



Bradford  
**Christian  
School**

Psalm 1 v3

# **Upper School Courses**

As your child moves towards the end of Middle School, it is time to start thinking about the courses available to your child when they enter Upper School in September.

The curriculum plan for Upper School has been updated to include a set of **core** subjects that all students will take, combined with a series of **option** courses.

### **Core**

The core will include 6 GCSE courses in English Language, English Literature, Maths, Religious Studies, and Dual Award Science.

All students will also study non examined BCS courses in Physical Education, Christian Perspectives, Community and Careers

### **Options**

The option courses require you to select one course from a choice of two in each of the 4 blocks which will be shared with you at the Options Evening meeting.

One course in most blocks is a GCSE, and the other is a non examined BCS course that we are developing.

These option blocks will allow you and your child to design a curriculum allowing for anywhere between 7 and 10 GCSEs, complimented by BCS courses. We will be discussing with you an appropriate mix of option courses for your child based on what we know about them so far.

This booklet offers you some information about each of the courses on offer to help you complete the Option Preferences form which you will be given at the Option Evening meeting. If you have any questions about anything to do with the process of completing this Option Preferences form, please email me at [mrprothero@bxs.org.uk](mailto:mrprothero@bxs.org.uk).

Yours



Mark Prothero - Head of Upper School

# **CORE COURSES**

# GCSE MATHEMATICS

## Exam Board: Edexcel

### Why study GCSE Mathematics?

Mathematics is an essential tool for life. It has become a requirement for all students, especially those going on to further education.

### What does the course cover?

Two tiers are available: Foundation and Higher. Each student may take assessments in either the Foundation tier or Higher tier. The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. All three papers must be at the same tier of entry.

The table below illustrates the topic areas covered in this qualification and the topic area weightings for the assessment of the Foundation tier and the assessment of the Higher tier. Foundation has more questions on Number and Ratio, Higher has more Algebra-related questions.

Tier	Topic area	Weighting
Foundation	Number	22 – 28%
	Algebra	17 – 23%
	Ratio, Proportion and Rates of change	22 – 28%
	Geometry and Measures	12 – 18%
	Statistics & Probability	12 – 18%
Higher	Number	12 – 18%
	Algebra	27 – 33%
	Ratio, Proportion and Rates of change	17 – 23%
	Geometry and Measures	17 – 23%
	Statistics & Probability	12 – 18%

### How is this course assessed?

By examination at the end of Y11.

Paper 1 is a non-calculator assessment. A calculator is allowed for Paper 2 and 3.

Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Foundation tier: grades 1 to 5. Higher tier: grades 4 to 9 (grade 3 allowed).

# **GCSE ENGLISH LANGUAGE**

## **Exam Board: AQA**

### **Why study GCSE English Language?**

The ability to communicate through language is what makes us unique from the rest of creation. To be able to communicate with each other and with God is the essence of being made in God's image. It includes being able to hear and speak to God as part of a relationship with Him. Communication is a gift which helps us share meaning and purpose. As much as nutrition affects our physical growth, words and the living word of God causes our soul and spirit to flourish.

Having a confident command of English is a prerequisite for all further education as well as being able to function in the world of work and to be able to make the most of all our relationships.

English Language is taught in conjunction with English Literature and candidates are awarded two distinct GCSE's.

### **What does the course cover?**

#### 1) Explorations in creative reading and writing

- Reading - one literature fiction text.
  - Understanding language features
  - Understanding structure
  - Understanding and promoting a point of view of a text
- Writing - being able to compose one's own creative descriptive or narrative writing.

#### 2) Writers' viewpoints and perspectives

- Reading: Two non-fiction texts written a century or so apart.
  - Understanding of how to summarise and synthesise two pieces of writing from different centuries.
  - Understanding structure of non-fiction pieces
  - Understanding and comparing writers viewpoints and perspectives and their use of methods of expression
- Writing: Writing to present a viewpoint.
  - Students learn to develop their own viewpoints and perspectives through a range of writing for different purposes.

### **How is this course assessed?**

By examination at the end of Y11.

There are two papers, each contributing 50% of the total GCSE grade.

Their component requiring students to be assessed in Speaking and Listening has now been removed from the specification.

