



The Wilnecote School
A Community Academies Trust School - Ensuring Excellence

GCSE OPTIONS

2024 - 2026



Welcome

Introduction

For three years you have followed courses which have aimed to provide you with a firm foundation in the core subjects and offer you a broad range of subject specific knowledge, skills and understanding.

Most young people will be in education/training until at least the age of 19 and the move to Key Stage 4 sees the first stage of this phase of education/training.

It is important and sensible that, in Key Stage 4, the curriculum provides some choice and flexibility in order to enhance motivation, achievement and self-esteem.

Key Calendar Dates

Year 9 Options Evening	Thursday 11 th January 2024
Year 9 Options Website goes live	Thursday 11 th January 2024
Year 9 Parents Consultation Evening	Thursday 25 th January 2024
Deadline for submitting Options Forms	Friday 2 nd February 2024
Consultation with individual students	February - April 2024
Confirmation of KS4 subjects for students	June 2024

Information about GCSE Courses

GCSE provides a nationally accepted and well understood qualification. Most 16 year olds in Britain are expected to gain GCSE qualifications. They equip the young person for 'A' levels, further education or apprenticeships. V Cert qualifications are a technical alternative to a GCSEs that provide clear progression routes into a range of education and employment opportunities.

All GCSEs that we will be offering for examination in 2024 (your son/daughter's year) will be graded 9 to 1. In addition, we will be offering a number of technical V Cert courses which will be graded Distinction* to Pass.

Each course (either GCSE or Technical) offered will enable the students to develop their interest/understanding beyond 16, through a range of AS, A2, or vocational courses. More information about post 16 opportunities will be made available during Key Stage 4 from Mrs Ager.

Welcome

Aims for Key Stage 4

Over the next two years, we believe that the courses you take should:

- Continue to provide you with a **broad and balanced** education.
- Give you a certain amount of **choice and flexibility** about the subjects you will study
- **Motivate** you and provide you with an **enjoyable** experience that is suited to your individual learning needs
- **Prepare** you for your GCSE and other examinations.

BUT ABOVE ALL ELSE

- Enable you to acquire the knowledge, skills, understanding and interests to **achieve high grades in your examinations** and to lead a **full life in the future.**

This booklet will give you some information about the courses you can take but we cannot give you all the details in this booklet. We hope that you will be encouraged to find out more by asking the teachers concerned during lessons.

How to Choose Your Subjects

The school will guide you towards a choice that meets your aspirations and learning needs now and, in the future, but **YOU** must take much of the responsibility. Try to ask yourself the following questions:

What subjects do I enjoy?

Don't pick the teacher, you can't predict who may teach you next year.

What subjects am I best at?

Don't pick your friend's subject it must be YOUR future you consider & YOU have to do the work

Should I pick certain subjects as I think I know my future career?

Keep a broad range of subjects as you are quite likely to change your mind.

Is my choice based upon sound information?

Consider each subject carefully. Listen to people who know, take advice and ask questions. Avoid decisions based on rumour.

Am I taking enough care with my preferences?

You are expressing preferences for areas of study, not making definite choices. Please give full consideration to each choice and each reserve choice.



Your Subjects: Core and Options

This booklet gives outline information about the core subjects and those option subjects you may wish to study. For each subject you are provided with brief information about the aims, the content, the study requirements, the assessment methods, the examination and the monitoring procedures. More information is readily available from subject teachers.

CORE SUBJECTS

All students will continue to follow a number of core subjects. These are: English, Maths, Science, PE & PHSE. These subjects are essential to ensure students continue to study a broad and balanced curriculum. Students who wish to study A Level Biology, Chemistry or Physics post 16, or who have a keen interest in each of the separate sciences, may wish to take Triple Science. These subjects will make up about 70% of your time.

OPTIONAL SUBJECTS

These are the subjects from which you may select your preferences within the school guidelines.

English Baccalaureate (EBacc)

The Government wants to encourage students to study 'EBacc' subjects. We take an individual approach to the English Baccalaureate, encouraging but not forcing students to take the required courses. Students who wish to be eligible for the EBacc need to choose at least **one humanities** subject (History or Geography) **and a foreign language (French or German)**. This along with the core subjects of English, Maths and Science form the English Baccalaureate (EBacc). Some Sixth Forms and universities look for students who have studied these subjects.

The following pages cover those subjects for which you may express a study preference. All the optional subjects are accredited courses and should lead to qualification success providing the commitment to a good work ethic is there. **All** are open to **every** student. The school will provide advice and guidance from a range of sources in order to ensure that each student has an appropriate combination of subjects that meets their needs now and in the future.



English

EXAMINATION BOARD – AQA

Students will study for two separate courses in English, each with their own GCSE qualification. Both Language and Literature demand similar skills from the students and will therefore be studied alongside each other.

Over the two-year course of study, Students will be taught to do the following:

English Language

- Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism.
- Analyse writer's techniques and use of structure for effect.
- Read and evaluate texts critically and make comparisons between texts.
- Summarise and synthesise information or ideas from texts.
- Use knowledge gained from wide reading to inform and improve their own writing.
- Write effectively and coherently, using Standard English appropriately.
- Use grammar correctly, punctuate and spell accurately.
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- Listen to and understand spoken language and use spoken Standard English effectively.

English Literature

- Read a wide range of literature fluently and with good understanding, and make connections across their reading.
- Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.
- Develop the habit of reading widely and often.
- Write accurately, effectively and analytically about their reading, using Standard English.
- Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Students will be taught all necessary exam content (including relevant social and historical context, where applicable), effective revision skills and exam skills. They will also be encouraged to be independent and confident learners to give them the motivation to further develop and consolidate the knowledge and skills taught in their lessons. This will take the form of regular homework tasks spanning activities such as wider reading, independent research, essay responses and creating revision resources.

Students will take regular Focused Assessments to allow for effective measurement of their ability, as well as frequent and timely intervention. In addition, they will sit Pre-Public Exams (Mock exams) to provide them with experience of taking longer-form exams in an environment similar to their final exams. Pupil progress will be shared regularly with parents via Current Working Grades (CWGs) and will allow for informed communication between teachers, students and parents.

Both English Language and Literature are 100% examination-based, awarding a Grade of 1-9 across two Papers per course. **There is no coursework component for either course.**

English

English Language

Paper One 50%: (80 Marks total) Explorations in creative reading and writing (1 hour 45 minutes)	Paper Two (50%) – 80 Marks total Writers' viewpoints and perspectives (1 hour 45 minutes)
<p>Section A- Reading (40 Marks)</p> <p>Students will be given an unseen fiction extract.</p> <p>They will need to answer four questions:</p> <p>1 short form question (1 x 4 marks)</p> <p>2 longer form questions (2 x 8 marks)</p> <p>1 extended question (1 x 20 marks)</p>	<p>Section A- Reading (40 Marks)</p> <p>Students will be given two unseen non-fiction texts (one of which will be a 19th Century piece).</p> <p>They will need to answer four questions:</p> <p>1 short form question (1 x 4 marks)</p> <p>2 longer form questions (1 x 8, 1 x 12 marks)</p> <p>1 extended question (1 x 16 marks)</p>
<p>Section B- Writing (40 marks) (24 Content & Organisation; 16 Technical Accuracy)</p> <p>Students will need to produce a piece of narrative or descriptive writing.</p> <p>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</p>	<p>Section B- Writing (40 marks) (24 Content & Organisation; 16 Technical Accuracy)</p> <p>Students will need to produce a piece of non-fiction writing to present a viewpoint.</p> <p>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</p>

