



KING'S BRUTON

Deo Juvante



GCSE Options





The Journey Ahead

Welcome to our (I)GCSE options booklet. The information contained within is intended to assist pupils as they consider their GCSE subject choices, although advice from teachers and other key staff is also a vital part of this process.

There is no doubt that (I)GCSEs present a meaningful challenge for all pupils. It is not just that this is the first time that they will have encountered public exams; in addition, the range and depth of study at this stage exceed anything pupils will encounter subsequently. A strong set of results is fundamental for progression to Sixth Form study and, ultimately, to university and future employment. Please note, too, that entry into the Sixth Form at King's requires a minimum of five Grade 4s, with a minimum Grade 6 strongly recommended in any subject a pupil intends to pursue at A Level.

High-quality (I)GCSE outcomes begin with thoughtful and well-judged subject selection. This booklet is designed to guide that process, but it is essential that pupils also engage in careful discussion with their subject teachers, Housemaster or Housemistress, tutors, and parents. The most successful choices are almost always those that reflect an individual's particular strengths and genuine interests; we all do better when pursuing academic paths that we enjoy and which stretch and challenge us. This booklet, coupled with good advice, should enable each pupil to build a programme of study that allows them to thrive.

Matt Radley
Headmaster

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Preparing for the Next Steps

All King's Bruton pupils in the 4th Form, and a year later in the 5th Form, usually study for nine or ten subjects – GCSE English Language, GCSE English Literature, (I)GCSE Mathematics, (I)GCSE Science (Triple, Double or Single Awards), (I)GCSE Modern Foreign Language (or additional GCSE option qualification), and three others. Controlled assessments/ coursework for some GCSE subjects, taken during the 4th Form and 5th Form, will range from a minimum of 25% to 60% of the overall weighting. All subjects have external examinations at the end of the two year course. Whilst certain (I)GCSE subjects are not regulated by Ofqual (UK exams regulator), they still follow the same grading system and are both highly regarded and widely accepted.

The optional subjects are Art, Design & Technology (Product Design), Drama, Food Preparation & Nutrition, Geography, Spanish, History, Latin, Music, Physical Education and Religious Studies. Pupils' subject preferences are discussed with their tutor and parents before timetabling for the next academic year begins. This allows for greater flexibility and for a greater number of pupils to study the subjects of their choice without being restricted by option blocks. Pupils are asked to select 3 GCSE option subjects and a reserve choice. Occasionally, certain combinations of subjects are not possible and we will use a pupil's reserve choice to complete their (I)GCSE timetable. In addition, the School reserves the right to withdraw subjects from this list if, in the Headmaster's opinion, numbers of pupils opting for the subject are too low.

Thus a pupil entering the 4th Form, studies the following subjects to (I)GCSE:

Compulsory:

- English Language GCSE
- English Literature GCSE
- Mathematics (I)GCSE
- Science (I)GCSE Biology, Chemistry & Physics
- MFL (I)GCSE Spanish or French* (Optional but strongly advised)



Three Options from this List:

- Art and Design
- Design & Technology (Product Design)
- Drama
- Food Preparation & Nutrition
- Geography
- History (I)GCSE
- Latin
- Music
- Physical Education (I)GCSE
- Religious Studies

*From September 2026, (I)GCSE Modern Foreign Languages (MFL) will become optional. Learning a modern foreign language is strongly advised for pupils who are able to access the MFL options, as there are significant academic, cognitive, and cultural benefits to language learning. For pupils who choose not to study an MFL, this curriculum time may instead be used to access learning support and EAL support where available, or to study an additional GCSE qualification.

Core Physical Education, PSHEE (Personal, Social, Health and Economics Education) and Generic Religious Studies are also timetabled. The courses offered by the different subjects are outlined on the following pages. Use the QR Codes to access our department web pages.

Mr Cupit

Deputy Head – Academic
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Art & Design

Pupils are currently following the Eduqas syllabus. The course is divided between 60% coursework and 40% for the examination. The coursework is carried out over a year and a half with the examination unit beginning in January and concluding in May.

Pupils will be taught various disciplines during the coursework period which will range from Photography, Printmaking, Drawing, Painting, Ceramics, Sculpture, Textiles and Digital Media. Projects will emphasise the need to adhere to the assessment objectives which require pupils to record their ideas, develop them by looking at the work of artists, experiment with different media and techniques and to come up with a finished piece of work.

