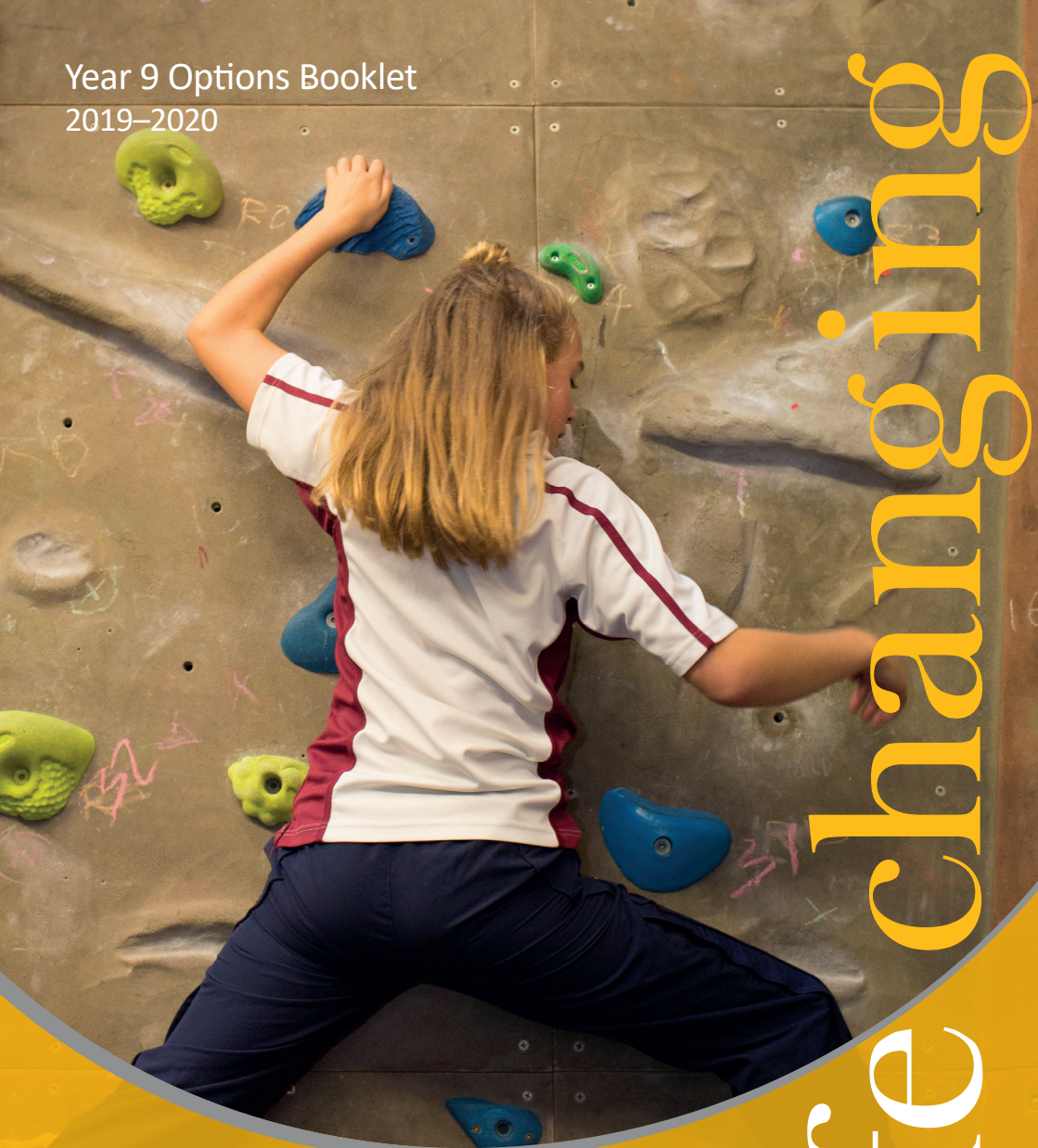


Year 9 Options Booklet
2019–2020



Life changing



Bristol
Grammar
School

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Overview

From Year 9 all of our pupils follow a personalised curriculum. They will choose eight 'optional' subjects to study alongside our 'core' curriculum, comprising of English, Mathematics, Biology, Chemistry and Physics.

This gives a broad curriculum of thirteen subjects (in addition to Wellbeing, and PE as studied in Years 7 and 8). Looking further ahead, pupils will be choosing their final GCSE options in the spring of Year 9, and they will then need to select five of their 'option' subjects to continue with in addition to our core programme.

The personalised system has been designed to help facilitate as much choice for our Year 9 pupils as we can offer. This allows them more opportunity to focus on areas of interest, acknowledging that BGS pupils at this stage are ready to take responsibility for their learning rather than having a curriculum chosen for them. We will do our very best to accommodate each individual pupil's choices; however, this may not always be possible, so for this reason pupils will be asked to nominate an alternative choice for the curriculum areas on the Options form.

This is a very exciting opportunity for pupils. I hope you will read this booklet with your son/daughter and discuss their likely choices.