English Literature

Paper One 40%: Shakespeare and 19th Century Novel (1 hour 45 minutes)	Paper Two 60%: Post - 1914 Drama/Prose and Post - 1789 Poetry (2 hours 15 minutes))
<p>Section A – Shakespeare (Macbeth)</p> <p>(30 Marks for content + 4 marks for technical accuracy)</p> <p>Students will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>They will need to demonstrate an understanding of the events, characters, themes and relevant context of the chosen text in a long-form essay response.</p>	<p>Section A – Modern texts (An Inspector Calls)</p> <p>(30 Marks for content + 4 marks for technical accuracy)</p> <p>Students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>They will need to demonstrate an understanding of the events, characters, themes and relevant context of the chosen text in a long-form essay response.</p>
<p>Section B – 19th Century Novel (A Christmas Carol)</p> <p>(30 Marks for content)</p> <p>Students will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p>They will need to demonstrate an understanding of the events, characters, themes and relevant context of the chosen text in a long-form essay response.</p>	<p>Section B – Poetry (Anthology – Power and Conflict): (30 Marks for content)</p> <p>Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p>
<p>Section C – Unseen poetry: (24 Marks + 8 Marks)</p>	<p>Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>

There is an additional accreditation for Speaking and Listening that is graded entirely separately to either exam, awarded on a Pass, Merit, Fail basis.

Maths

EXAMINATION BOARD – EDEXCEL

Why is Mathematics important?

GCSE Mathematics covers a lot of basic skills that you will need to use in a variety of ways all through your life and because of this it continues to be a compulsory subject for all students in years 10 and 11.

In the new GCSE grading system a 4 is considered a 'standard pass' and a 5 a 'high pass', and these grades replace the old C grade.

It is now a requirement that **students who do not pass Maths at grade 4 or above in Year 11 must continue to study it at College or 6th Form.**

You will use a lot of what you learn in GCSE Mathematics in the other GCSEs that you study. For example, in Science you may be asked to use formulae and solve equations, in Geography you will need to read charts and diagrams and use statistics and in D & T you will need to use measures and make scale drawings.

What are the aims of the course?

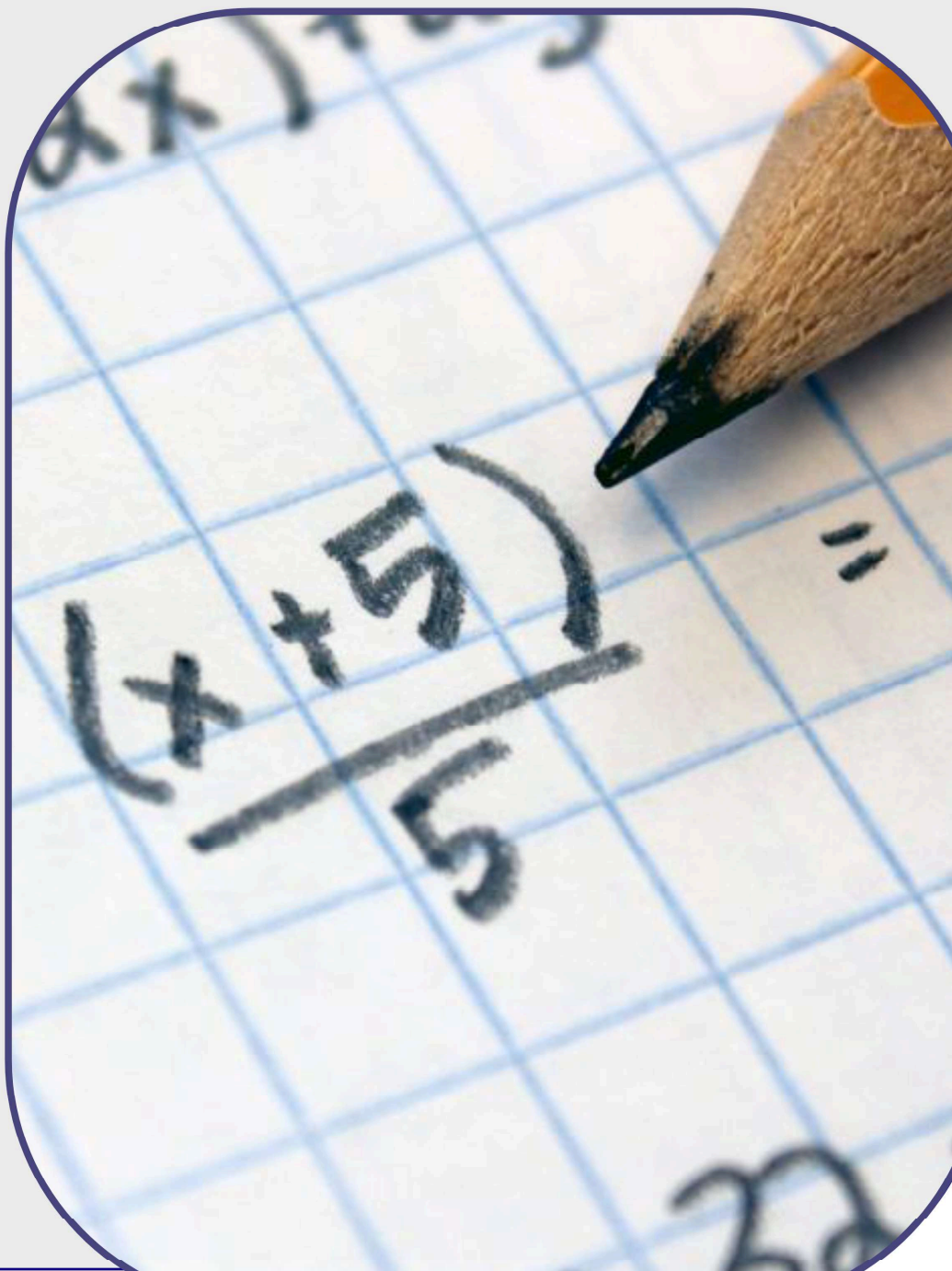
The aims of this course are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

What will I study?

GCSE Mathematics covers a wide range of basic mathematical knowledge and skills, grouped into six main areas: -

- Number
- Algebra
- Geometry
- Statistics
- Probability
- Ratio and proportion



Maths

EXAMINATION BOARD – EDEXCEL

What equipment do I need?

Students are expected to provide themselves with appropriate mathematical equipment for lessons and examinations. This includes: a scientific calculator, protractor, ruler and a pair of compasses. You should bring your equipment to all lessons.

Recommended Calculator: The Casio FX-83 or FX-85

How will I be assessed?