Pupils will have their work reviewed on a regular basis against the assessment criteria

with personal feedback. Pupils will have the opportunity to visit galleries during the two-year course, taking in key exhibitions in London, attend workshops by local artists and experience trips either to Cornwall or abroad. Hauser & Wirth Somerset will also feature as a local resource.

Pupils who succeed in the subject should have a genuine interest in Art and a strong desire to create both within and outside of the timetable. There is also an expectation that pupils will attend activities on a regular basis for extra support and studio time. We will nurture that desire as we try to improve their knowledge, skills and understanding of the subject.

Mr Harkness
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Design & Technology

Product Design – Examination Board: AQA

Why choose to study GCSE Design and Technology?

From the light bulb, the internet, mobile phones, electric cars and laptops, products have defined generations, changing the way we live our lives. The Design & Technology syllabus offers the perfect subject for those who love to be creative problem solvers, innovators, designers, leaders and team players.

With rapidly changing global challenges ahead, the skills you gain within Design & Technology will be at the forefront of solving the problems that businesses and society face. The approach known as Design Thinking, that you will learn in Design & Technology, is a fantastic lifetime asset, and

respected and valued by many. If you enjoy being creative, get satisfaction from problem solving and can spot what people want, you could be a great designer and innovator.

What will I learn?

Design & Technology builds on key skills taught both in prep schools and in the 3rd Form, further extending learning through the introduction of new concepts. Topics include: New and Emerging Technologies, Environmental Issues, Developments in Materials, Manufacturing Techniques, Materials and their Working Properties, Client Centric Design and 3D Printing. The Non-Exam Assessment (NEA) starts in the June of the 4th Form and includes: research and investigation into a design context provided



by the exam board; the opportunity to identify different design problems before developing your own creative solutions to these issues based on the research you have carried out. You then develop your design using the iterative design process and an authentic client before making a final working prototype; Throughout you will evaluate your ideas and work, sharing your journey of discovery through your portfolio, developing your communication skills as you progress towards the completion of your project. All designs start with basic sketching, which plays an important part of the course as your ideas evolve through prototyping, using models and Computer Aided Design (CAD), as your product develops. Many new technologies have been brought into the Department over the past years to complement the traditional skills that are used in product manufacture.

“

Design and Technology is a phenomenally important subject. Logical, creative and practical, it's the only opportunity pupils have to apply what they learn in Mathematics and Science.

Sir James Dyson

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How is GCSE Design & Technology Product Design assessed?

At the end of the 4th Form year the examination board will provide a range of contexts which will provide the starting block for your NEA. Recent controlled assessment contexts include designing for outdoor living, caring for animals, a sustainable future or working and studying at home. Each context allows pupils to develop their own unique design solution and ultimately a product that solves the problem that they have identified through their initial research. Naturally, sustainability is a very important focus in product development, and as pupils progress through their project they learn and develop many skills. The whole project is evaluated and justified as it goes along, telling the story of the products conception. Projects are limited to around 25 A3 pages from start to finish and count for 50% of the overall GCSE qualification. A written examination makes up the remaining 50% of the GCSE. The examination is a two hour paper which covers all grades from 1-9. The content of the examination looks at Core Technical Principles, and Designing and Making Principles (from the NEA) as well as some Specialist Technical Principals selected, currently we focus on timbers and timber products.

Mr Hart

Head of Design & Technology
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Drama

Drama at King's Bruton offers pupils an incredible opportunity to write, direct and perform their own material, rehearse, design and experiment with a diverse range of theatre styles such as mime, monologues, physical theatre and verbatim theatre.

The course will include working with professional companies such as Frantic Assembly, Complicité, Bristol Old Vic and the National Theatre. Being situated near to Bath, Bristol and Exeter, pupils have regular opportunities during the course to experience great live theatre, as well as the annual trip to London's West End.

Why study Drama at GCSE?

Drama is about creativity and collaboration, understanding and challenging the way people think, connecting with yourself, cultures and traditions and examining your own beliefs and behaviours.

Our GCSE Drama course is not just for people interested in performing or acting. The course is split into three components; Devising, Performing and the Exam Paper. Throughout the two years, pupils will become a director, a designer, a researcher, a technician and a producer as well as a performer.

Pupils are examined in three different ways; a portfolio which can be written or presented, a performance to a visiting examiner and the written exam paper.