# **GCSE ENGLISH LITERATURE**

## **Exam Board: AQA**

### **Why study GCSE English Literature?**

As students develop, they become more aware of the world around them; a world of ideas and their consequences. This world of ideas can be explored through a study of literature. Students are asked to explore characters framed by settings created by authors and reflecting the culture and society they write in. Students can come to a clearer understanding of their own thoughts and feelings by grappling with the dilemmas of characters they encounter in their reading.

If literature from previous times is still read, then it is because those writings still speak to our human condition. If man has something to say about his condition, the Bible as a text, reflecting the thoughts of God on man's condition, is also profound and illuminating and worthy of study as a piece of inspired literature.

English Literature is taught in conjunction with English Language and candidates are awarded two distinct GCSE's.

### **What does the course cover?**

#### 1) Shakespeare and the 19<sup>th</sup> century novel

- Two of Shakespeare's plays
- Two 19<sup>th</sup> century novels

#### 2) Modern texts and poetry

- 2 Modern prose or drama texts
- The poetry anthology of 15 poems around the theme of power and conflict
- Unseen poetry

### **How is this course assessed?**

By examination at the end of Y11.

There are two papers, the first on Shakespeare and the 19th Century novel, worth 40% of the GCSE grade. The second paper, worth the remaining 60% covers modern texts and poetry.

# **GCSE RELIGIOUS STUDIES**

## **Exam Board: AQA**

### **Why study GCSE Religious Studies?**

As a Christian school we study the Christian faith, its beliefs, practices and values, in some depth. Judaism will also be studied. This course enables students to form their own views as well as evaluate the views of others. The course encourages debate, investigation and critical thinking. It will help students prepare for doctrinal and ethical challenges in life beyond school.

### **What does the course cover?**

Component 1: The study of religions: beliefs, teachings and practices

- Beliefs, teachings and practices of two religions:
- Christianity and Judaism

Component 2: Thematic studies

Two religious, philosophical and ethical studies themes and two textual studies themes.

Religious, philosophical and ethical studies themes:

- Theme C: The existence of God and revelation.
- Theme E: Religion, Crime and Punishment

Textual studies themes:

- Theme G: St Mark's Gospel – the life of Jesus.
- Theme H: St Mark's Gospel as a source of religious, moral and spiritual truths.

### **How is this course assessed?**

By examination at the end of Y11, consisting of two papers each contributing 50% of the final grade

# **GCSE SCIENCE**

## **Exam board: AQA**

### **Why study GCSE Science?**

The study of Science offers insight into the created world and the nature of our creator God. It is an important part of understanding the world around us and our role within it. It develops a sense of belonging and custodianship of our world and a responsible attitude to the use of the resources God has given us to manage.

This Science course is called Trilogy because it covers aspects of, but not a separate GCSE in, Biology, Chemistry and Physics . Science Trilogy is designed to be an excellent preparation for further study of any or all of these separate subjects at A level and it is worth 2 GCSEs in Science

### **What does the course cover?**

Biology:

- Cell Biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology
- Key ideas

Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics:

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism

### **How is this course assessed?**

By examination at the end of Y11

Trilogy Science is examined by 6 papers, 2 for each of the Biology, Chemistry and Physics content. Each paper contributes 16.7% of the double GCSE grade.



# **PHYSICAL EDUCATION**

## **Level 2 sports leaders award**

Physical Education is a requirement for all students. Participation in physical activity forms a vital part of maintaining good health, participation, and a sense of well being, and this course covers these aims in a variety of sporting contexts.

### **Why take part in the level 2 sports leaders award?**

As part of these activities, students will also be given a chance to evidence skills leading to the Level 2 sports leaders award (SL2)

SL2 is a nationally recognised qualification that enables successful learners to lead safe, purposeful and enjoyable sport/physical activity, under indirect supervision.

### **What does the course cover?**

It involves a completion of 3 units:

Unit 1- Developing leadership skills.

Unit 2 -Plan, lead and evaluate sport/physical activity sessions.

Unit 3- Assist in planning and leading a sports/physical activity event.

### **How is this course assessed?**

This course will be assessed internally throughout the year.