Examination 100% Two tiers of entry: Higher & Foundation

In year 11 you will sit three papers each lasting 1 hour 30 minutes. Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

Paper 1 – Non calculator

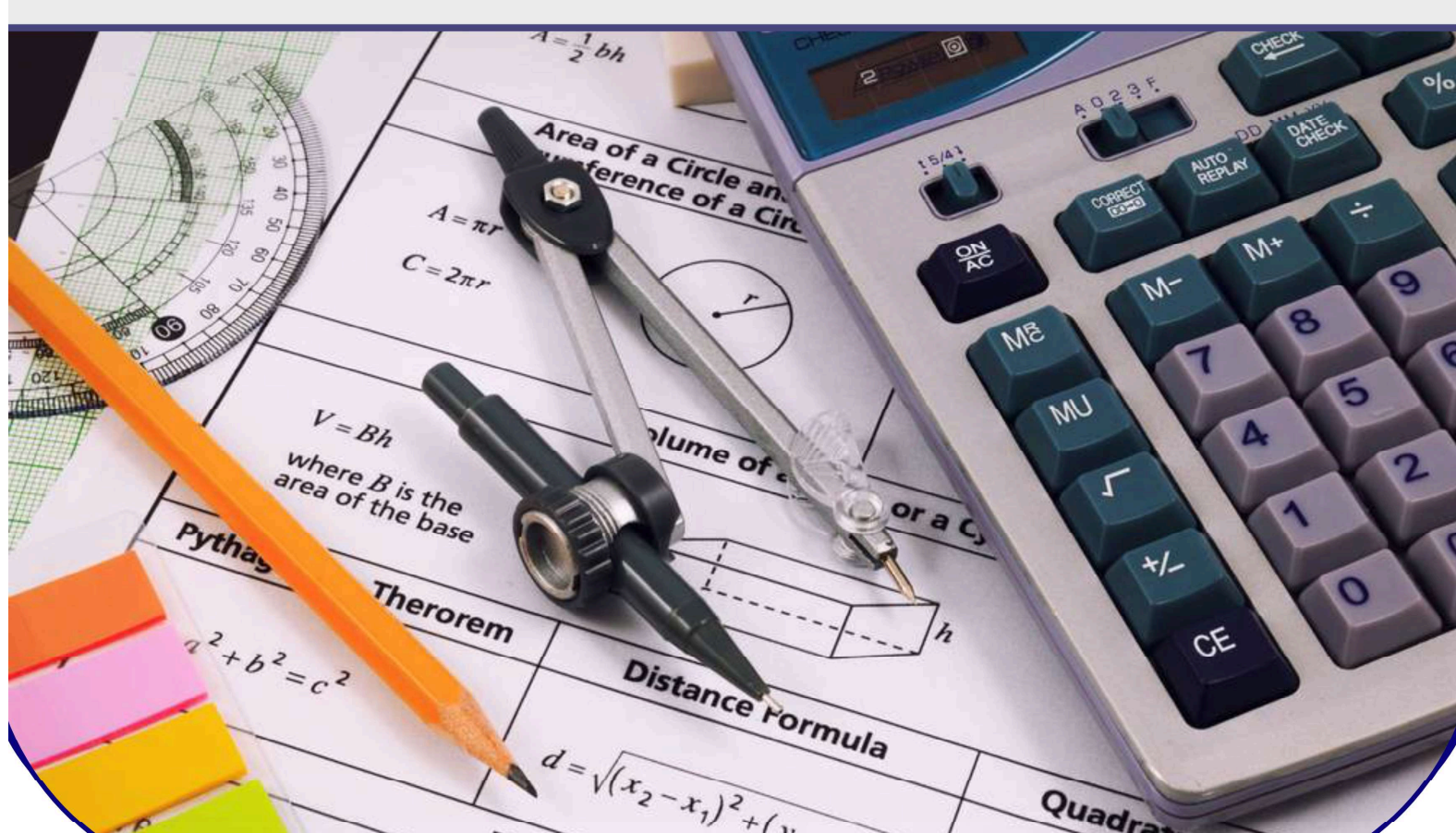
Paper 2 – Calculator paper

Paper 3 – Calculator Paper

Homework:

Pupils will complete homework tasks that extend their classroom learning and consolidate knowledge. Homework will be set once a week in both year 10 and 11. Homework is a mixture of both written and through the online platform Hegarty Maths.

For further information: Please contact Mr Mulhall



Science (Double & Triple)

EXAMINATION BOARD – AQA

STEM subjects (Science, Technology, Engineering and Maths) are becoming increasingly important in modern society. The future of our country's economy and that of the world's economy will rely upon the scientists, engineers and those working in technology subjects to continue advancements that will benefit our way of life. Students who do well in STEM subjects have better chances of employment. This course builds on core knowledge and skills developed in Key Stage 3.

What are the aims of the course?

All the students will work through a variety of topics covering the disciplines of Biology, Chemistry and Physics. The emphasis of which will be to develop the knowledge and understanding of Science and the scientific issues which confront society.

The course will enable students to:

- Develop abilities and skills that are relevant to the study, practice and application of Science, which are useful in everyday life and encourage safe practice.
- Acquire a systematic body of scientific knowledge and the skills needed to apply this in new and changing situations in a range of social, industrial and environmental contexts.
- Develop an understanding of scientific issues

What will I Study?

	Biology	Chemistry	Physics
Year 9	Cell Biology	Chemistry Concepts and Atomic structure	Energy
	Organisation	Periodic Table, Trends and Structure and Bonding	Electricity
		Crude Oil and Fuels and the Reactivity Series	Particle Model of Matter
Year 10	Infection and Response	Electrolysis and Quantitative Chemistry	Atomic Structure
	Bioenergetics	Chemical Changes	Forces
	Homeostasis and Response	Rates Energy Changes	
Year 11	Inheritance, Variation and Evolution	Organic Chemistry	Waves
	Ecology	Chemical Analysis	Magnetism and Electromagnetism
		Chemistry of the Atmosphere	Space (triple only)
		Earth's Resources	

Science (Double & Triple)

EXAMINATION BOARD – AQA

How will I be assessed?

There are two pathways students can follow:

The **AQA Trilogy** course contains elements of Biology, Chemistry and Physics and the final qualification will be equivalent to 2 GCSEs. As such it is often referred to as **Double Science**. There are 6 examination papers at the end of the course, 2 for each subject area. They are all 75 minutes long and worth 70 marks. All six papers contribute equally to the final grade. There is no coursework element to this course but there are a number of required practical activities that can be examined. Students will complete these as part of their normal lessons.

Students can choose to study for separate qualifications in Biology, Chemistry and Physics. They will receive 3 GCSE qualifications so this is often referred to a **Triple Science**. All students follow the same core course in Year 9. As part of the options process students will be asked to choose between continuing on the double award course (AQA Trilogy Science) or opting for the Triple Award route. Triple award groups study the same units as double award groups but in each unit there is additional content (The only exception to this is the Space unit in the Physics course which is only examined on the triple science route). At the end of the course there are 6 examination papers, two for each science, each worth 100 marks and lasting 1 hour 45 minutes. As with the double award course there is no coursework but there are a series of required practical activities which may be on the examination papers.

Study requirements

Homework is usually set once or twice a week. All students are required to have a scientific calculator in addition to the usual equipment. There will be the opportunity to purchase a Revision Guide at the start of Y10 and we strongly recommend that students do this.

For further information: Please contact Mr Blake (Head of Science), your current science teacher, or go to the AQA website and search for the GCSE Science courses.



History

EXAMINATION BOARD – EDEXCEL

Why study History?

- The course builds on KS3, encouraging a passion for studying the past and equipping students with the skills necessary to pursue the study of History at a higher level.
- Running throughout are several core historical skills: these core analytical and evaluative skills are highly valued.
- A study of History can lead to a wide variety of careers. Whilst it might lead directly to careers in teaching, archaeology or museum work, it is the core skills that are highly valued in many areas of work, which is why those who have studied history are often successful in areas like law, politics, and journalism.

What are the aims of the course?

This course is designed to allow the students to develop the following skills: -

- Understand the key Historical events that have shaped the modern world.
- Gain an understanding of societies different in time and place from our own.
- Gain a range of communicative, investigative and analytical skills.

What will I study?

Medicine in Britain c1250–present day, including case study of the trenches.