Mr Stainton
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Edexcel GCSE Drama

Component 1

Devising

Pupils devise and perform a piece of theatre from a given set of stimuli. They will record the process through a logbook and produce a portfolio. Internally assessed. 40% of the qualification.

Component 2

Performance from Text

Pupils will perform two extracts from a set text chosen by their teacher. It is examined individually but performed as a cast. Externally assessed by a visiting examiner 20% of the qualification.

Component 3

Theatre Makers in Practice

Section A – 45 marks based upon a set text.
Section B – 15 marks based upon a chosen live performance.
Exam – 1 hour 30 mins.
40% of the qualification.



English Language & English Literature

Pupils will study both AQA GCSE English Language and AQA GCSE English Literature.

For AQA GCSE English Language pupils, 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 pupils with a clear route through each paper.

Each paper has a distinct identity to better support 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. This course is 100% externally examined.

AQA GCSE English Literature is assessed by means of two examination papers.

Paper 1 (Shakespeare and a 19th Century Novel) requires pupils to write in detail about extracts from their chosen play and novel, then to write about the two texts as a whole.

Paper 2 (Modern Texts and Poetry) comprises of Section A (Modern Texts) in which pupils will answer one essay question from a choice of two on their studied modern prose or drama text.

In Section B (Poetry) pupils will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

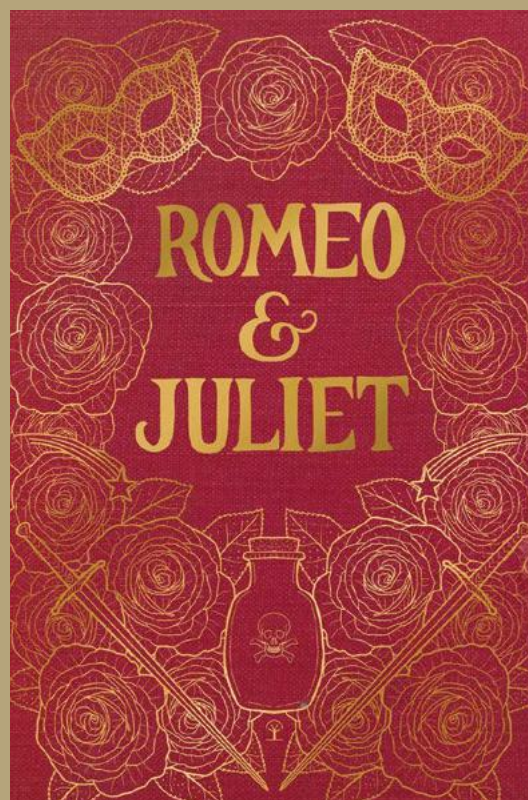
Section C (Unseen Poetry) requires pupils to answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

All pupils will study a wide-range of literary texts from an equally broad list of authors. We endeavour not only to prepare pupils for the challenges of public examinations, but to equip them with useful skills for life beyond school. We seek to instil an interest in literature which will extend well beyond the classroom and into later life.

Mr Hambleton

Head of English

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Food Preparation & Nutrition

Food Preparation and Nutrition is an exciting and creative GCSE course which focuses on core nutrition and practical cooking skills to ensure students develop a thorough understanding of healthy eating and wellbeing, food provenance and the working characteristics of food materials through food science.

Food preparation skills are integrated into five core topics:

- * Food, nutrition and health;
- * Food science;
- * Food safety;
- * Food choice;
- * Food provenance.

Pupils will develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks

They will learn in depth the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.

We also encourage pupils to explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

This GCSE supports both personal development and future pathways into Sixth Form and higher education including independence, organisation, and problem-solving skills, while also gaining a GCSE that complements Science and vocational subjects such as PE.

It prepares our pupils for everyday life as well as potential careers in food, nutrition, hospitality, sport coaching and psychology, health, and science-related fields.

Mrs McMunn

Head of Food Studies
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The Assessment Structure

Non-Examined Assessment 50% - Two tasks

Task 1

The Food Investigation (NEA 1 is a scientific based project - 15% of the final examination)

Task 2

The Food Preparation Assessment (NEA2 investigates a cuisine, specific dietary requirement or a target group and consists of research and practical work and concludes with a 3 hour practical examination - 35% of the final examination)

Single Examination Paper 50% - 1hr 45 minutes duration

Section A - (20 marks)

Multiple choice questions structured to reflect the sections of the specification.

