

# **Walthamstow School For Girls**



**Year 10 and Year 11  
2020 to 2022**

**Curriculum and Options  
Booklet  
(Provisional and Subject  
to Change)**

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December 2019

Dear Year 9 student,

This booklet is designed to guide you through one of the most important education choices you have ever had to make.

Choosing your Key Stage 4 programme of study is a really exciting opportunity for you to reflect on what your curriculum strengths and interests are, as well as what career path you might wish to follow later in life. It is a chance to tailor a package of subjects and courses that you will enjoy and experience success in that will provide you with a strong base from which to launch into the next phase of your education.

However, making your option choices can also be quite a daunting and stressful time. That is why we have organised a number of events to support and guide you through the process. Over the next few weeks you should discuss your ideas with as many people as possible: your teachers, your tutor, your parents/carers and any relatives who have taken GCSEs and other Key Stage Four courses. Read this booklet very carefully, as it contains vital information about each of the courses. If you are confused about which subjects are compulsory and which are optional, or what combinations of option choices are allowed, do ask a teacher for guidance or see Mr. Shackson, Assistant Headteacher.

It is also very important that you and your parents/carers attend the Year 9 Options Evening on 6th February 2020.

I wish you every success with your decision-making.

A handwritten signature in black ink, appearing to read 'Ms M Davies', with a decorative flourish underneath.

*Ms M Davies  
Headteacher*

# Headteacher's Letter

Dear Year 9 student,

This curriculum booklet provides you with information on the courses you can study throughout Key Stage 4. As well as the compulsory subjects it also contains details on the optional courses that are available to you. You must think carefully about these choices and select courses that are right for you, not simply courses your friends are doing. Please ask your teachers and various staff in school for advice and remember that you should aim to choose a broad and balanced range of subjects so that all careers will be open to you in later life.

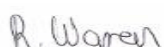
You will also need to do your own research at this crucial time as you will be committing to studying your option subjects for at least two years.

Some courses may be structured differently at Key Stage 4 and you will certainly be expected to study more independently with greater emphasis being placed on coursework and home learning. You will need to develop your organisational skills so that you can meet all deadlines and make a smooth transition from Key Stage 3 into your GCSE courses.

Key Stage 4 is not just about examinations, it is about the opening of a new chapter in your life. It will provide you with the opportunity to explore different responsibilities which will help develop many of your personal skills. Work experience and a variety of enrichment activities are available to you during years 10 and 11 and you should take full advantage of these opportunities. Success in these activities will be used to support your college and sixth form applications as you consider your Further Education options in Year 11.

Choose your options carefully, work hard, ask for advice and help when needed and always aim to achieve your best. If you can do this, you will enjoy Key Stage 4 and leave Walthamstow School for Girls as an independent and well-educated young person, ready to take on any challenges you may face in the future.

Good luck and best wishes.



*Ms Warren*  
*Year 9 Student Progress Leader*

## Information and Guidance

Dear Year 9 Student,

Many of the subjects you will follow in Years 10 and 11 will give you the opportunity to gain GCSEs and other qualifications.

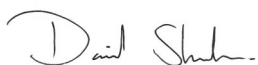
It is very important you read through all of the course descriptions and ensure your choice of GCSE options are informed choices.

GCSEs are graded using a numerical value from 9 to 1, with 9 being the highest grade.

For vocational subjects the grading system is Pass, Merit, Distinction and Distinction\* with Distinction\* being the highest.

From amongst the option subjects you will be required to choose a total of four subjects. Further information on making those choices will be given at the options evening.

Good luck and best wishes.



*Mr D Shackson  
Assistant Headteacher*

**Information and Guidance**

## **The Core Curriculum**

The Core Subjects are the subjects that everybody in Year 10 and 11 will study.

They are:

- English Language
- English Literature
- Mathematics
- Science
- Religious Studies
- PHSCE
- PE

You will not have to choose these subjects as everybody studies them.

## **The Core Curriculum**

## **GCSE English Language and English Literature**

*Examination Board: WJEC Eduqas (English Literature)*  
*Specification Codes: C720QS (English Literature)*

*Examination Board: AQA (English Language)*  
*Specification Code: 8700 (English Language)*

The English GCSE course leads to two separate qualifications: one in English Language and one in English Literature. GCSE English Language will be assessed by two terminal examinations (100%). GCSE English Literature will be assessed by two terminal examinations (100%).

In Year 10 students will study a play, a novel, a range of poetry and a selection of relevant non-fiction texts. To be successful, you will learn how to develop the skills of critical reading, textual analysis, creative writing and transactional writing. You will also learn how to proofread and edit your work to ensure you become an independent learner in English.

