focused. These take place during the extended school day, keeping costs to a minimum. Optional trips incur additional cost.

### Specification

AQA - [www.aqa.org.uk/8035](http://www.aqa.org.uk/8035)

**For further details please see:**

Mrs T Harvey



### For more information:

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Contact: [safeguarding@bishopstopford.com](mailto:safeguarding@bishopstopford.com)

## Health and Social Care (Pearson BTEC Level 2 TECH award)

### Summary

The BTEC Level 2 TECH Award in Health and Social Care has been developed to provide an engaging introduction to the sector. It gives:

- the opportunity to gain a broad understanding and knowledge of the health and social care sector;
- a more focused understanding of health and social care;
- the opportunity to develop a range of personal skills and techniques essential for successful performance in working life.

It also supports progression into the BTEC Level 3 or into an apprenticeship.

### Assessment

Pearson BTEC Level 2 TECH Award in Health and Social Care:

Component 1: Human Lifespan Development (Internally Assessed)

Explore human growth and development across life stages.

Component 2: Health and Social Care Values (Internally Assessed)

Explore the care values that underpin current practice in health and social care service.

Component 3: Promoting Health and Wellbeing (Externally Assessed)

Explore the purpose, type and benefits of health promotion.

### Enrichment Opportunities

Interactive Placements within the health, social and early years sectors and a range of talks by professionals. First aid at work certificate completed in Year 11.

### Specification

Pearson BTEC Level 2 TECH Award in Health and Social Care

**For further details please see:**

Mrs L Martin





## History GCSE

### Summary

The course looks at events across several periods, including Medieval, Early Modern and Modern Europe, as well as Modern World History.

A questioning approach is used to help understand and analyse events in three key areas:

- Paper 1: Thematic Study and Historic Environment
- Paper 2: Period Study and British Depth Study
- Paper 3: Modern Depth Study

Paper 1 focuses on the history of medicine in Britain, c1250 - today and will include a focus on the British sector of the Western Front, 1914-1918.

Paper 2 includes a British depth study examining early Elizabethan England, 1558-88 and a period study examining superpower relations and the Cold War, 1941-91.

Paper 3 is a modern depth study focusing on Weimar and Nazi Germany, 1918-1938. We explore the political and social History of Germany from the end of the First World War to Nazi dictatorship under Hitler.

### Assessment

History is assessed by three exam papers.

Grades are determined by how students use historical skills to answer the questions.

Paper 1 – 30%  
Paper 2 – 40%  
Paper 3 – 30%

### Enrichment Opportunities and Costs

Holocaust Day – students hear a testimony from a Holocaust survivor. No cost.

### Specification

Edexcel GCSE (9-1) in History (1HI0)

**For further details please see:**

Mr P Jennings



## Music GCSE

### Summary

The course caters for musicians of all interests, whether they want to study music beyond GCSE or as a leisure activity.

The course is divided into three areas:

**Performance:** one solo and one ensemble performance, lasting at least 4 minutes in total (30%).

Students need to be able to perform to a minimum standard equivalent to **Grade 3 ABRSM**. The standard of performance required to access the highest marks is **Grade 4**. Peripatetic lessons on your chosen instrument/voice are advisable.

**Composition:** Two original compositions, created using garageband, logic or Sibelius. scores and recordings of these are submitted for moderation. (30%).

**Listening and Appraisal:** This exam is taken at the end of the course, based on 8 set works studied and unfamiliar, related excerpts. These cover a range of different styles and genres. (40%).

### Assessment

Performance and composition controlled coursework 60%

Listening, appraising exam 40%

### Enrichment Opportunities and Costs

Students **are encouraged to take part** in at least one of the many extracurricular groups run by the department, to aid the development of their musical skills and knowledge, to count towards performance coursework, and for the enjoyment of performing in a group. These sessions are free and mostly take place at lunchtimes.

Music trips are organised as opportunities arise.

### Specification

Edexcel GCSE

**For further details please see:**

Mrs Armstrong



## Physical Education GCSE

### Summary

This course is open to all students who have an interest in Physical Education and Sport and are **committed to physical activity outside PE lessons. We must stress how important this is, to enable students to access good practical marks—the criteria is very challenging and will require students to spend time on this outside of PE lesson time.**

The expectation is that students perform **competitively** in at **least two activities**, to give them the best chance of success. Students should be keen to learn about sports science and be able to draw on their own experience of physical activity to apply the theoretical content.

Content includes:

Applied anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio-cultural influences, health, fitness and well-being.

### Assessment

- The Human Body and Movement in Physical Activity and Sport:  
1 hour 15 mins written paper (30% of total GCSE)
- Socio-Cultural Influences and Well-being in Physical Activity and Sport:  
1 hour 15 mins written paper (30% of total GCSE)
- Performance in Physical Activity and Sport (Non-exam Assessment 40% of total GCSE);  
3 practical activities (1 team, 1 individual, 1 of either, 10% each, written coursework 10%).

### Enrichment Opportunities and Costs

Students are encouraged to take part in school clubs, teams and practices, as well as in competitive sport outside of school.

### Specification

AQA GCSE (9-1) in Physical Education (8582)

**For further details please see:**

Mr M Flannigan

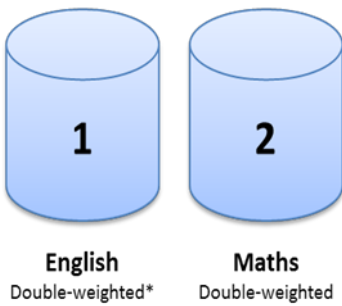


## Appendix 1

### Progress 8

Progress 8, rather than 5 A\*-C including Maths and English, is now the 'headline' GCSE performance measure.

A student's Progress 8 score will result from the following combination of subjects:

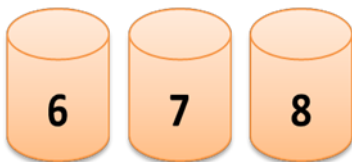


\* English and Maths are counted twice to reflect their importance.

The higher score of English Language **or** English Literature is 'double-weighted' if a student has taken both qualifications.



Best 3 GCSE results from Sciences, Computer Science, Geography, History, Languages



Best 3 results from other GCSEs and approved qualifications



## Appendix 2

### Criteria for Selecting Students to Follow a Reserve Choice Course

It is not unusual for some courses to be oversubscribed or, alternatively, for lower numbers to mean that we have to 'collapse' groups. Any subject which does not attract **at least 12 students** will automatically be under review and, in all likelihood, will not run. Some subject combinations may not be possible, due to timetabling constraints which emerge when students' choices are analysed.

In these instances, students will need to take up a reserve choice. The procedure for selecting students to follow a reserve choice course is as follows:

1. All students who have selected the option will be invited to take up their reserve choice if they have no strong preference.
2. If the number of students taking up their reserve choice removes oversubscription, no further students will be required to follow a reserve choice.
3. If however, numbers still need to be reduced, a process of random selection will take place.

**In line with the Core Values of the school, students who are currently in receipt of Pupil Premium Funding or who have an EHCP will be exempt from the random selection process and guaranteed a place on the relevant course.**

The final decision regarding students' places on courses lies with the school



# Notes

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**For more information:**

Our Safeguarding Policy is available at Reception.  
Contact: [safeguarding@bishopstopford.com](mailto:safeguarding@bishopstopford.com)

# Notes



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