Section B - (80 marks)

5 questions varying in styles of approach and content.





Modern Foreign Languages

French & Spanish

Languages are a valued core subject at King's Bruton as we believe in preparing pupils for the international job market. Therefore, a language is compulsory for all, other than in exceptional cases. The MFL options cover the CIE (I)GCSE syllabus.

The course encourages:

- The ability to use a foreign language as a means of practical communication.
- Insight into the culture and civilisation of countries where the language is spoken.
- A positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations.
- Techniques which can be applied to other areas of learning, such as analysis and memory skills.
- A sound foundation for progression to employment or further study.

Topics covered include:

- Everyday activities (school, home life, health).
- Personal and social life (family, pets, home, holidays).
- The world around us (shopping, the environment, meeting people).
- The world of work (further education and employment).
- The international world (travelling, living and working abroad).



The exam is split into four areas: Reading, Writing, Listening and Speaking, with each being worth 25% of the final grade.

We believe strongly in the Department that having a language qualification opens up a wide range of opportunities for pupils, no matter where their talents lie, and we cater for all ability ranges. Learning the language in a genuine context is highly recommended, whether through family holidays abroad or study visits which we try to offer pupils each year.

Mme Webb
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From September 2024 pupils will follow the AQA Specification for both Spanish and French.

New GCSE in French and Spanish with AQA - 2024 - Specification at a glance.

This qualification is linear. Linear means that pupils will sit all their exams at the end of the course.

Subject Content

Assessment is set in the context of these three themes.

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us



Assessments

GCSE French/Spanish has a Foundation tier (grades 1-5) and a Higher tier (grades 4-9). Pupils must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening

What's assessed

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts
- How it's assessed
- Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)
- 40 marks (Foundation tier), 50 marks (Higher tier)
- 25% of GCSE

Paper 2: Speaking

What's assessed

- Speaking using clear and comprehensible language to undertake a role-play
- Carry out a reading aloud task
- Talk about visual stimuli

How it's assessed

- Non-exam assessment (NEA)
- 7-9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10-12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE



Paper 3: Reading

What's assessed

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they're embedded in written sentences
- Translating from French into English
- How it's assessed
- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Paper 4: Writing

What's assessed

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into French.
- How it's assessed
- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE



Geography

Why choose Geography?

Outstanding results – Consistently strong results as a department: 100% 9-5 (2024). Pupils studying Geography will have the exciting opportunity to go on an international trip across their time studying the course, whilst also visiting the Dorset Coast and Bristol City Centre as part of the compulsory fieldwork element of the syllabus. Whilst there is no coursework element to the course, the investigations completed as part of fieldtrips will be assessed in their unit 3 examination. GCSE Geography lessons involve using a wide range of interactive resources and technology to bring Geography into the classroom, to better help pupils see and understand the world around them.

There are weekly workshops and additional classes designed to extend learning and help pupils review material in preparation for exams.



The Nature of the Course

Geography is the study of the earth's landscapes, people, places and environments. It is, quite simply, about the world in which we live. Geography GCSE is unique in bringing the natural sciences (physical geography) together with the social sciences (human geography). This allows understanding of social and physical processes within the context of places and regions recognising the great differences in cultures, political systems, economics, landscapes and environments across the world.

The Nature of Assessment

All units will be assessed by written examination with a total of three papers being sat in the summer of the 5th Form.

Unit 1: Living with the Physical Environment

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

Unit 2: Challenges in the Human Environment

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

Unit 3: Geographical Applications

- Pupils will be examined on both their geographical skills and their experiences of planning, running and the results from geographical fieldwork carried out on the Dorset Coast and in Bristol City Centre

Mr Danskin

Head of Geography

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AQA	Theme	Work Examined	Time Allowed	Percentage Marks
Unit 1	Living with the Physical Environment	Summer Term 5th Form	1hr 30m	35%
Unit 2	Challenges in the Human Environment	Summer Term 5th Form	1hr 30m	35%
Unit 3	Geographical Applications	Summer Term 5th Form	1hr 30m	30%



History

The Modern World History course (Edexcel (I) GCSE) aims to enthuse and excite pupils in the study of History by looking at some of the main developments in international relations from 1919 to the 1990s, and by providing a historical perspective for the central issues confronting the contemporary world. It also seeks to provide a firm basis from which to undertake further study.