This unit considers 4 time periods (the Middle Ages, the Renaissance, the Industrial Revolution and the Modern Day) and in each period looks at what people believed caused disease, how they treated and prevented illness and hospital care. Students are asked to compare the different periods and to explain why medicine changed over time. At the end of the overview of medicine, there is a focused case study which examines how medicine developed during World War One.

- Early beliefs about the causes of illness
- Case studies of how plague was tackled – The Black Death and the 1665 Plague
- The work of key individuals who improved medicine – e.g. Lister and antiseptics, Florence Nightingale, Jenner and vaccines, and Fleming and antibiotics.
- The creation of the NHS and 20th century attempts to tackle disease – e.g. cancer.
- Analysis of the types of injuries in World War One and how medicine evolved to cope with them.

Superpower relations and the Cold War

- Reasons for the start of the Cold War
- Conflicts between the Superpowers– e.g. Berlin Wall, Cuban Missile Crisis
- The reasons for the end of the Cold war



History

What will I study (Cont....)?

Early Elizabethan England

- The difficulties Elizabeth faced when she came to the throne.
- Threats to her reign at home – e.g. Mary, Queen of Scots
- Threats to her reign from abroad – e.g. Spanish Armada.
- Changes in Elizabethan society – e.g. colonising the Americas, dealing with vagabonds.

USA 1954–75: Conflict at home and abroad

- Black civil rights in 1950s and 60s, including Martin Luther King and Malcolm X
- Vietnam War – reasons for it and reasons for USA's defeat

Study Requirements – Class and Homework

Class work and homework will both focus on building up the knowledge of each topic, making notes on key events, and practising past GCSE exam style questions to help embed the knowledge and use it in context. Students need to complete homework each week and build up a bank of revision materials over the course so that they can revise the wide ranging content for the final GCSE exams.

How will I be assessed?

All candidates will take three final exam papers. (All grades 9-1 are available.)

Paper 1 30% – One paper of one hour and 15 minutes, covering the topic of Medicine in Britain c1250–present day, with an environmental case study of The British Sector of the Trenches (which looks at the treatment of injuries in World War One).

Paper 2 40% – One paper of one hour and 45 minutes (divided into 2 individual sections), covering Superpower relations and the Cold War and Early Elizabethan England 1558–88.

Paper 3 30% – One paper of one hour and 20 minutes, covering the USA 1954–75: Conflict at home and abroad.

For further information: Please contact Mr Farrell (or your History teacher)



Geography

EXAMINATION BOARD – AQA

What are the aims of the course?

Geography is a subject that enables young learners to appreciate and value their environment and the world that we live in. This course encourages students to actively engage in the subject that allows them to develop as effective and independent learners with enquiring minds. Geography allows students to debate topics, and evaluate choices made around the World, therefore developing transferable skills like decision making. Most importantly it teaches students about the future of the world, and what they can do to improve it through sustainability.

Topics within the course include climate change, poverty, inequality, natural hazards development and the challenge of sustainable resources. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

What will I study?

GCSE Geography into three papers with a focus on Physical Geography, Human Geography, and the application of fieldwork.

Living with the Physical Environment

- Section A: The challenge of natural hazards (Earthquakes, volcanic eruptions, tropical storms and climate change).
- Section B: The living world (Ecosystems, with a focus on tropical rain forests and hot deserts).
- Section C: Physical landscapes in the UK (Rivers and Coasts).

Challenges in the Human Environment

- Section A: Urban issues and challenges (Population and urban cities, Lagos and Bristol).
- Section B: The changing economic world (Global differences in economic development and quality of life in Nigeria and the UK).
- Section C: The challenge of resource management (Issues in relation to food, water and energy in the UK, with a closer look at issues with food around the world).

Geographical Applications

- Section A: Issue evaluation. (students are given information 12 weeks before the exam on a topic and will be asked questions on it)
- Section B: Fieldwork (students will go on a fieldtrip to collect data from two destinations, in the exam they will be asked questions on their findings)

Geography

Study Requirement:

Homework is set on a regular basis (approximately 1 hour per week). This will take a variety of forms including practice questions, research and case studies.

Fieldwork

Fieldwork is an important part of Geography. At GCSE students will be able to take part in two day-long fieldtrips in the Summer of Year 10 whereby they will collect data, test hypothesis, and analyse their findings.

How will I be assessed?

All candidates will take **three** final exam papers. (All grades 9-1 are available.)

Paper 1: 35% - Living with the Physical Environment

Paper 2: 35% - Challenges in the Human Environment

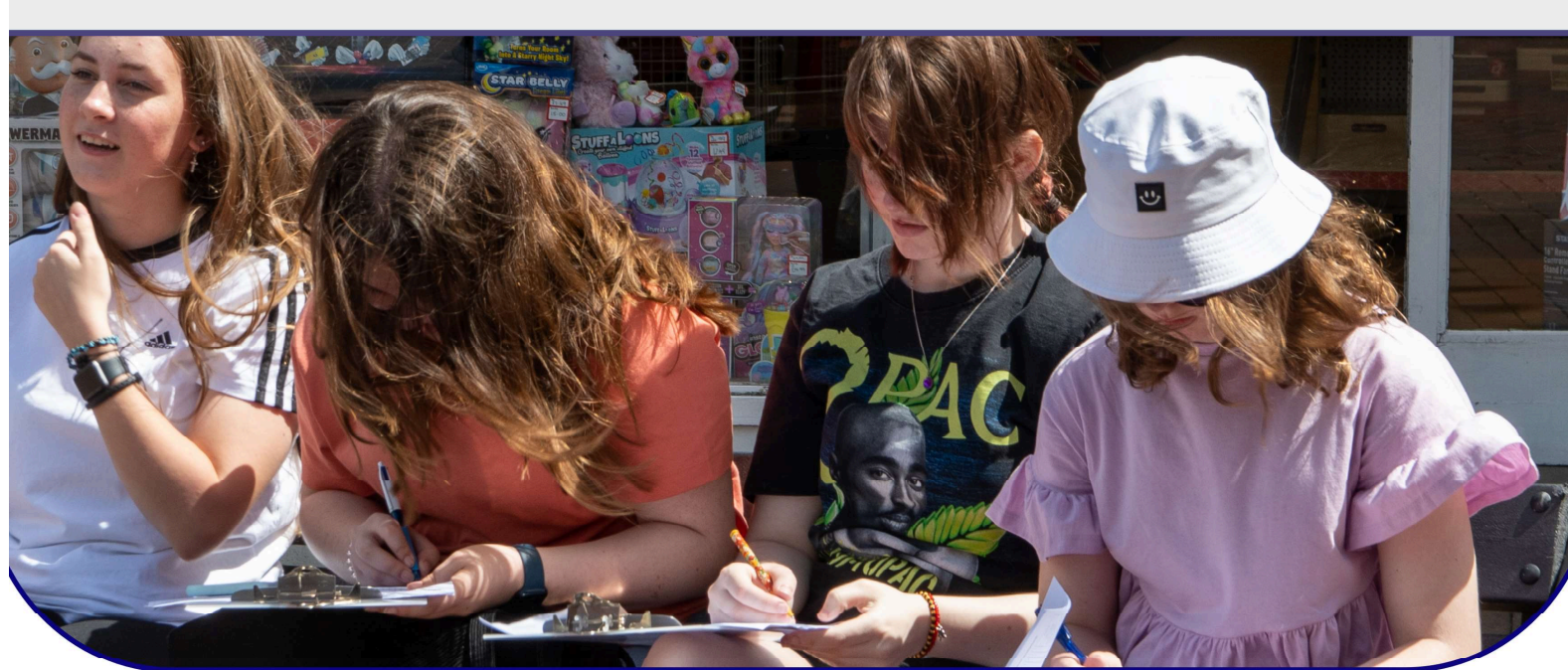
Paper 3: 30% - Geographical Application- fieldwork skills, map skills and use of statistics

Pre-release material 12 weeks before the final examination.