Mr D Stone
Deputy Head (Learning)

Choosing your subjects

Reasons for choosing your subjects

Pupils will need to consider their options carefully. Please find below some examples of reasons why you should or should not choose a subject:

Good Reasons

- You have a natural flair for the subject
- You are interested in the knowledge and skills that you will develop
- You already enjoy the subject – enjoying your chosen subjects will be a major factor in your eventual success
- It complements your other options
- It fits with what you want to do after school and in the world of work.

Bad Reasons

- Your friends are all doing it and think that you should too
- Some pupils say that it is easy
- You like the teacher that you have now
- You didn't have time to research all of your options so you have just chosen what you think is best.

Tips for choosing your options

- Make sure that you read through this booklet and look at all the options before you make a decision
- All subjects are available for boys and girls; do not think that some subjects are only for boys or only for girls
- If you know what career path you wish to follow once you leave school, choose subjects you will need to get you to the next stage of your education, ie the ones that you will need to have to study in the Sixth Form. One of the Careers Advisers can help you with this
- If you are unsure as to what you wish to do when you finish school, you should choose subjects that will keep your options open
- Don't be afraid to ask for help or advice. Speak to your teachers, Form Tutor or Head of House. Further details on who to specifically contact can be found on the opposite page

- Ask the advice of your parents and involve them when making your decisions
- Talk to your friends but do not let them persuade you to do a subject for the wrong reasons. It must be you who decides what you wish to study because you have an interest in the subject and enjoy studying it.

The option groups

Pupils are asked to choose subjects from five subject areas. They will also have free choice of a further subject from any of these areas. Below is an outline of the number of subjects to be chosen in each group and the subjects available.



If you have any queries regarding your Year 9 choices, there are many people well placed to offer you advice:

- If you have a specific query about the subject or course details, please contact your subject teacher or the Head of Subject
- If you are having difficulty choosing between your options, speak with your Form Tutor or Head of Subject
- If you have any questions about the process of choosing your subjects, the Lead Academic Tutor or Assistant Head (Curriculum) are best placed to deal with these queries.

There is an Options form that will need to be completed and returned to either your Form Tutor or the Admissions Office if you are applying to join Year 9. Please check the date of return on your form.

French

Ms E Corrigan

Why French?

Learning French is a fun and enjoyable life skill that extends far beyond the walls of the classroom. It gives pupils an opportunity to gain an insight into this fascinating culture and of this dynamic world language, which is spoken by over 140 million people. We aim to expand pupils' cultural and linguistic horizons, which are essential if they are to play an active role as future citizens of an increasingly globalised world.

Any pupil who has enjoyed learning the language in Year 8 will be well equipped to deal with the demands of the Year 9 language course.

Learning French is a useful tool in any future career as it is the only language, apart from English, that is spoken on five continents and so it would give pupils global travel and work opportunities.

Year 9 course

In Year 9 we will aim to develop pupils' written, oral and overall linguistic fluency within a culturally rich curriculum, which constitutes the first year of the GCSE French course. A broad range of topics will be covered to facilitate this and will include the study of identity and culture, free time and entertainment, and festivals and traditions. We will complement the curriculum with a trip to Paris on the Eurostar at the start of the June Half-term break in Year 9. In Year 10 we offer an exciting trip to Toulouse where pupils can gain some intensive language tuition as well as discover this beautiful and fascinating city with cultural activities, including a cooking lesson, a walking tour of this historic city and visit to Airbus.

Beyond GCSE

In the Sixth Form, French offers a deeper and more detailed view of both the French language and culture where literature, history and current politics are studied and discussed in detail. The skills required to perform at this level enable our Sixth-form pupils to excel in other areas of their curriculum, and is perceived by many leading universities as being a valuable subject to have studied at this advanced level. In addition, we offer a trip to Bordeaux.

Pupils who study French at BGS enjoy the variety of topics and activities within dynamic and interesting lessons. They gain much from their ability to speak this exciting and refined language which, in turn, opens up a wealth of future opportunities.

Who to contact for further information

Ms E Corrigan, Head of French
ecorrigan@bgs.bristol.sch.uk

German

Miss L Ash

Why German?

Did you know that German is the most popular foreign language required for jobs? If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE German is an excellent choice for you! German grammar is logical and satisfyingly challenging and the phonetic pronunciation is relatively easy.

Year 9 German and beyond

The Year 9 course will build on the introduction to the basic vocabulary and structures covered in Year 8, and provides the opportunity to develop more complex language, while enabling pupils to deal with everyday situations in a German-speaking country. The Edexcel IGCSE course builds on this solid basis of practical skills and introduces the pupils to more demanding situations, more complex grammatical structures and wide-ranging vocabulary. We use the Edexcel coursebook supplemented with in-house resources. Pupils take exams in the four areas of listening, speaking, reading and writing at the end of Year 11.

During the course you will:

- be able to share your interests, ideas and opinions with other people who speak German
- learn about countries where German is spoken
- add an international dimension to your choice of GCSE subjects, which is something many employers and universities look for
- learn many skills that are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem-solving strategies
- create greater opportunities to work abroad or for many companies in the UK with international links. Many employers look for people with language skills.

Most of the teaching takes place in the languages' buildings, which offer a full range of audio and visual facilities.

We are planning a visit to south-west Germany, where our partner school is located, and hope that our IGCSE German pupils will consider taking part in this trip. This is a unique chance for them to practise their speaking skills and to enjoy German language and culture first-hand.