The Modern World History course (Edexcel (I) GCSE) aims to enthuse and excite pupils in the study of History by looking at some of the main developments in international relations from 1919 to the 1990s, and by providing a historical perspective for the central issues confronting the contemporary world. It also seeks to provide a firm basis from which to undertake further study.



Pupils will have the opportunity to:

- Acquire knowledge and understanding of the past.
- Develop a global awareness through an appreciation of societies different in time and place to their own.
- Investigate historical events, people, cultures, changes and issues.
- Develop understanding of how the past has been interpreted.
- Use historical sources critically in their context.
- Draw conclusions and appreciate that these and other historical interpretations are liable to reassessment in the light of new evidence.

Assessment:

There will be two written papers. There is no coursework or Controlled Assessment.

All pupils will, hopefully, have the opportunity to participate in a History Department field trip geared to assist with their study of the world history topics.

In recent years we have visited Germany, Hungary, the Czech Republic and Poland.

Mr Fletcher

Head of History

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Topic Areas	Specific Focus
1. The USA 1917 – 1941	Political, social and economic changes in America after the First World War, The “Roaring Twenties”, The Wall Street Crash and the New Deal.
2. The USSR 1924 – 1953	Stalin’s rise to power, the impact of his dictatorship on the USSR and the USSR at war 1941–45.
3. The Cold War 1943 –1972	The rise of the USA and USSR as world superpowers; tensions of the Cold War including Korea, Berlin and Cuba.
4. Conflict, Crisis and Change: China c. 1900 – 1989	Victory of Mao Tse Tung and the Chinese Communist Party; political, economic and social change in China. Change under Deng Xiaoping and the development of the democracy movement.





Latin

Fearless linguists who opted to study Latin in 3rd Form may continue to the GCSE. The study of Latin at King's Bruton fosters a set of high-grade, transferable skills that are highly valued by universities and employers alike, using a curriculum based on both skills-based practice and application of knowledge. Latin trains our pupils to have critical expertise, which is essential for making them forceful communicators.

In the 4th Form, we build on our previous study, developing our knowledge and understanding of Latin vocabulary and grammar in order to create fluent and expressive translations of Latin text as part of the OCR Latin GCSE. We also study two set pieces of literature: a prose and a verse text. The texts change every two years; for the Prose examination in 2027 and 2028, we will read Aulus Gellius' 'Attic Nights' – Androcles and the Lion, and one of Pliny the Younger's letters, the Dolphin Tale. For the Verse examination, we will read an extract from Virgil's 'Aeneid', Book 2 – the Fall of Troy, one of the most influential and beautiful pieces of Roman literature ever written.

At the end of 5th Form, pupils will sit three exams:

- Latin Language – 100 marks, 90 minutes
 - assessing comprehension, grammar (or prose composition) and translation of unseen passages of Latin.
- Latin Prose literature – 50 marks, 60 minutes
 - assessing knowledge of the prose set text.
- Latin Verse literature – 50 marks, 60 minutes
 - assessing knowledge of the verse set text.

Following successful completion of GCSE Latin, pupils will be able to study the subject for AS/A Level. This ambitious and fascinating course allows for deeper study of the Latin language and the chance to read further pieces of Latin literature in their original language.

Mrs Garland
Head of Classics
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Mathematics

Mathematics is all around us, in everything that we do. It is the building block for computers, phones, science, medical research, film-making, finance, engineering and sports. When we study Mathematics, we may do so at many levels: we may learn to understand how things work at a basic or complex level. Wherever our pupils stand on the continuum, Mathematics will be needed by them throughout their lives.

At King's Bruton, Mathematics teachers enjoy the journey through Mathematics with their pupils as they discover new ideas, master important techniques, learn to appreciate the power, beauty and just how much fun can be had with Mathematics.



Mathematics Qualifications:

All 4th Form pupils will study the IGCSE Mathematics syllabus, where grades 9 – 1 are awarded. Our aim is for all pupils to sit the Higher Tier papers. At the end of the course pupils take two calculator papers, each two hours long.

There is no coursework necessary for this specification.

Pupils who are hoping to continue to do A Level Mathematics need to obtain at least a Grade 6 at IGCSE.