How will I be monitored?

- Frequent GCSE exam questions practice. This helps assess student progress and improves examination technique.
- There will be an end of topic test at the end of each unit and a full mock exam in Year 10 and Year 11.
- Regular monitoring of progress throughout the course within the Humanities faculty.
- Any concerns about individual progress will be conveyed to parents via email, text or telephone.

For further information: Please contact Miss Molineux or your Geography teacher.



Religious Studies

EXAMINATION BOARD – AQA RELIGIOUS STUDIES A

What are the aims of the course?

- To consider and respond to a range of current moral and ethical questions, such as war, animal testing and abortion.
- To investigate and respond to fundamental questions about life, such as the purpose of life and the nature of evil.
- To explore the views of different religious believers and traditions in relation to these questions. To compare these to your own beliefs so that you can reflect on your own values.
- To understand what Christians and Muslims believe about God and how they worship.
- To develop your analytical skills.
- To develop your understanding of different viewpoints and attitudes.

What will I study?

If you are interested in discussing, debating and writing about any of these topics this course is for you. It builds on what you did in Key Stage 3 and gives you the opportunity to present your own thoughts and opinions on the issues above. It's an interesting and valuable GCSE for anyone wanting to develop their knowledge of both controversial issues in the news today, as well as the perspectives and beliefs of Christianity, Islam and other religions. This GCSE develops high levels of skills of evaluation, presentation and analysis.

You will need to keep up to date with current affairs, and take detailed notes from your lessons. There are class tests throughout the course, often on new key terms and details from Christianity and Islam. The learning for these is often set as homework to help you develop the revision skills necessary for the final exam.

What are the study requirements?

Classwork and homework focus on building and retaining knowledge about the topics, as well as developing your own views and opinions. This is achieved through practice questions, research, learning key terms and case studies.

How will I be assessed?

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

50% of the GCSE – written exam of one hour and 45 minutes.

Component 2: Thematic Studies

50% of the GCSE – written exam of one hour and 45 minutes on four topics: Relationships and Families, War and Peace, Crime and Punishment, Medical Ethics and Environmental issues.

How will I be monitored?

- Frequent GCSE exam questions practice. This helps assess student progress and improves examination technique.
- There will be a practice exam at the end of every unit and a full mock exam at the end of year 10 and in Year 11.
- Monthly monitoring of progress throughout the course within the Humanities faculty. Concern about individual progress will be conveyed to parents via email, text or telephone.

For further information: Please contact Mrs C Day



M.F.L

EXAMINATION BOARD – AQA

The MFL Department comprises of incredibly passionate and committed teachers, who love sharing their knowledge and experiences with The Wilnecote School students. Our staff encourage students who have enjoyed learning French or German at KS3 to pursue languages at GCSE level. Students will continue with the language that they are currently studying in Year 9 and for those strong linguists there is the option to be a dual linguist at GCSE.

GCSE languages provide students with the opportunity to further their skills in listening, reading, speaking, and writing as well as allowing students to develop their understanding of French or German culture. Studying a language at GCSE also helps students to build the necessary communication, presentation, problem solving, memory and literacy skills which will help them in their future careers.

In recent years, students have had the opportunity to fully immerse themselves in the French and German culture through our foreign trips and activities. For example, The Wilnecote School has now hosted a successful German exchange programme with students from Stadtisches Gymnasium Bad Laasphe for over 30 years and students have been able to take part in a trip to Paris. We look forward to continuing to offer experiences like these to our GCSE students in the future.

At GCSE we use the AQA exam board. Students will be required to:

- listen and respond to different types of spoken language
- communicate in speech for a variety of purposes
- read and respond to different types of written language
- communicate in writing for a variety of purposes
- use and understand a range of vocabulary and structures
- understand and apply the grammar of the language, as detailed in the specification.

Students will be assessed in the four main areas of reading (25%), writing (25%), listening (25%) and speaking (25%).

Our objective of the GCSE course is to enable students of all abilities to develop their foreign language skills to their full potential and to inspire students to become passionate and confident linguists.



Information Technologies

EXAMINATION BOARD – OCR

The Information Technologies qualification is a Level 1 and 2 Cambridge Nationals course, equivalent to a single GCSE. This course looks at the security and development of computer systems and allows students to learn how to analyse, plan and develop solutions to problems by using a range of software packages.

What are the aims of the course?

- To ensure students have the knowledge, understanding and skills they need to design and make effective digital products.
- To allow students to select, manipulate and present information using a variety of digital methods.
- To increase students' awareness of their responsibilities in the digital world and their respect of other people's rights
- To equip students with professional, real-world skills in planning, project management and communication

What will I study?

Students will learn about cyber security, the risks and prevention methods as well as the laws and consequences attached to illegal computer activity. They will learn about the project life cycle, and look at planning tools in detail including Gantt charts, SWOT analysis and visualisation diagrams. They will then move on to look at in-depth and advanced spreadsheet and database techniques to allow them to use and manipulate data in order to present a range of information in various ways.

What are the study requirements?

Homework will be set regularly. Tasks set will either reinforce or extend the learning from lessons or will give students the opportunity to carry out independent learning.

Homework activities will include analysing problems and identifying user's needs, research activities or completing examination style questions.

Students without their own computer, or who own computers without the suitable software, will be expected to use the ICT facilities after school where necessary.



Information Technologies

How will I be assessed?

Candidates will complete two pieces of internally assessed coursework and an externally assessed written exam.

R050: IT in the Digital World. Assessed through a written exam marked by the exam board. The exam is 1hr 30 and contributes towards 40% of the total grade.

R060: Data Manipulation Using Spreadsheets. This is an approximately 12 hour project that will be completed in lessons over a series of weeks. Students will plan, design, create and test a detailed and complex spreadsheet system using Excel. This is worth 30% of the overall grade.

R070: Using Augmented Reality to Present Information. As with the other project, this is a 12 hour assessment worth 30% of the final grade. Students will plan, create and test an augmented reality application using online tools.

How will it be monitored?

Students' classwork and homework will be assessed regularly, and feedback will be given to students throughout each stage of the course.

We will try to involve parents as much as possible from the outset and will contact parents if students are giving cause for concern in any aspect of the course.

For further information: Please contact Mr Garland



Computer Science

EXAMINATION BOARD – EDEXCEL

GCSE Computer Science allows students to be inspired and challenged to understand the ways computers work and create programming solutions to given problems; this is a qualification which allows students the opportunity to gain a single GCSE with the appropriate level of self-motivation and support.

What are the aims of the course?

This course aims to develop students' understanding of the principles of computer science and their ability to apply computational thinking to problem solving.

Content:

The course is split into 2 units:

Component 1: Principles of Computer Science

Component 2: Application of Computational Thinking

The subject content includes:

- Knowledge of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms for a range of tasks and scenarios
- Understanding the requirements for writing program code, and being able to use Python to write text-based computer programs.
- Knowledge of binary representation and conversion of data, data storage and compression, encryption, images and sounds.
- Understanding of hardware and software components of computer systems; knowing what constitutes a computer system and embedded system.
- Understanding of computer networks, the internet and the worldwide web.
- Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues

What will I study?