Germany will continue to play a significant role in world political and economic affairs, and as the demand for graduates with modern languages skills has never been greater, I hope that pupils will take advantage of this opportunity to further their knowledge of German.

Who to contact for further information

Miss L Ash, Head of German
lash@bgs.bristol.sch.uk

Russian

Mr R Hawkins

Why Russian?

There has never been a better time to study the world's fifth most widely spoken language. As the 21st century develops, Russia's huge energy, natural resources and sense of national pride means that it is becoming an ever more important country on the world stage. We hope that all those who opted for Russian in Year 8 will have been encouraged by their acquaintance with the language to continue to study it in Year 9, particularly at a time of such remarkable and significant change, for all are capable of GCSE success.

Year 9 course and beyond

The Year 9 Russian programme will continue to use the brand new *Na* course started in Year 8. We will study parts four, five and six, which covers the topics of free time, at home and abroad. As in Year 8, the teaching makes use of a full range of audio and visual materials, stressing an authentic, communicative approach, together with the written and grammatical practice needed to consolidate progress. The Russian GCSE is assessed through four final examinations – reading, writing, speaking and listening – at the end of Year 11.

The BGS programme of study is more than adequate to meet the demands of GCSE, but we hope that our Year 9 Russianists will also consider participation in our trip to Russia. This is a unique chance to learn the language and culture first-hand in the most enjoyable of ways. There are also plenty of opportunities to attend Russian events locally, and previously we have been to the ballet, opera, Russian plays, concerts and the Moscow State Circus.

Teaching in Year 9 is able to respond sensitively to each student's individual requirements providing a thorough preparation for GCSE study. This approach has proved highly successful: Russian is a subject in which BGS pupils can occupy a leading position among the select group of linguists in the UK who have the opportunity to study this crucially important country's language and culture.

Who to contact for further information

Mr R Hawkins, Head of Russian
rhawkins@bgs.bristol.sch.uk

Spanish

Mrs A Macro

Year 9 course

In Year 9 we continue to build on the linguistic skills that pupils will have acquired from having studied Spanish in Years 7 and 8 as we embark on the AQA GCSE course. At the start of the year, we will learn to talk about holiday experiences in more detail, and then progress through the topic areas of school and education, social activities, friends and family. Pupils will also learn more about the way of life for people in the Spanish-speaking world and about the language they speak. We aim to make lessons fun, engaging and colourful places to work by using a wide range of teaching and learning resources.

During the Year 9 course pupils will have time for consolidation activities and opportunities to revisit the more complex areas of the language, which will equip them well should they choose to continue their Spanish studies into Year 10. We are planning to offer a study trip to Valencia for all of our Year 10 pupils; this unique opportunity will allow them to practise their language skills and to have an enriching experience of Spanish culture.

Why Spanish?

If you have enjoyed learning Spanish in Year 8, you should certainly consider taking the language to another level. The ability to communicate in another language really makes you stand out from the crowd and equips you with skills that you will use long after your BGS career.

With about 400 million speakers, Spanish is now the second most commonly spoken language in the world. It is an official language on four continents and is the mother tongue in 21 countries. With well over 40 million Spanish speakers in the United States, and with over 40% of the population growth being among the Hispanic people, the stage is set for an enormous increase in Spanish usage in the United States. This sheer number of Spanish speakers and their rate of growth makes learning Spanish an invaluable tool.

Beyond GCSE

In the Sixth Form, Spanish offers a culturally rich experience at both IB and A level as we study topics ranging from Spanish cinema and literature to regional identity. Our Sixth-form pupils enjoy the variety of different themes studied during our fun and dynamic lessons.

Opting for Spanish will ensure that you expand your knowledge of the vibrant Spanish-speaking world, while at the same time learn an invaluable skill that will be of great use to you, whatever path you choose to follow in the future.

Who to contact for further information

Mrs A Macro, Head of Spanish
amacro@bgs.bristol.sch.uk

Business Studies

Mrs S Biggin

We are all directly or indirectly affected by the topics covered by IGCSE Business. From the clothes we wear to the food we eat, business has a huge impact on our everyday lives. The Business Studies course aims to provide pupils with the practical and theoretical skills of business in the most interesting, dynamic and enjoyable way possible, while focusing on achieving the highest examination grade.

Please note: Pupils will not be able to opt for Business Studies in Year 10 if they haven't chosen the course in Year 9 as they would have missed a third of the IGCSE course.

Year 9 course and beyond

At a practical level, we will aim to cover the following:

- **Entrepreneurship and starting a business:** this will take the form of a number of tasks to develop great business ideas, planning and presenting these to the class. A competitive element will be present but the aim is to develop a passion for entrepreneurship and equip pupils to be the next Richard Branson or Deborah Meaden
- **Teambuilding skills/communication skills:** developing the soft skills that are essential in the majority of professions
- **Investigating great business leaders, ideas and firms:** a history of entrepreneurship through reporting on firms such as Apple and Facebook, or local/UK firms such as Yeo Valley and Trunki
- **Participation in a share competitions:** www.studentinvestor.org
This is a national competition for 14–19 year olds, which develops awareness of firms, accounts, financial terminology and the principles behind the stock market. We run an internal competition in Year 9, which has been proven to be both fun and educational.