Mathematics Enrichment:

The most able Mathematicians in the 5th Form are invited to attend Additional Mathematics lessons and to sit this examination alongside IGCSE in summer of the 5th Form. This provides a fantastic preparation for starting on the A Level Further Mathematics course or for getting a head start on the A Level Mathematics course in the 6th Form.

The most able Mathematicians in the 4th Form are invited to take part in challenges such as the UKMT Mathematics Feast and other Mathematics events.

Workshops run each evening in the Mathematics Department from 4.30pm for pupils who want further enrichment or who need extra support or catch up.

One-to-one Tuition:

King's Bruton is also currently able to offer one-to-one specialist Mathematics tuition to pupils who wish further support or enrichment on a pro-rata basis.

Mathematics Lessons:

In lessons, pupils are encouraged to develop their understanding of Mathematics using a scientific calculator as well as using pen and paper calculation skills. They are introduced to a variety of different software aiming to encourage individual pupil ability and curiosity, to observe and refine ideas, then to practice new techniques in a fun way. Additionally, we aim to develop pupils' core competencies, such as problem-solving and verbal reasoning, as these skills are needed not only to achieve their IGCSE Mathematics, but also to progress to higher-level study and they are highly valued by employers.

Mr Owens

Head of Mathematics
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Music

The Edexcel GCSE Music syllabus is followed. The course is varied and challenging allowing pupils to shine in their areas of strengths. Pupils are supported in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills including performing, composing and appraising.

Pupils are encouraged to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities. The course also strongly supports the development of musical fluency and provides access to further study of music at A Level.



Performance:

Performance is worth 30% of the total GCSE mark. To obtain the highest marks pupils should be ABRSM Grade V standard or higher by the end of the course. Pupils must submit one solo and one ensemble performance with a combined duration of a minimum of four minutes. This is marked internally and then moderated.

Composition:

Composition is worth 30% of the total GCSE course. Pupils must compose two pieces which must have a combined duration of three minutes; they can be in any genre and for any instrument or instruments including vocal music. This is marked internally and then moderated.

Listening:

The written listening and appraising paper is worth 40% of the GCSE course. Pupils sit a 1 hour 45 minute listening examination in which they are asked questions on both set works and unfamiliar music drawn from the following genres: Instrumental Music 1700–1820, Vocal Music, Music for Stage and Screen and Fusions.

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Physical Education

Candidates will follow AQA GCSE PE syllabus. The subject is assessed through 60% examination and 40% coursework.

Courses based on this specification should encourage pupils to:

- Be inspired, motivated and challenged, and enable them to make informed decisions about further learning opportunities and career pathways;
- Develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being;
- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport;
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas;

- Develop their ability to analyse and evaluate to improve performance in physical activity and sport;
- Understand the contribution which physical activity and sport make to health, fitness and well-being;
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

The examination assessment objectives (AOs) are:

- 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. Analyse and evaluate performance.



The question paper will cover the following topics:

Paper 1: The human body and movement in physical activity and sport (30%)

What's assessed: applied anatomy and physiology; movement analysis; physical training; and use of data.

Paper 2: Socio-cultural influences and well-being in physical activity and sport (30%)

What's assessed: Sports psychology; socio-cultural influences; health, fitness and well-being; and use of data

Non-exam assessment: Practical performance in physical activity and sport (40%)

What's assessed:

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.
- For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

- Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

The practical ability of the pupil needs to be very high as this element is worth 40% of the final grade. The practical coursework is ongoing throughout the course as the sporting seasons change.

Pupils need to be prepared to work out of class hours on their practical skills. They should read widely so that they can make links between topics such as fitness, health, performance, and participation.

Pupils should regularly read beyond the textbook to deepen their understanding of GCSE PE topics, through the sports pages on the internet, sports science articles, case studies of athletes, teams, and sporting events, resources on training methods, nutrition, injury prevention, and sports psychology.

Mr Barrow
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Religion and Ethics

A contemporary humanity for the modern age.

- Are you interested in science and religion, beliefs about justice and equality?
- Are you concerned about the issue of terrorism and our response to the victims of war?
- Should the Death Penalty be brought back and what of our responsibility to tackle climate change, poverty and their causes?
- Why do Black Lives matter?
- If these questions interest you, then think of Religion and Ethics (RS GCSE).

“

RS is the subject that challenged me most and was education for life.