Sports Leaders have provided an easy to use Learner Evidence Record (LER) for this qualification.

The LER is mandatory and uses the following assessments:

Practical observation – video/photos can be used to support this.

Questioning of underpinning knowledge - via worksheets.

Plans and evaluations completed during the course.

# BCS CHRISTIAN PERSPECTIVES

## Why study BCS Christian Perspectives?

This course explores a range of Christian, other faith, and British values, views on wide ranging topics. The course has a set of core topics covered each year, plus optional topics which allow for flexible responses to current issues, as well as developing legislation

## What does the course cover?

The course includes three main elements:

- 1) **Christian Ethics.** Exploring moral issues from a Christian point of view. Issues covered in the course include: Abortion, Euthanasia, Crime and Punishment, Medical Ethics, Marriage and Relationships, Drugs and Alcohol, Conflict, Environmental Issues, Prejudice and Discrimination.
- 2) **Discipleship.** Exploring what it means to be a follower of Christ by looking at both Biblical principles and contemporary examples.
- 3) **Christian Responsibility.** Exploring what it means to be a good citizen in contemporary society. This includes looking at Life in modern Britain, the Rights and responsibilities of citizens, Democracy and the Rule of Law, Politics and participation

# **BCS COMMUNITY AND CAREERS**

## **Why study BCS Community and Careers?**

This course sits outside of the taught curriculum, and offers students the opportunity to broaden their horizons, consider God's call on their lives, and benefit those in their community, both local and further afield

## **What does the course cover?**

- 1) Careers advice. This includes a range of input over the three years of Upper School as well as a required 1 week Work Experience placement arranged by parents in early Y10. The placement promotes personal development in a pupil's character and understandings including: -
  - a) growth in self confidence.
  - b) ability to communicate with a wider range of ages and types of people.
  - c) ability to appreciate the nature of the secular work environment.
  - d) development of initiative.
  - e) to perceive the levels of competence and expectation, which are regarded as adequate for the demands of the workplace.
  
- 2) Duke of Edinburgh Award Scheme - Bronze. This will be offered to Y9 and Y10 students and includes 4 strands
  - a) Volunteering - helping a person, or a community group, or another organisation and really experiencing the chance to make a difference.
  - b) Physical - Any sport, dance, fitness activity such as playing for a team. Something that perhaps you already do for an hour every week.
  - c) Skills - A favourite hobby, or a new skill, playing an instrument for example for an hour a week.
  - d) Expedition - With staff help and guidance, students will plan and complete an expedition towards the end of the year.Staff will meet with students regularly to oversee these activities, give students the opportunity to complete some activities in school, and record their achievement.
  
- 3) Service Week. This takes place at the end of Y9 and Y10 with a focus on interacting positively with a local community
  
- 4) International trips. We usually run two trips in Y9Y10, one to Berlin and another European destination. We are also looking to reinstate a mission trip aimed at Y11, but available to all in Upper School.

## **How is this course assessed?**

The Duke of Edinburgh Award Scheme leads to an externally awarded certificate. Students are encouraged to request a reference from their Work Experience placement.

Both of these, as well as the experience of Service Week are typically valued by both future employers as well as educational providers.



# **OPTION COURSES**

# **GCSE HISTORY**

## **Exam Board: Edexcel**

### **Why study GCSE History?**

“What has been is what will be, and what has been done is what will be done, and there is nothing new under the sun.” Ecclesiastes 1:9

This really interesting GCSE course shows us that man does not always make progress, and demonstrates how our lives today have been shaped by the decisions and events of the past.

Employers value History because of the skills students acquire. They want people who are independent thinkers, people who can debate and clearly express their point of view, use information effectively and be analytical. Perhaps most importantly they want people who understand why people behave as they do.

### **What does the course cover?**

#### 1) Thematic study and historic environment - CRIME, PUNISHMENT & LAW ENFORCEMENT OVER 1000 YEARS OF BRITISH HISTORY

- Crime and punishment in Britain, c1000 – present
- Whitechapel, c1870 – 1900: crime policing and the inner city. Jack the Ripper case study

#### 2) Period Study and British Depth Study

- Early Elizabethan England, 1558 - 88
- Superpower relations and the Cold War, 1941–91

#### 3) Modern Depth Study

- Weimar and Nazi Germany, 1918–39

### **How is this course assessed?**

By examination at the end of Y11 by three separate papers, each covering one of the areas above. Everyone sits the same paper.