On the academic side, we will study the following topics for the IGCSE examination:

- Understanding business activity
- People in business
- Marketing
- Operations management
- Financial information and decision
- External influences on business activity.

It is intended for both sides of the course to overlap and complement each other.

Assessment

The course is assessed by two examinations involving a series of short and longer-structured questions based on business case studies and data. Both examination papers will be sat in the Summer term of Year 11.

Who to contact for further information

Mrs S Biggin, Head of Business Studies and Economics
sbiggin@bgs.bristol.sch.uk

Geography

Miss K Brimming

Why Geography?

Geography helps you to make sense of the world around you. It is hands-on, relevant and fun. Our current IGCSE course has a fantastic mix of topics, including hazards, world development, coastal environments, tourism and sustainable living to name but a few.

The course will give pupils the chance to get to grips with some of the big questions that affect our world, and help them to understand the social, economic and physical forces and processes that shape and change it.

Year 9 course

In the Autumn term the following topics will be covered:

- Plate tectonics and earth hazards
- Earthquakes, volcanoes and tsunamis
- Tropical storms and cyclones
- Flooding
- Drought.

During the Spring term you will study the themes of Globalisation, Development, and Coastal Landscapes:

- TNCs: Global links and their impact
- What is development?
- What are development indicators, and how can we use these to assess development?
- Trade game
- What inequalities exist in the world between and within countries?
- Coastal erosion, deposition and management.

This section of work will contain an independent research project.

During the Spring term we will take part in a simulation experience to engage with the challenges faced by those living in extreme poverty and desperation.

In the Summer term pupils will be studying:

- Coral reefs and mangrove swamps
- Coastal Management
- Tourism.

Who to contact for further information

Miss K Brimming, Head of Geography
kbrimming@bgs.bristol.sch.uk

History

Mr R Hambly

Why History?

“If you want to understand today, you have to search yesterday.”

Pearl S Buck

Given the way our world is changing, you could argue that there has never been a more important or more interesting time to study History. The reasons for carrying on with your study of History in Year 9 are almost too numerous to count, but the most significant one must be that it is simply fascinating! Our Year 9s will focus on the major events in modern world history, examining change and continuity across a range of themes such as:

- The rise of democracy
- Hot and Cold Wars
- The struggle for civil rights
- Women’s place in society
- Empire-building and decolonisation
- Capitalism vs Communism
- The political spectrum
- Industrialisation
- Revolutions
- International relations.

Year 9 course

The Year 9 Scheme of Work is designed to provide a foundation for either History 1 or 2 IGCSE, although it also stands alone as a comprehensive overview of the 19th and 20th centuries. Pupils will learn about the following topics:

1. The Industrial Revolution

How did Britain become the world’s number one superpower? What was the worst job in history? Does Isambard Kingdom Brunel deserve his ‘great’ reputation?

2. Popular protest movements

How close did Britain come to revolution in the 19th century? Why was machine-breaking seen as the ultimate act of defiance? Why did women chain themselves to railings outside Downing Street?

3. World War I

How did one bullet kill 17 million people? What was it like to live in a trench? Were the British soldiers 'lions led by donkeys'?

4. World War II

Why were the peacemakers after World War I responsible for the rise of Hitler? What was the only thing about the war that frightened Winston Churchill? Was the dropping of the atomic bomb 'the greatest thing in history'?

5. The world after 1945

This will give you the chance to frame your own historical enquiry question on a topic you are particularly interested in and research it independently.

The skills developed by studying History are transferable to other subjects, university and into the working world:

- We will help you to become analytical so that you don't believe information without questioning it first
- We will develop your ability to construct an argument, to justify your opinions and persuade others
- We will help you with your writing so that you remain focused and construct paragraphs that make sense
- We will encourage you to work individually or in groups and to gain confidence speaking to an audience.

The Year 9 History course helps pupils to learn more about key events that have shaped the world we now live in. It develops fundamental academic skills and provides vital understanding within a global context that all citizens of the 21st century world will require to succeed.

Who to contact for further information

Mr R Hambly, Head of History
rhambly@bgs.bristol.sch.uk

Philosophy, Religion and Ethics (PRE)

Mr R Smith

Have you ever wondered what people mean when they say life is sacred? Or have you wondered why so many people believe in God when there appears to be so much evil in the world? Ethical debates and philosophical questions are of ever increasing significance as our idea of what it means to be human is constantly challenged.

In the 21st century you cannot have a full understanding of the current issues that face the world around us without an informed knowledge of the influence of religion. Pick up a newspaper on any day this week and there will be a story that relates to the topics we have chosen to study. Ignorance surrounding the nature of Islam, for example, has been a problem in the media, and there are some really controversial issues that need to be tackled head on by anyone who wants to discuss the news stories from an open yet informed perspective.

Our Year 9 course provides an introduction to IGCSE through a study of Indian religious ideas, Islam, Christianity and Humanism.

Do these questions interest you?

- God or no God – does it matter? How would you make a convincing argument?
- Do we have a right to end the life of an unborn?
- Is evil the result of good people doing nothing?
- What do non-religious people claim about the meaning of life?
- What are the UK laws on the rights we have over our own lives?