Former Pupil

I am so pleased I did RS GCSE. Every day we saw what we were covering in class in news stories from around the world. If I had not done RS GCSE then I would not be informed and able to evaluate my beliefs on issues that we will all have to decide on and which matter to all our lives

Former Pupil

”



An exciting contemporary RS GCSE specification awaits you. Two modules/ exams; each 50% of the course.

Module One:

Four Ethics themes taught across two years.

Theme 1: Religion and Life, including:

- Origins and Value of the Universe
- Big Bang Theory and Evolution
- Use and Abuse of the Environment and Animals
- Beliefs & Attitudes About
- Death and an Afterlife
- Abortion and Euthanasia

Theme 2: Religion, Peace and Conflict, including:

- Terrorism, Holy War, Just War, Nuclear War and Pacifism
- The Causes of War and Responses to the Victims of War

Theme 3: Religion Crime and Punishment, including:

- Religious teaching beliefs and attitudes about good and evil
- The reasons for crime and attitudes to criminals
- Appropriateness of various types of punishment, including capital punishment

Theme 4: Religion, Rights & Justice, including:

- Freedom, equality, rights and responsibilities
- Discrimination, including racism and homophobia
- Wealth, poverty, exploitation & charity Pupils will tackle each theme with a variety of religious and non-religious beliefs, from society and their own experience as well as from the two world religions we will study in Module Two of the course.



Module Two:

The study of two religions and their beliefs, teaching and practices.

Buddhism, including:

- The Life of the Buddha and Buddhist Ethics
- The Four Noble Truths
- The Three Refuges
- The Three Marks of Existence
- Human Destiny and Personality

Christianity, including:

- The Nature of God, the Problem of Evil, Creation and the Afterlife
- Beliefs about Jesus and Salvation
- Worship, the Sacraments and Prayer
- The Role of the Church in the Local and Worldwide Community
- Street Pastors and Food Banks

So Why Choose RS GCSE?

- Course content is exceptionally relevant to life
- Not just a GCSE – preparation for life!
- No coursework required!
- A teacher who marks for the exam board
- The compulsory 4th Form lesson of one RE lesson a fortnight is no substitute and covers different and fewer topics

Who Should do RS GCSE?

The course is suitable for pupils of all backgrounds, whether they have much or little religious understanding. No personal belief is necessary for pupils to be able to excel, but individuals must be ready to positively study beliefs that are not their own.

Final Thoughts?

Do you want to study a subject that takes you to the very heart of life?

Are you interested in debating today's toughest moral issues?

Think RS.

Ms Wilson-Brown
Head of Religion and Ethics
zwb@kingsbruton.com





Science

The National Curriculum requires all pupils to study a balanced Science course for the GCSE examination. All pupils study Edexcel IGCSE Biology, Chemistry and Physics. This gives a solid grounding in the basics of each of the three subjects. An examination at the start of the Summer Term in the 4th Form will determine the pupils' GCSE examination pathway.

For those pupils whose strength is not in the Sciences, the Edexcel Single Award Science IGCSE scheme is followed. If the single award pathway is followed at IGCSE the pupils will sit one 1 hour and 10 minutes theoretical paper in each of the three disciplines at the end of the course, which include examining the pupils' practical skills.

For some pupils, the Edexcel Double Award Science IGCSE scheme is followed. In the January of the 5th Form trial examinations will be sat in each subject and a decision made, based on the trial results, as to whether the double or the single award examinations should be completed by the pupil in June of the pupils' 5th Form.



Those pupils with a good aptitude for Science will carry on with the IGCSE schemes in each subject, the Edexcel Triple Award Science IGCSE scheme is followed. In the January of the 5th Form, trial examinations will be sat in each subject and a decision made, based on the trial results, as to whether the double or the triple award examinations should be completed by the pupil in June of the pupils' 5th Form.

If the double award pathway is followed at IGCSE the pupils will sit one 2 hour theoretical paper in each of the three disciplines at the end of the course, which include examining the pupils' practical skills.

If the triple award is followed at IGCSE the pupils will sit two examinations in each of the three disciplines at the end of the course. These examinations will involve a 2 hour and a 1 hour and 15 minutes theoretical paper, which include examining the pupils' practical skills.

All of the IGCSE specifications require that all candidates demonstrate the following assessment objectives in the context of the content and skills prescribed.