# GCSE SPANISH

## Exam Board: AQA

### Why study GCSE Spanish?

Learning a modern foreign language is an important part of a broad education and may be useful in a variety of career situations. Spanish is one of the most widely spoken languages in the world. A foreign language is essential for the Ebacc qualification - a combination of 6 GCSE's encouraged by the government.

### What does the course cover?

You will study all of the following themes on which the assessments are based.

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

### How is this course assessed?

By examination at the end of Y11. The Spanish GCSE is composed of four exams:-

Listening - understanding & responding to different types of **spoken** language, worth 25% of GCSE

Speaking – communicating and interacting effectively in speech for a variety of purposes, worth 25% of GCSE

Reading – understanding and responding to different types of **written** language, worth 25% of GCSE

Writing – communicating in writing for a variety of purposes. worth 25% of GCSE

# GCSE COMPUTER SCIENCE J277

## Exam Board: OCR

### Why study GCSE Computer Science?

GCSE Computer Science gives students an opportunity to investigate how computers actually work and how they are used, and to develop computer programming and problem-solving skills.

Over the last 20 years, Industry and research bodies in the UK have noted an alarming drop in both the breadth and depth of computing ability within the upcoming employees entering the workplace from schools, colleges and universities.

The course will help you learn about critical thinking, analysis and problem solving, powerful skills which can be transferred to other subjects and applied in day-to-day life.

<https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

### What does the course cover?

#### *Part 1: Computer Systems*

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

#### *Part 2: Computational thinking, algorithms and programming*

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

### How is this course assessed?

Computer systems (01) 80 marks, 1 hour 30 mins, 50%, Calculators **not** allowed  
Computational thinking, algorithms and programming (02)\* 80 marks, 1 hour 30 mins  
50%, Calculators **not** allowed

\* *Algorithm questions are not exclusive to component 02 and can be assessed in all components.*

### Programming

Students should be offered 20 hours timetabled time to complete one or more Programming Tasks. Programming Tasks are not submitted to the exam board, but completing them is a requirement of the course.



# **GCSE ART & DESIGN**

## **Exam Board: OCR**

### **Why study GCSE Art & Design**

The GCSE Art & Design course gives pupils the opportunity to express their ideas and demonstrate their artistic skills across a range of areas using a variety of materials. If you enjoy art and you are prepared to work hard then consider carrying on with it.

Art is not an easy option, but for those who show genuine commitment, the rewards and results are worth it. Art can be very satisfying.

### **What does the course cover?**

1. Art appreciation: art is part of life. It can inform us about culture, time and place. Studying the work of others is vital to understanding the subject.
2. God is a creative God. He has created the world to be observed and enjoyed. The artist responds to things in this world, things observed, experienced and imagined.
3. Pupils will apply the elements of art to what they study; line, colour, texture, pattern, form, composition and learn to develop their work.
4. Pupils will work in the following areas; drawing, painting, printmaking, modelling/construction and collage work, supported by photography where appropriate.
5. Pupils will be given the opportunity to visit museums and galleries.
6. Pupils will see how art can bring pleasure to people.

### **How is this course assessed?**

By examination at the end of Y11, comprising two components.

Component 1: A portfolio of practical work showing their personal response to either a centre-set or learner-set starting point, brief, scenario or stimulus worth 60% of the GCSE .

Component 2: An externally set, non exam, task which is internally assessed and externally moderated, counting for the remaining 40% of GCSE )

Learners are provided with five themes, each with a range of written and visual starting points and stimuli. A response should be based on one of these options.

# **GCSE GEOGRAPHY**

## **Exam Board: AQA**

### **Why study GCSE Geography**

This exciting and relevant course studies Geography in a balanced framework of physical and human themes and investigates the link between them.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs).

Topics of study include climate change, poverty, deprivation, global shifts in economic power and then challenge of sustainable resource use.

Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

### **What does the course cover?**

Area 1 - Living with the physical environment

- a) The challenge of natural hazards
- b) The living world
- c) Physical landscapes in the UK

Area 2 - Challenges in the human environment

- a) Urban issues and challenges
- b) The changing economic world
- c) The challenge of resource management

Area 3 - Geographical applications

- a) Issue evaluation
- b) Fieldwork

Area 4 - Geographical skills

### **How is this course assessed?**

By examination at the end of Y11, comprising three papers, each focussing on one of the first three areas above - Geographical skills are assessed across all three papers

# BCS CREATIVE ARTS

## Why study BCS Creative Arts?

This course allows students to experience a wide range of activities connected to the Creative Arts as well as demonstrating commitment and progress in the arts, and in developing new skills.

Students will develop skills by creating their own Arts Award portfolio. They can pick their own style of portfolio – this could be a diary, video, website blog or something different altogether.

## What does the course cover?

The Arts award is split into two levels - Bronze Arts award and Silver Arts award, spread equally across the 2 years. Any creative practice can be utilised by the arts award, including Drama, Music, Art, Dance, Craft and Creative writing.

### The Bronze course includes:

**Experience the arts as an audience member** - participants experience an art form and critique artistic choices whilst giving a personal opinion.

**Arts inspiration** - research and present an inspiring artist to a group

**Participate in an art form** - Participants must participate in an art form and show development of their skills and enjoyment

**Share a skill** - Participants must plan and deliver a course to teach an artistic skill to a peer

### The Silver Arts Award includes:

#### Unit 1

**Arts challenge** – students will set themselves an arts challenge in their chosen arts activity. It can be something they have never done before or it can be a way of extending themselves in something they already do. They will plan and review their achievements and show progress through their portfolio.

**Arts events** – students will experience live arts events, review them and share their opinions with others through newsletters, websites or presentations.

**Arts Research** – students will find out about arts events in their area and beyond by getting involved or by interviewing people. They will also research training opportunities and jobs, to help them consider what they can do in the future.

#### Unit 2

**Plan** – prepare their arts leadership project by identifying the qualities of a lead and the leadership skills they want to develop. They will work out the project's purpose and consider how they will take care of practical issues.

**Do** – They will deliver their project showing effective leadership including reflection on how they are developing their leadership skills and their ability to work with others.

**Review** – They will collect feedback on their leadership and project success. They review the project and leadership skills development with input from the audience and participants.

## How is this course assessed?

The Arts Award is a Level 2 qualification on the Regulated Qualification Framework (RQF)

# **BCS FINANCE AND STUDY SKILLS**

## **Why study BCS Finance?**

Understanding finance is a vital tool for young people to acquire before they leave school and embark on further education or enter the world of work. We explore many of the topics through a Christian Worldview, exploring a range of Christian and other faith views, to issues raised such as borrowing, debt, tithing.

Application and relevance to the students current lives is explored as well as preparation to become a wise steward of resources and finances. Subject knowledge is blended with digital and soft skills pertinent to each topic. Learning in the course meets some requirements from the citizenship, maths and PSHE curriculum.

## **What does the course cover?**

The Finance aspect of this course includes a study of the following modules: Credit and debt, Frauds and Scams, Payslips and Tax, Saving, Borrowing, Financial Planning, Basic Marketing, Brands and Branding.

The Study Skills components cover the following modules: Developing a CV and Personal Statement, Revision and Study Skills, Using a spreadsheet.

## **How is this course assessed?**

By internal assessment throughout the course, leading to a BCS certificate.

# BCS TECHNOLOGY

## Why study BCS Technology?

This course offers students the chance to develop a range of transferable skills. Using creativity and imagination, students will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They learn how to become increasingly resourceful, innovative and enterprising. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

## What does the course cover?

This course covers three main learning areas

- 1) Design. Students use research and exploration to identify and understand user needs to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.
- 2) Make. Students select from and use specialist tools, techniques, processes, equipment and machinery with developing skill.
- 3) Evaluate. Students test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.

These areas are explored in the context of either **Resistant Materials** , **Graphic Design**, **Food or Textiles** as staffing and student choice allow

## How is this course assessed?

By internal assessment throughout the course, leading to a BCS certificate.