The assessment of this course is a mixture of short-answer questions to help you learn key terms and useful examples. You will also have to explain concisely the views of other people and then finally write discussion answers to argue your point of view. We help you learn how to carefully structure these argument answers. They are not essays.

Studying these issues is self-evidently interesting but you will have to be prepared to challenge your own views and those who surround you. No one is going to tell you what to believe, but you will be assessed on how well you understand the views of others and how well you can rationally justify your own informed position. This develops your understanding of the diversity in society, and also allows you to learn the skills of argument.

You need an open and questioning mind and a willingness to be academically rigorous, awkward, and involved to study PRE.

Who to contact for further information

Mr R Smith, Head of Philosophy, Religion and Ethics
rsmith@bgs.bristol.sch.uk

Art

Mr E Hume-Smith

Year 9 course

The Year 9 course is designed to develop creative skills and thinking, which will allow pupils to explore a range of challenging ideas, themes and working methods.

The project work will encourage pupils to respond to the teaching in personal and imaginative ways, using a wide range of materials and processes.

Pupils will have the opportunity to explore traditional approaches – working with paint, collage and relief printmaking (collograph and lino) – as well as being able to evolve using modern digital approaches.

Along with the practical work, pupils will investigate the work of artists relevant to their coursework, which will give them a wider understanding of the development of modern art and the context in which it was made. A full-day visit to Tyntesfield provides an opportunity to work in the landscape and make a GCSE-style project.

Some projects will involve visiting galleries as starting points, allowing pupils to gain first-hand knowledge of specific works of art and help them to develop an appropriate vocabulary.

Every Art pupil will have produced a portfolio of work by the end of the year.

Who to contact for further information

Mr E Hume-Smith, Head of Art
ehumesmith@bgs.bristol.sch.uk

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Dance

Mrs K White

Why Dance?

Have you performed on stage before and found it so exciting that you wanted to do it again? Would you like to extend your skill and experience of various dance styles and performance work? Do you enjoy being creative and would you like the opportunity to put your own stamp on your work? If so, you should definitely consider choosing Dance as part of your personalised curriculum.

Year 9 course

The Dance course will focus on developing both physical ability and creativity, which is what makes it so unique and separate from any other subject. Taking Dance will provide unique performance and creative opportunities, both in and outside of the school environment. It will also enable you to explore some of the inspiring topics that form part of the GCSE Dance specification.

The course will focus on you as a performer, developing key skills essential to achieving high-quality performances within group, duet and solo pieces. You will also experience the role of a choreographer, which will enable you to extend your movement vocabulary and your experience and use of stimuli and choreographic tools. Through the role of dance analyst, you will be given the opportunity to experience the design and study of various production elements (including costume, music, lighting and set design) through which you will practically explore professional dance pieces, such as those by Blue Boy Entertainment and Rambert Dance Company.

The key area of study throughout the course will be placed on performance and choreography. All learning of key processes within both, such as motif and development, performance skills and safe practice will be consolidated through various homework and written tasks. These weekly tasks will give you the opportunity to present your ideas and knowledge in a variety of ways, such as video performances, presentations, self-reflections, written tasks, questions and choreographic mind maps.

Performance

Performance work will be choreographed by the teacher in collaboration with the pupils and include group, duo and solo performance opportunities. This will focus on developing performance ability and expressive skills through the study of various dance styles, such as contemporary, African, street, physical theatre and contact work. Through practical dance classes you will experience various aspects of safe practice and technical ability as a dancer and understand the importance of this within a successful performance.

Choreography

This is your chance to demonstrate your distinctive choreographic style. Through practical tasks you will use various choreographic devices to create and develop movement for both group and duet dances. This will give you the freedom to be unique and explore various stimuli, themes and music. You will also have the opportunity to find and edit your own music, design your own lighting, costume and set.

This programme is diverse and varied, suited to all pupils with an interest for any style of dance. Whether your strengths lie in choreography or performance, Dance at Year 9 is designed to appeal to all. It is challenging, fun and hugely rewarding.

Who to contact for further information

Mrs K White, Director of Dance
kwhite@bgs.bristol.sch.uk

Drama

Mrs J Walker

Why Drama?

Do you like working with others? Do you enjoy being creative? Would you like the chance to express yourself? Do you think you have the confidence to perform in front of others?

In Key Stage Three Drama you will have been introduced to some different styles and techniques such as script-work and improvisation skills. In Year 9 you will be expected to build on and demonstrate these skills by:

- producing practical work within set limits
- cooperating with others to develop ideas during group activities
- devising theatre from a stimulus
- interpreting different plays
- developing an understanding of different theatre styles practitioners
- providing written evaluations of drama through a portfolio and live theatre evaluation.

If Drama is a subject you are interested in, you also need to consider the following:

- In Drama we work as a team whereby nobody is more important than anybody else
- You must value the work of others as well as your own
- Hard work carries its own rewards, so be prepared to spend a suitable amount of time outside of the timetable rehearsing

- The course promotes imagination, confidence, creation and self-awareness. You will develop skills of negotiation, effective communication and leadership – essential skills for your life beyond school and beyond university.

This is an exciting and challenging option for those of you who are looking for a practical subject that shows others you are self-motivated and can work well in a group. This qualification also forms a sound basis for those intending to study Drama at a higher level.