Knowledge and Understanding – In the examination, pupils will be tested on their ability to:

- Recognise, recall and show understanding of specific scientific facts, terminology, principles, concepts and practical techniques including aspects of safety.
- Draw on existing knowledge to show understanding of the ethical, social, environmental.
- Economic and technological applications and implications of science.
- Select, organise and present relevant information clearly and logically, using appropriate vocabulary.

Application of Knowledge and Understanding, Analysis and Evaluation – In the examination, pupils will be tested on their ability to:

- Describe, explain and interpret phenomena, effects and ideas in terms of scientific principles and concepts, presenting arguments and ideas clearly and logically.
- Interpret and translate data presented as continuous prose or in tables, diagrams drawings and graphs, from one form to another.
- Carry out relevant calculations.
- Apply scientific principles and concepts in solving problems in unfamiliar situations including those related to the ethical, social, economic and technological applications and implications of science.
- Assess the validity of scientific information, experiments, inferences and statements and make informed judgements from them.



Experimental and Investigative Skills – In the assessment of these practical skills, pupils will be tested on their ability to:

- Devise and plan investigations, drawing on scientific knowledge and understanding in selecting appropriate techniques.
- Demonstrate or describe appropriate experimental and investigative methods, including safe and skilful practical techniques.
- Make observations and measurements with appropriate precision, record these methodically, and present them in a suitable form.
- Analyse and interpret data to draw conclusions from experimental activities which are consistent with the evidence, using scientific knowledge and understanding, and to communicate these findings using appropriate specialist vocabulary, relevant calculations and graphs.
- Evaluate data and methods.

IGCSE Biology:

IGCSE Biology covers the major animal and plant systems in a traditional way, but also introduces the pupils to important breakthroughs of recent years, such as cloning and genetic engineering.

Mrs Stainton

Head of Biology

kms@kingsbruton.com



IGCSE Chemistry:

This subject is comprehensive and relevant to modern life and covers the three branches of Chemistry: inorganic, organic and physical. It aims to give pupils a sound knowledge base, as well as industrial and practical applications of Chemistry.

Mrs Seal

Head of Chemistry

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IGCSE Physics:

IGCSE Physics provides pupils with a thorough knowledge of the subject, and develops their understanding through the use of examples taken from a modern everyday context. Topics include: forces and motion, electricity and electrostatics, light, sound and the electromagnetic spectrum, energy, materials, magnetism and electromagnetism, radioactivity and astrophysics.

Mrs Ashworth

Head of Physics

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English as a Second Language

Those pupils whose first language is not English will have the alternative of sitting the CIE (I)GCSE English as a Second Language examination if they find the GCSE First Language examination too demanding. They will continue with their first language English lessons as usual.

Cambridge (I)GCSE English as a Second Language is accepted by universities and employers as proof of ability to understand and communicate in English. It is aimed at pupils whose first language is not English, but who use English as a language of study.

The Cambridge (I)GCSE (9–1) English as a Second Language (0991) exam is designed for learners who already have a working knowledge of the language and who want to consolidate their understanding in order to progress in their academic or professional career.

Cambridge (I)GCSE (9–1) English as a Second Language offers learners the opportunity to gain lifelong skills and knowledge including:

- Better communicative ability in English.
- Improved ability to understand English in a range of everyday situations and in a variety of social registers and styles.
- Greater awareness of the nature of language and language-learning skills.
- Wider international perspective.

Candidates who achieve Grade 4 overall in Cambridge (I)GCSE (9–1) English as a Second Language 0991 (Count-in Speaking) can be considered to be at a level equivalent to B2 on the Common European Framework of Reference for Languages (CEFR).

The exam assesses ability in the four skills of Reading, Writing, Listening and Speaking. The candidates sit three separate examination papers:

- Reading and Writing which includes reading comprehension tasks, summary writing, and formal and informal writing for different purposes to ensure pupils have a consolidated awareness of appropriate and effective use of language.
- Listening which tests general comprehension, understanding specific information, inferred information and understanding opinion.
- Speaking to ensure academic skills of description, explanation, justification and evaluation, on a wide range of concrete and abstract topics.

Preparation for this examination is carried out during specific tuition in small group lessons in the English as an Additional Language (EAL) Department.

Ms Checketts
Head of EAL
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The Next Steps

We hope you've found this booklet a useful starting point for making your choices. Please do discuss your options with your teachers, tutor, parents and

Housemaster/mistress; and, of course, Mr Cupit is available to discuss any aspects of GCSE options with parents and pupils.





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