Students will learn about current **and** emerging technologies and how they work, acquire practical skills in using algorithms in computer programs to solve problems, and using programming to create programs. Students will develop complex computer programs to solve a series of problems and to work collaboratively with other students.

*This course will be of interest to those students who would like a **future career in programming** or who have a keen interest in problem solving*

Computer Science

Students will develop the following skills:

- Knowledge and understanding – includes algorithms, storage solutions, cyber security and network protocol layers, alongside more familiar content such as binary representation of numbers, Boolean logic and systems architecture.
- Problem Solving and Logic
- Programming – be able to use at least one high level language
- The systems lifecycle
- Computing related maths e.g. convert binary to denary, construct truth tables and logic statements.

We would, therefore, recommend a good understanding of mathematics.

What are the study requirements?

Homework will be set regularly. Tasks will either reinforce or extend the learning in lessons and also give students the opportunity to carry out independent learning.

Homework activities may include analysing problems, planning and designing solutions to the problem given, research or completing examination style questions. There will also be programming tasks or projects to complete.

Students without their own computer, or who have computers without suitable software, will have access to the ICT facilities at school after school.

How will I be assessed?

All candidates will take **two** final exam papers. (All grades 9-1 are available.)

Component 1: Principles of Computer Science

This unit is externally assessed through a 1 hour 30 minute written examination paper set and marked by the exam board, worth 50% of the overall GCSE grade.

Component 2: Application of Computational Thinking

This unit is externally assessed through a 2 hour computer-based examination worth 50% of the overall GCSE grade; the paper is a programming exam where students will develop appropriate programmed solutions to a series of tasks outlined in the exam paper.

How will I be monitored?

Students' classwork and homework will be assessed regularly and feedback will be given to students throughout the course.

From the outset, we try to involve parents as much as possible and will contact parents if students are giving cause for concern in any aspect of the course.

For further information: Please contact Mr Garland

Music

EXAMINATION BOARD – OCR

Why study Music at KS4?

- Do you enjoy listening to a wide variety of musical styles?
- Do you sing or play an instrument?
- Do you have an interest in learning about how music is created and performed?
- Do you want to use Music Technology to record and create music?

IF SO, this course is for you

GCSE in Music will develop your understanding of how music is created through listening, performing, composing and learning about various styles of music.

GCSE Music requires students to be competent musicians as a large proportion of the exam is based on performance using either an instrument of choice or vocal skills.

Ideally, students need to be Grade 3 or 4 standard on an instrument (or voice) by the end of the course.

Students should ideally have lessons, but exceptions can be made if they are at a high standard and practise regularly, particularly for vocalists.

We will allow a student who can't read music to take GCSE, as this is taught within the course.

What will I study?

Area of Study 1

How to compose:

- How to compose and perform on your chosen instrument or voice in a style of your choice.

Area of Study 2

The Concerto:

- The Concerto and its development through time.

Area of Study 3

Rhythms of the world:

- India and the Punjab; Eastern Mediterranean and the Middle East; Africa; Central and South America.

Area of Study 4

Film Music:

- Music that has been composed specifically for a film
- Music from the Western Classical tradition that has been used within a film
- Music that has been composed as a soundtrack for a video game.

Area of Study 5

Conventions of Pop:

- Rock 'n' roll of the 1950s and 1960s
- Rock Anthems of the 1970s and 1980s
- Pop Ballads of the 1970s, 1980s and 1990s
- Solo Artists from 1990 to the present day.



Music

How will I be assessed?

Assessment: Controlled Assessment – this comprises 60% of the GCSE course.

Performance = 30%

Students must produce a performance for their own instrument and an ensemble performance. Together, these performances must last at least 4 minutes.

Composition = 30%

Students must also produce a composition for their own instrument to a brief written by them and a second composition based on one of the areas of study and to a brief set by OCR. Together these pieces must last at least 3 minutes.

EXAMINATION: LISTENING AND APPRAISING – 40% of the total GCSE mark. (1.5 HOURS)

ONE EXAM – the rest is course work

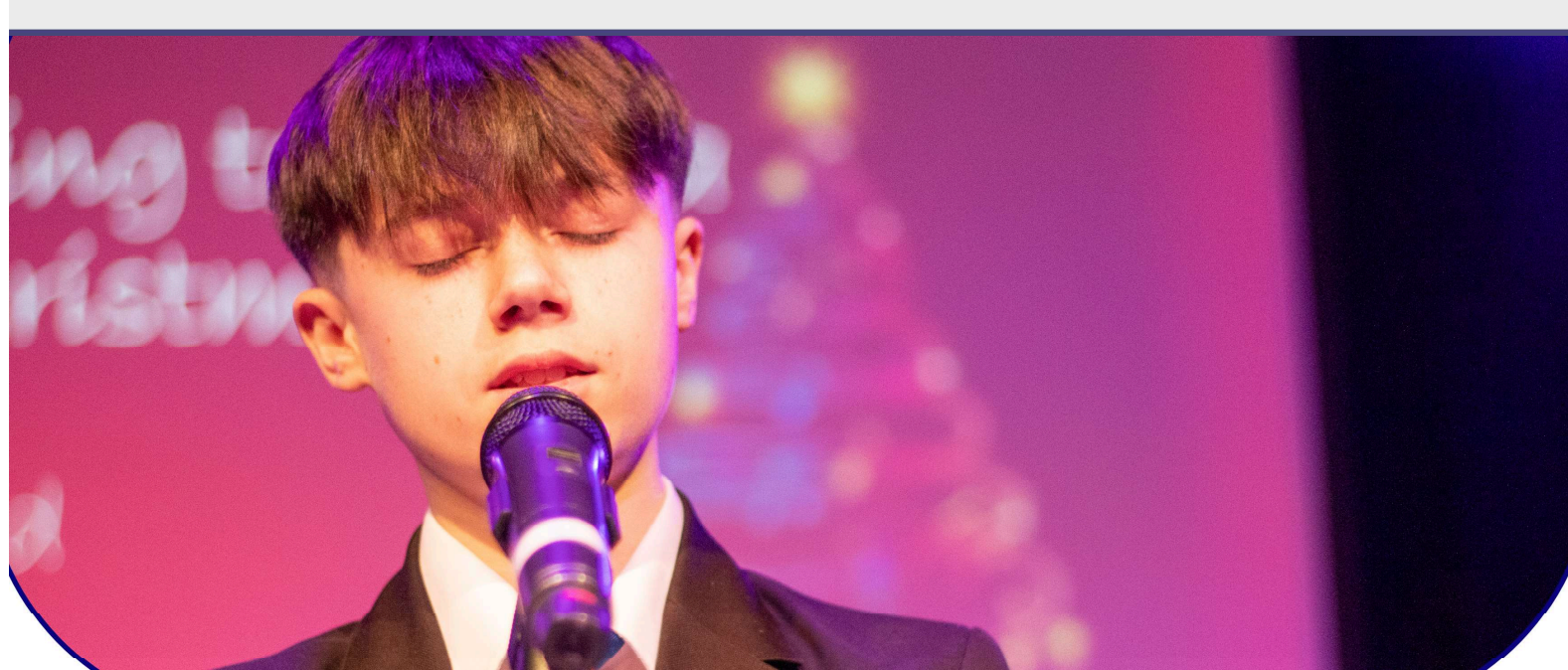
Study Requirements:

Anyone wishing to study Music should:

1. Be able to listen to a wide range of musical styles with an open mind to learn how and why music has developed and sounds like it does (from Bach and Beethoven to Rock, Pop, Jazz and Blues)
2. Be able to study an instrument or sing and be prepared to perform in a style of your choice (this includes all pop and orchestral instruments including drums)
3. Develop their understanding of how to compose, using a range of musical techniques which they will cover through studying different styles of music during the course.