Who to contact for further information

Mrs J Walker, Director of Drama
jwalker@bgs.bristol.sch.uk

Music

Mrs E Rees

Why Music?

You may already have a passion for music, but did you know that learning music has many benefits for increasing your brain power and overall happiness?

When you hear music that you like, you are filled with all sorts of memories and feelings, but scientists have recently discovered that music affects many parts of our brain very deeply. Studies have shown that those who study music are more likely to:

- do well in their other subjects in all disciplines
- have better self-esteem
- have more enjoyment and creativity, and participate in more activities at school and in later life.

Universities, colleges and employers like individuals who have studied Music because of the variety of skills they develop including confidence, teamwork, self-management, problem-solving, communication, numeracy and IT skills.

Of course music is also great in its own right! It can become a lifelong passion that makes you happy and provides an outlet for creativity and expression. Music making is part of what makes humans human. Every culture makes music and every past culture made music too.

Year 9 course

You will be taught the GCSE syllabus from the start of Year 9, continuing to develop as a performer, composer and critical listener. You will be encouraged to explore your strengths and areas for development and to find out what kind of musician you are. You will have the opportunity to work in groups and in pairs, but there will be more individual composition work to help build your confidence ready for completing coursework in Years 10 and 11. You will develop your skills in sequencing and notation software (Sibelius and Logic). Topics vary widely and include Film and Computer Game Music, Orchestral Music, Rock, Pop, Minimalism, African and Caribbean Fusion, and the Music of Broadway.

Here is a short outline of the GCSE course:

Component 1: Understanding music (40%) – Exam paper at the end of Year 11 with listening exercises and questions based on excerpts of music.

Component 2: Performing music (30%) – A solo and group performance as an instrumentalist and/or vocalist and/or via technology. These should last a minimum of four minutes including at least one minute of group performance. Your final recording is created in Year 11. Although you will be encouraged to perform in front of others, there is no exam board requirement for your coursework piece to be recorded in front of an audience.

Component 3: Composing music (30%) – One composition to a brief and one ‘free’ composition. These are completed individually and may be done at any time during the course, although they are normally finalised in Year 11. Compositions can be created in any style or genre to best reflect your skills, strengths and interests.

Course requirements

An enjoyment or interest in the subject is the main requirement. All who work hard at music can succeed, whatever your strengths and preferences, which is likely to be very different from others in your class. In a typical GCSE class we welcome keen music technologists and producers, composers, singers, instrumentalists, improvisers, academics, self-taught musicians and those with more formal training at a range of grade levels. Whatever you do, don’t assume you don’t have the right skill set, talk to a member of Music staff first.

If you intend to follow the live performance pathway, having individual lessons in an instrument or voice is recommended. If you intend to follow the music technology performance pathway, you will need to be willing to use and develop your keyboard skills. Taking part in musical activities beyond the classroom is always a good idea. Whether you want to come along to Samba Band or BGS Choir, study for your Grade VIII Viola, strum a guitar or sing into a hairbrush in your bedroom, it all helps towards your future success at GCSE and opens up pathways beyond that.

Who to contact for further information

Mrs E Rees, Head of Curricular Music
erees@bgs.bristol.sch.uk

Physical Education

Mr T Lacey

Why choose Physical Education?

Studying Physical Education as part of your personalised curriculum will give you a fantastic opportunity to develop your existing knowledge. It will also enable you to explore some of the many exciting topics from the GCSE PE course. This will be delivered in additional lessons to the current core PE lessons.

Year 9 Physical Education course

The key area of study will be centred on you as the performer, which enables you to experience and appreciate the many different influences that affect you when you take part in a variety of sporting activities in greater depth.

You will be given the opportunity to explore aspects of anatomy, physiology, health and fitness, training principles and injury prevention and look at the crucial role these play in successful performance.

The core theoretical concepts will be explored through actively taking part in a range of physical activities to experience the different components – fitness, principles of training and injury prevention – as well as both the structure and function of the musculoskeletal systems. IT and other interactive approaches will be used to enhance understanding further, and to assist with the analysis and improvement of performance.

Do you have a keen interest in physical activity, which is enhanced through your participation in school teams or through a sporting discipline outside of school? Do you want to feel more energised, more enthused and excited about how you can improve and learn as a performer or coach? Do you ever wonder what makes an Olympic champion? If so, Physical Education is definitely a course you should choose as part of your personalised curriculum.

Who to contact for further information

Mr T Lacey, Head of Physical Education
tlacey@bgs.bristol.sch.uk

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Computer Science

Mr I Jones

Cambridge IGCSE Computer Science learners study the principles and practices of computing and gain confidence in computational thinking and programming. They learn to program by writing computer code and develop their understanding of the main principles of problem-solving using computers. If you wish to develop your problem-solving skills, this is the course for you.

Section 1	Section 2
Data representation	Algorithms design and problem-solving
Communication and Internet Technologies	Programming
Hardware and Software	Databases
Security	
Ethics	

GCSE course overview Years 9–11

Section 1: Theory of Computer Science

This examined unit makes up 50% of the assessment total.