You will also be given an opportunity to complete an individual presentation with a question and answer session as your Speaking and Listening assessment. You will be awarded a separate Speaking and Listening grade at the end of the course.

You will study the reading and writing techniques required for the GCSE English Language examinations and you will be given a number of opportunities to practise examination question papers. You will regularly be set homework to support your learning and work will be marked regularly by your teacher who will set you targets to help you improve. Equally, there will be lots of opportunities for you to evaluate your own learning and to understand which skills you need to develop further.

The GCSE course is firmly focused on the skills you require for lifelong learning. It also offers many opportunities to be creative during your study of a variety of literature texts. The course is organised into themed units which help you to see the links between the range of skills you will develop.

*Ms R Schaber*  
*Head of English Faculty*

## **GCSE English and English Literature**

## GCSE Mathematics

*Examination Board: Pearson/Edexcel*  
*Specification Code: 1MA1*

All students take Mathematics in Years 10 and 11. The course is a continuation of what you are doing in Year 9.

To support the study of the Edexcel syllabus, you will be using various text books including Rayner, the Edexcel course book and the new Oxford MyMaths books

You will sit three 1½ hour exams all at the end of Year 11. Two will be calculator and one will be non-calculator. There are two levels of entry, Higher and Foundation.

The Higher level will give grades from 9 down to 4 (Grade 9 is the highest possible GCSE grade), Foundation will give grades from 5 down to 1. A Grade 5 will be equivalent to a current C grade in Mathematics. A Grade 9 will be higher than the current A\*. There is no coursework or controlled assessment in Mathematics.

Students in group M1 may also be able to take the Free Standing Mathematics Qualification in Additional Mathematics during Year 11. This course will be run in conjunction with Forest School.

*Mr C Salmon*  
*Director of Mathematics Faculty*



## GCSE Combined Science

*Examination Board: AQA*  
*Specification Code: 8645*

The National Curriculum requires that students follow a broad and balanced Science course up to the age of 16 years. At Walthamstow School for Girls all students will do this by following the AQA Science Suite.

The aims of the course are to:

- develop an interest and enthusiasm for Science
- develop a critical approach to scientific evidence and methods
- Acquire and apply skills, knowledge and understanding of how Science works and its role in society
- acquire the scientific skills, knowledge and understanding necessary to study Science beyond 16

The course consists of equal numbers of units of Biology, Chemistry and Physics.

In Years 10 and 11, students follow the syllabus in 18% of curriculum time.

Assessment will be composed of six 1 hour 15 minute examinations at the end of Year 11. Students will also be required to carry out 18 experiments on which they will be examined.

Completing this course will give you two GCSE qualifications in Science.

These GCSEs will provide you with a good scientific grounding in Scientific Literacy and Science at Work, as well as the academic capability to go on to Post 16 Science courses, including A-levels in the Separate Sciences.

*Mr C Kerr*  
*Head of Science Faculty*

## **GCSE Separate Sciences**

*Examination Board: AQA*

*Specification Codes: Biology 8641, Chemistry 8642, Physics 8643*

Separate Sciences will be offered to students who are making advancing progress in KS3 Science. A test will be used to determine which of these routes is best for each girl to pursue, to ensure that she achieves the best GCSE grade in science.

Taking Separate Sciences involves studying the three Sciences (Biology, Chemistry and Physics) as three separate GCSEs. These are studied in parallel using the Combined Science allocation of the timetable.

The same content will be covered as for Combined Science but there will be additional work on top of this.

Assessment will be composed of six 1 hour 45 minute examinations (two for each subject) at the end of Year 11. Students will also be required to carry out 24 experiments on which they will be examined.

Completing the Separate Sciences course would give you an excellent grounding in scientific literacy, science at work and also provides an excellent start for studying sciences Post 16, including 'A' levels in the separate sciences and degree courses in Engineering and Architecture.

*Mr C Kerr*

*Head of Science Faculty*

## **Personal, Social, Health and Citizenship Education (P.S.H.C.E.)**

This subject is one of the most important subjects in the school curriculum, because it covers all the areas not included in the GCSE subjects that are studied at Walthamstow School For Girls.

The PSHCE programme in Years 10 and 11 follows the broad topics of personal well being, economic well being, financial capability, careers and citizenship that have been studied in Key Stage 3.

The PSHCE syllabus closely follows government guidance:-

**Personal Wellbeing** (including Sex and Relationship Education) which helps students to feel positive about themselves and encourages them to enjoy a healthy, safe and responsible lifestyle.

**Economic Wellbeing** which helps the students by equipping them with the knowledge, skills and attributes to make the most of the opportunities within learning and work.

**Financial Capability** which helps the students to develop as questioning and informed consumers, who can manage their finances effectively.