Homework will include regular practise on your chosen instrument.

For further information: Please contact Mr Hyden



Drama

EXAMINATION BOARD – PEARSON EDEXCEL

Why study Drama?

Drama isn't just about developing your subject knowledge and performance skills. It is also a great way to develop a range of key skills including; team work, leadership, confidence, creativity, problem solving and much more. These are all skills that employers look for even if your chosen carer isn't directly related to Drama. GCSE Drama opens up a wide range of career possibilities, including those involving public speaking and presenting, leadership and management, team work and co-operation, performing and communicating, teaching and learning, problem solving and investigation, and analysis and evaluation. GCSE Drama is also an excellent starting point if you want to study Performance Studies, Drama and Theatre Studies or Performing Arts at A Level and for University degree courses.

Aims of the course:

GCSE Drama aims to encourage students confidence, team work and empathy skills. It aims to explore a range of social issues through drama. Previously students have explored topics including; homelessness, mental health and persecution.

GCSE Drama also aims to build on the skills and experience students developed at KS3.

Study Requirements:

You will have five lessons across a two - week timetable and will be required to complete a mixture of practical and written work. Of the five lessons, four will be practical and one will be theory based.

At home you will be expected to complete a range of tasks to support your learning. These tasks include; practice exam questions and revision, planning for and evaluating devised performances and learning lines for scripted performances.

How will I be assessed?

Component 1: Devising 40%

The focus of this component is on you devising your own performance based on a stimulus. You will explore the stimulus through various activities in lessons before working in groups to create and perform a final performance. As well as the final performance you will complete a portfolio explaining, analysing and evaluating the devising process. This portfolio will be a record of your practical work and the two pieces of work will be assessed together.

Component 2: Performance (From Text 20%)

This component focus on your performance skills. It is an exciting opportunity to perform in front of an audience and a visiting examiner. You will rehearse and perform two performances from the same play. For this component you will work on a published play text and will create two group performances, both of which will be marked by a visiting examiner.

Component 3: Theatre Makers in Practice (Written Examination 40%)

The focus of this component is to explore a play from the point of view of a director. You will explore the play practically as performers, designers and directors and will apply this knowledge to a written examination sat at the end of Year 11. For this component you will also go to the theatre to see a live performance and in your exam you will review the performance you have seen in response to a question.

For further information: Please contact Miss S Julius



KS4 Physical Education

KS4 Physical Education

Every student will continue with the current allocation of 2 hours of practical Physical Education (PE) lessons per week. For those students who have the desire to pursue a career in Sport/Leisure are encouraged to consider taking a PE course as part of the KS4 Options process. Those students who are interested, should select Physical Education from Option Block B. This will be followed by a discussion with PE Staff to pick which one of the two following courses will be best suited to them.

EXAMINATION BOARD – NCFE LEVEL 1/ 2 TECHNICAL AWARD IN HEALTH AND FITNESS

What are the aims of the course?

The NCFE Level 1/2 Technical Award in Health and Fitness focuses on the health and fitness sector. It will help you to build the knowledge, understanding and skills you will need to pursue a career in the sector or move on to further study. It combines the study of core knowledge with practical experience and hands-on learning. In this course you will learn about the structure and function of body systems as well as gaining an understanding of the principles of training and how fitness activities affect the body. You will learn how to develop and test components of fitness (including health and skill-related fitness), carry out a health and fitness analysis and how to create a fitness programme. Full details of the course can be found at: <https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-health-and-fitness-111>

How will I be assessed?

You will complete two assessments:

1 Non-exam assessment (NEA): this is an externally-set project that is worth 60 per cent of your total grade for the qualification. You will be assessed on your ability to draw together and apply the knowledge, understanding and skills you have learned throughout the course. Your teacher will provide you with a brief set by NCFE, which will be based on a real-world situation. You will have 22 hours to complete this assessment.

2 Written exam: the written exam will last 1 hour and 30 minutes and will include a mixture of multiple-choice, short-answer and extended-response questions, which will assess your knowledge and understanding of all content areas. The paper will be worth 80 marks in total and the exam is worth 40 per cent of your overall grade. You will complete the written exam at the end of the course.

Further Education and Career Opportunities:

Learners could progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the health and fitness sector through a variety of occupations that are available within the sector, such as health assistants, fitness instructors or personal trainers.



KS4 Physical Education

EXAMINATION BOARD – WJEC LEVEL 1/ 2 VOCATIONAL AWARD IN SPORT AND COACHING PRINCIPLES

Students who undertake the WJEC Level 1/ 2 Vocational Award in Sport and Coaching Principles need to be interested in careers within the sports industry. The course will give students the knowledge and skills they need to begin their career journey within sport.

Students will complete three units of work as part of the course. Two of these units will be assessed through written coursework and video evidence. The remaining unit will be assessed through a written exam. Full details of the course can be found at: https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-sport-and-coaching-principles/#tab_keydocuments

Expectations of students are extremely high, and commitment and dedication will be required along with an ability to work towards deadlines. Students will be expected to complete coursework during lesson time and attend co-curricular sessions where required.

How will I be assessed?

Unit 1 – Improving Sports Performance – In this unit students will learn about how to improve the performance of a sportsperson. This includes factors that make up effective performance, performance testing and training to improve. This is assessed through written coursework. (30% of total course).

Unit 2 – Fitness for Sport – In this unit students will learn about how to test and develop the fitness of an athlete. This includes components of fitness, fitness testing, the principles of fitness and fitness training. This is assessed through a written exam that can be taken at the end of Y10 and Y11 (40% of total course).

Unit 3 – Coaching Principles – In this unit students will learn how to coach effectively and develop their own coaching skills. This will include the skills and responsibilities of a good coach, planning a coaching session, leading a coaching session and reviewing their coaching session. This is assessed through written coursework and video evidence. (30% of course)

Further Education and Career Opportunities:

Variety of Level 3 vocational courses, including in sport and coaching. Sport and coaching vocations.



Fine Art

EXAMINATION BOARD – AQA

This is an attractive course that allows students to work in a variety of art media and allows the opportunity to specialise as the course develops. Students will study how sources inspire the development of ideas, relevant to fine art including:

- How sources relate to individual, social, historical, environmental, cultural, ethical and/or issues based contexts.
- How ideas, themes, forms, feelings and concerns can inspire personal responses that are primarily aesthetic, intellectual or conceptual.

What are the aims of the course?

- To stimulate and challenge students to become confident independent learners capable of expressing feelings and ideas in a personal and effective way.
- To build on the knowledge skills and understanding gained in KS3 and to prepare students effectively for advanced level, further education courses and careers in Art & Design.
- To enable all students to achieve at their highest level.
- To develop appreciation of Art & Design allowing for greater enjoyment of it throughout adult life both as a consumer and creator.

What will I study?

For coursework, students are required to submit a portfolio that comprises a sustained project and a selection of “one off” pieces. A unit of coursework may begin with a gallery/exhibition visit, a workshop or responding directly to a theme or the man-made or natural environment.

Students will be taught how to use a range of different materials and techniques effectively (drawing, colour pencil, painting, sculpture, printing, IT), how to analyse art from different time periods and cultures and how to develop an effective personal response to a topic.

How will I be assessed?

Component 1: Coursework Portfolio – A portfolio that shows clear coverage of the four assessment objectives. It must include a sustained project demonstrating the journey from a starting point to the realisation of intentions, and then a selection of further work completed during the course.