Section 2: Practical problem-solving and programming

This is a written exam and makes up 50% of the assessment total. We begin this element of the course in February of Year 11 when a pre-release task is provided; we will then design and develop the solution ahead of the exam where you will be asked questions based on the task you have completed. The second half of the paper is aimed at the theory behind Section 2 of the course.

Year 9

In Year 9 you will focus on elements of Section 1 looking specifically at the hardware of a computer; Section 2 will be taught through design preparation and programming. You will produce a project at the end of the year using the programming skills you have developed in addition to having an end-of-year theory exam.

Who to contact for further information

Mr I Jones, Head of Computing
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Design and Technology

Mr P Whitehouse

Why Design and Technology?

Our future as a highly competitive and innovative manufacturing nation rests on the technological understanding and capability of the young people who are in schools today. As a subject, Design and Technology aims to develop the following abilities:

- To design and make quality products and systems for identified purposes, selecting and using resources effectively
- Awareness of the effects of technological activity, including the need for sustainable industrial practice
- Critical and aesthetic abilities, and work in the context of the real world of designing, commerce and industry.

The Technology Centre provides state-of-the-art facilities and exciting opportunities for work in this subject. All pupils follow a Technology Foundation Course up to the end of Year 8, the central theme of which is the process of using scientific and technical knowledge and skills to find practical solutions to clearly defined needs.

As a natural progression from the foundation, we offer a GCSE course in DT Product Design. This course emphasises the many different aspects of design, involving the following areas of study: research and analysis, design development, graphical and technical communication, structures, energy and control, materials technology, production planning and fabrication processes. Candidates are required to submit a portfolio attracting 50% of the marks for the course, in addition to taking an examination worth 50% at the end of Year 11.

Year 9 course

The Year 9 course will lead to the development and use of advanced design communication skills including solid modelling software to produce promotional graphical outcomes and contemporary designs for products. The pupils' designing and making capabilities will be continuously assessed through coursework, so there will not be an examination component at the end of this year.

Reasons for choosing this course will be many and varied. However, pupils opting for this subject will derive considerable enjoyment from the opportunities for creative, technological work, and the chance to accrue marks towards their GCSE qualification prior to externally-assessed components in future years.

Successful candidates are provided with the opportunity to study the subject in the Sixth Form when even more exacting projects are undertaken. The GCSE provides an ideal preparation for A level study – a qualification recognised by universities as being a suitable foundation for undergraduate courses ranging from Product and Industrial Design to many of the Engineering disciplines.

Who to contact for further information

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Food and Nutrition

Ms L Bolton

Why Food and Nutrition?

Food and Nutrition gives candidates the chance to develop their knowledge and skills in an area that is relevant to their own lives and also through understanding where food and nutrition fits into the modern, changing, multicultural society. Candidates must apply knowledge gained from the Food and Nutrition syllabus and use practical skills in a way that keeps in mind factors such as personal/family needs and lifestyles, available money and foodstuffs, and how diet relates to health.

Successful Food and Nutrition pupils gain lifelong skills, including:

- an understanding of nutrition and of health problems related to diet
- an understanding of how socio-economic factors affect diet
- an awareness of how the position of the consumer differs in developed and under-developed economies
- the ability to access the effectiveness and validity of claims made by advertisers
- aesthetic and social sensitivity to dietary patterns
- an interest in the creative aspect and enjoyment of food
- skills necessary for food preparation and food preservation
- the ability to organise and manage family food resources and to use food sensibly in everyday life
- knowledge of safety and hygiene requirements
- an excellent foundation for further study in Food and Nutrition.

The Year 9 course

The Year 9 Food and Nutrition course aims to give pupils a wide range of different skills while working with everyday food ingredients.

In the first term pupils complete a unit of work covering the fundamental topics and concepts, such as preparing food safely, food preparation skills and basic nutrition knowledge. This ensures all pupils have a skill and understanding base prior to the second term.

During the second term pupils work on specific tasks, working through topics requiring more advanced skills. This requires the pupils to be creative and trial some of their own original ideas for recipe outcomes, which will include a variety of ideas using a specific kitchen gadget as well as traditional recipes.

In the final term pupils are expected to bring all their knowledge and understanding together to produce a project where they are to plan, write and test ideas for exciting products. This will provide pupils with an excellent grounding for further study at GCSE level.

Pupils will be provided with ingredients for most of their practical lessons, however there will be some occasions when they can have a free choice of recipes and they can bring in their own ingredients to complete the assessment. Pupils will be expected to work with ingredients most weeks.

The Year 9 Food page on SharePoint to find out more specific up-to-date information.

Who to contact for further information

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Classical Civilisation

Mr A Keen

Classical Civilisation covers a wide variety of different aspects of life, history, literature and society in Greek and Roman times. It includes many links with other subjects studied at BGS, including Drama, History, English, Philosophy and Religious Ethics, Geography and Art.

We offer Classical Civilisation GCSE and A level at BGS and Year 9 Classical Civilisation is designed to fit in nicely with this, but it is not a requirement to have done the subject in Year 9 as it is topic-based, and the topics are distinct but complementary. Similarly, taking Classical Civilisation in Year 9 does not mean that you are obliged to take it at GCSE or A level.