- 60% of GCSE Non-exam assessment (NEA) set by teacher.

Component 2: Externally set assignment – Students respond to their chosen starting point from an externally set assignment paper. They will have a preparatory period of approx. 12 weeks to produce a sustained project evidencing coverage of all four assessment objectives. This will then be followed by 10 hours of supervised time to produce an outcome.

- 40% of GCSE Non-exam assessment (NEA) set by AQA.

Progression and Career Opportunities

This GCSE will open up pathways to courses in further education such as AS/A2 levels or BTEC Nationals in a range of Art and Design specialisms.

GCSE Fine Art will help you to develop your creative, technical, communication, analytical and problem solving skills that are essential in a wide range of careers such as: Architecture, animation visualisation, illustration, product design, fashion, textiles, ceramics, silversmith & jewellery design, visual media, graphics, sculptor, painter, game design. New technologies are creating a whole new range of courses where Art is being used in innovative way

For further information: Please contact Mrs Smith or their Art Teacher



3D Design

EXAMINATION BOARD – AQA

Three-dimensional design is the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills. This course allows students to work in a range of materials to produce three dimensional design and art for a variety of audiences.

What are the aims of the course?

- To build on the knowledge, skills and understanding gained independently and in KS 3.
- To prepare students effectively for advanced level, further education courses and careers in 3D Design, Product Design and Art and Design.
- To stimulate and challenge students to become confident, independent learners that can meet design briefs with clever, imaginative solutions.
- To enable all students to achieve at their highest level.
- To develop an appreciation of the Design and Making process allowing for greater enjoyment of it throughout adult life both as a consumer and creator.

What will I study?

For coursework, students are required to submit a portfolio that comprises a sustained project and a selection of "one off" pieces. A unit of coursework may begin with a design brief, a workshop, a gallery or exhibition visit or responding directly to a theme or the man-made or natural environment.

Students will be taught how to use a range of different materials and techniques effectively such as sculpture, ceramics, glass fusing, acrylic, wood, wire and metal, as well as designing techniques such as drawing, painting, collage and CAD/CAM. Students will also learn how to research and analyse design from different time periods and cultures and how to develop an effective, appropriate response to a topic – which may be personal or meet a design brief set by a customer.

How will I be assessed?

Component 1: Coursework Portfolio – A portfolio that shows clear coverage of the four assessment objectives. It must include a sustained project demonstrating the journey from a

starting point to the realisation of intentions, and then a selection of further work completed during the course.

- 60% of GCSE Non-exam assessment (NEA) set by teacher.

Component 2: Externally set assignment – Students respond to their chosen starting point from an externally set assignment paper. They will have a preparatory period of approx. 12 weeks to produce a sustained project evidencing coverage of all four assessment objectives. This will then be followed by 10 hours of supervised time to produce an outcome.

- 40% of GCSE Non-exam assessment (NEA) set by AQA.

Progression and Career Opportunities

This GCSE will open up pathways to courses in further education such as AS/A2 levels or BTEC Nationals in a range of Product Design, 3D Design and Art and Design specialisms.

GCSE Three Dimensional Design will help you to develop your creative, technical, communication, analytical and problem solving skills that are essential in a wide range of careers such as: Architecture, product design, fashion, ceramics, silversmith & jewellery design, sculpture, interior design, environmental/ landscape/ garden design, 3D digital design, and exhibition design. New technologies are creating a whole new range of courses where Art is being used in innovative ways.

For further information: Please contact Mrs Smith or their Art



Food Prep & Nutrition

EXAMINATION BOARD – AQA

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

What are the aims of the course?

- To build on the knowledge, skills and understanding gained independently and in KS 3.
- Students develop a thorough understanding of the 5 main core topics.
- To learn through approaches such as: planning and creating, practical experiments and written investigation.
- To prepare students for further education courses and careers relating to Food Preparation and Nutrition.
- To develop an appreciation for cooking and nutrition.

What will I study?

Delivery of the following topics will be through a combination of class teaching, group work and individual tasks. These will be both written and practical.

Food preparation skills are integrated into five core topics:

1. Food, nutrition and health

- Macronutrients
- Micronutrients
- Nutritional needs and health

2. Food science

- Cooking of food and heat transfer
- Functional chemical properties of food

3. Food safety

- Food spoilage and contamination
- Principles of food safety

4. Food choice

- Factors affecting food choice
- British and International cuisines
- Sensory evaluation

5. Food provenance.

- Environmental impact and sustainability of food
- Food processing and production



Food Prep & Nutrition

What are the study requirements?

- Regular practical sessions to develop practical skills.
- Theory lessons that develop knowledge and understanding.
- Homework set every week for approximately one and half hours which will include use of the internet, television, written work and research.

Students must be prepared to participate in at least 1 practical lesson per week, this is an integral part of the course. Students need to supply their own ingredients.

How will I be assessed?

50% COURSEWORK (100 marks):

This consists of 2 pieces of practical and written work selected from tasks set by AQA based on:

- Food investigation (30 marks)
- Food preparation (70 marks)

50% WRITTEN EXAM 1hr 45mins (100 marks):

- SECTION A: Multiple choice questions (20 marks)
- SECTION B: Written answers relating to questions themed on the 5 main topics (80 marks)

For further information: Please contact Miss Collier or Mrs Smith



Photography

EXAMINATION BOARD – AQA

Photography is the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. This course allows students to work in a variety of photography contexts, explore a range of techniques, and enrich their knowledge of the camera by learning about its history and its science.

What are the aims of the course?

- To build on the knowledge, skills and understanding gained independently and in KS 3.
- To prepare you for further education courses.
- To stimulate and challenge students to become confident and independent learners.
- To enable all students to achieve at their highest level.
- To develop an appreciation of Photography.

What will I study?

Students will be taught how to use the elements of photography to take skilled photographs using their own smart phones as well as learning how to use a DSLR camera. Students will learn how to plan a photoshoot and use our photography studio. Other aspects of the course include photo editing using online software, photo journalism and mixed media.

Students will be expected to analyse photography and art from different time periods and cultures and learn how to develop an effective personal response to a topic. For coursework, students are required to submit a portfolio that comprises a sustained project and a selection of “one off” pieces. Within each project the student will complete preparatory studies and demonstrate a range of techniques and materials.

Students must be prepared to use computers and photo editing software, and be able to store, organise and share digital photographs.

How will I be assessed?

Component 1: Coursework Portfolio – A portfolio that shows clear coverage of the four assessment objectives. It must include a sustained project demonstrating the journey from a starting point to the realisation of intentions, and then a selection of further work completed during the course.

- 60% of GCSE Non-exam assessment (NEA) set by teacher.

Component 2: Externally set assignment – Students respond to their chosen starting point from an externally set assignment paper. They will have a preparatory period of approx. 12 weeks to produce a sustained project evidencing coverage of all four assessment objectives. This will then be followed by 10 hours of supervised time to produce an outcome.

- 40% of GCSE Non-exam assessment (NEA) set by AQA.

Progression and Career Opportunities

This GCSE will open up pathways to courses in further education such as AS/A2 levels or BTEC Nationals in a range of subjects such as: Photography, Media, Graphic Communication, Fine Art and other ‘Art and Design’ related specialisms.

GCSE Photography will help you to develop your creative, technical, communication, analytical and problem solving skills that are essential in a wide range of careers such as: Freelance photography, photographer’s assistant, interior design, animation, web design, advertising, film, architecture and graphic design.

For further information: Please contact Mrs Smith or their Art Teacher