The Classical Civilisation course will include:

- Greek and Roman stories and myths, including the story of the Trojan War, tales from the Roman author Ovid and the hero Hercules
- The art, architecture and sculptures of Greece
- Greek drama, including comedy and tragedy, and its characters and conventions
- Roman Britain and the archaeology of Roman Britain
- The history of the conflicts between Rome and Carthage.

All the work we do in Classical Civilisation will be read in English, and no knowledge of Latin or Greek will be expected or assumed.

Who should choose this course?

Those who would benefit from the course include:

- Those who have enjoyed the Roman society background in Latin lessons
- Those who enjoy exploring stories of real and legendary figures in history and mythology, from Achilles to Caligula
- Those who would like to understand the classical background of many aspects of modern life, and the other subjects they are studying at school

- Those who enjoy reading and thinking about literature. The course will involve learning skills that will help pupils to read some of the greatest, most influential literature ever written
- Those who enjoy learning about other influential cultures, and seeing how they have changed and shaped our own ideas about ourselves.

Who to contact for further information

Mr A Keen, Head of Classics
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Greek

Mr A Keen

The Greek alphabet appears strange at first, but is mastered within a few weeks. Pupils are introduced to simple forms of nouns and verbs, and basic vocabulary items. They are surprised to notice how many English words are derived from Greek ones (biology, geography, telephone, acoustics).

At first the course is based mainly on short sentences, but by the end of the first term pupils are able to translate short stories from Greek mythology. Later in the year, the reading passages cover the fables of Aesop and then the adventures of Odysseus: his encounters with giants, monsters and witches as he tries to return home to his faithful wife Penelope.

Who should choose this course?

Those who would benefit from the course include:

- Those who have enjoyed and been good at Latin
- Those who are looking for an intellectual challenge. The Greek course will certainly provide this: it is demanding, but more than repays the effort. Pupils work quickly and enjoy mastering a beautiful and fascinating language, while enhancing their English vocabulary in the process
- Those who enjoy reading and thinking about literature. These will be learning skills that will help pupils to read some of the greatest, most influential literature ever written
- Those who wish to study Modern Greek or to read the New Testament in the original can get a head start from the study of Classical Greek

- Those who would like a first-hand introduction to how the Greeks thought – and what thinkers! They were the first Westerners to grapple intellectually with the problems of how and why the world came to be as it is, and how it should be; they invented democracy; they founded our science, mathematics, history, geography, philosophy, logic, poetry and drama; and their ideas – handed down to us through the practical organisation of the Roman world – are part of the base of our whole civilisation.

Who to contact for further information

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Latin

Mr A Keen

The stages of the Cambridge Latin Course move away from Roman Egypt and back to Roman Britain. Topics covered during Year 9 include the Roman army, curses, religion and the Roman Baths at Bath, and the soap opera that is the Cambridge Latin Course becomes even more exciting: will Quintus be able to thwart the schemes of the dastardly Salvius, which threaten not only the loyal British king Cogidubnus, but even Quintus's own life?

During Year 9 pupils continue to build up their knowledge of Latin vocabulary and grammar to the point where they are able to begin reading the Latin that the Romans actually wrote. Anyone who has understood most of what they have studied in Latin lessons so far can feel confident of being able to continue with the subject. Class activities are broadly similar to those in Year 8, with a slightly greater emphasis on translating stories from Latin into English.

Who should choose the course?

Those who should seriously consider the Latin option include:

- Those who have enjoyed Latin in Years 7 and 8 and want to continue
- Those who enjoy reading a language and thinking out the meaning (there are no speaking, listening or writing tests in Latin)
- Those who would like to read some Latin literature. Pupils generally find that to be able to gain some idea of what a Roman who lived around 2,000 years ago thought and expressed about his world is exciting and very rewarding, and makes all the language work worthwhile
- Those who have enjoyed the background sections of the Cambridge Latin Course, and want to find out more about Roman civilisation, which is in many ways the foundation of European culture

- Those who enjoy languages, and want to support their study of modern foreign languages with the study of a classical one: knowledge of Latin makes learning French, German, Spanish or Italian much easier, and is advantageous for those who wish to study modern languages at university
- Those who wish to support studies in English and History.

Latin and Greek are more than just languages: they demand an understanding of the culture and history of the Greeks and Romans. Thus the Year 9 Classics course involves trips to local sites and museums (eg Bath, Chedworth and Corinium). Full use is made of a wide range of computer-based resources: take a look at the Classics SharePoint site to get a picture of what goes on.

Classical options: where can they lead?

After studying Latin in Year 9, a large proportion of pupils choose to continue with it into Year 10. Some decide that they have taken their study far enough, while some choose to pursue the study of culture and literature on a Classical Civilisation course. It is possible to take Classical Civilisation in Year 10 even if you have not studied Latin or Greek in Year 9. In the long-term, the skills to be gained from the study of Latin and/or Greek would benefit an artist, a writer, a historian, an actor, a linguist, a philosopher, an archaeologist, a doctor or a computer programmer. Classical graduates have the lowest unemployment rate of any arts graduates, and most go into the finance sector: the former chairmen of IBM and both Lloyds and TSB Banks have gone on record as firm believers in the benefits of a classical education. BGS has a particularly strong tradition of producing outstanding Classicists who go on to very successful careers in the law.

Who to contact for further information

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