**Careers Education** element that aims to increase the understanding of the world of work, by improving awareness of qualities and skills needed in a wide range of occupations, post sixteen.

**Citizenship** which equips students with the knowledge, skills and an understanding of democratic process, in order to allow them to play an effective role in public life through developing their social and moral responsibility, community involvement and political literacy.

PSHE is studied by all students in one lesson per fortnight and currently is a non-examination area of study. Additional content for PSHE will be delivered using a combination of "drop-down" sessions and Tutor time.

*Ms K H Pratt  
Head of Pastoral Faculty*

## Core Physical Education (PE)

Physical Education is one of the core subjects within the National Curriculum at Key Stage Four and therefore it is compulsory for all Year 10 and 11 students. It is the PE Department's aim to promote sport as a healthy, enjoyable and lifelong practice for all our students.

All Year 10 students receive one hour of physical activity each week which will include a variety of different activities throughout the year. You are given pathway options in Year 10 and can select to study one of four options:

Option 1 – Sports Leaders Level One Award. You are given the opportunity to work in small groups to deliver sports sessions to local primary school students.

Option 2 – Dance. The Jack Petchey Foundation funds a project called Step into Dance and we have a specialist dance teacher who comes into school to deliver Street Dance lessons.

Option 3 – Team and individual activities. You will be given the opportunity to participate in sports such as basketball, netball, football, rounders, badminton and trampolining. You will be given the opportunity to develop your skills in activities such as trampolining, short tennis, orienteering and fitness.

All Year 11 students will undertake two hours of physical activity every other week. You can choose three activities you wish to participate in throughout the year, some of which are delivered off site.

Option 1- Fitness suite/ gym at YMCA (off site)

Option 2- Self-defense and BoxFit delivered by a qualified coach (at school)

Option 3- Sports hall activities (at school)

The pathway option system ensures that you select the activities you enjoy the most, increasing your motivation and enjoyment and encouraging you to continue being active beyond Walthamstow School For Girls.

In addition to this, the PE Department runs a variety of clubs and practice sessions that all students can attend if you want to improve your skills or just enjoy yourselves.

*Ms E Cornford*  
*Head of Performing Arts Faculty*

## **Core Religious Studies**

By studying RS you will develop your emotional intelligence, awareness and resilience. It will empower you to form and express your views and have them questioned by your peers. Collaborative discussion will often lead you to clarify your refine your opinion, which the Ancient Greek philosopher Plato saw as the essence of Philosophy!

RS equips you with the tools and skills to understand how to build, critique and interrogate arguments, and to understand causal links between beliefs, circumstance and behaviour.

Philosophical thinking is increasingly sought after by employers and can open up careers in politics, law, finance, charity and education. I hope your study of RS will lead to life-long interest in some of the issues we examine.

*Mr R Sterlini  
Head of Humanities Faculty*

## **Option Subjects**

We hope that you will make the most of your subject choices. If you are not sure about the choices after reading this book speak to your parents or carers, your tutor, Ms Warren or Mr Shackson.

**Option Subjects**

# GCSE Computer Science

Examination Board: OCR  
Specification Code: J277

## Why choose Computer Science?

The most important aspect of computer science is problem solving, an essential skill for life. If you are the kind of person who likes to solve challenging, often mathematical problems, then this course is perfect for you. Students will develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and everyday life.

The course will give an insight into what happens "behind the scenes", including computer programming and the hardware and protocols fundamental to our devices and communication. You will learn of the far-reaching implications of technology and its impact on the planet and those who inhabit it. GCSE Computer Science is an English Baccalaureate subject.

## What will you study?

**Computer systems** – Assessed by exam (Which is worth 50% of the overall mark)

- Systems Architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- System software
- Ethical, legal, cultural and environmental impacts of digital technology

**Computational thinking, algorithms and programming** - Assessed by exam (Which is worth 50% of the overall mark)

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments
- Data representation

This course is ideal for any student who would like to go on to higher study in Computer Science or would like a career in the exciting and creative world of technology.

*Ms N Shafiq*  
*Head of Information and Communication Technology Faculty*

# GCSE Economics

*Examination Board: AQA*  
*Specification Code: 8136*

This course looks at economic activity through the lens of consumers, producers, government and the workings of the global economy. As students go through the course they will be presented with opportunities to focus on real-world issues. Students will consider and reflect upon moral, ethical and sustainable issues that arise as a result of the impact of economic activity.

Students will use their economic knowledge and skills to investigate national and global economic situations and issues from the last 15 years. Students will also be aware of the policies that governments have used to attempt to manage these situations and issues. Students will develop quantitative skills relevant to the subject content. They will be able to make relevant calculations from economic data and be able to interpret data presented in the form of graphs and charts.

Students will look at economic foundations such as the nature and purpose of economic activity, the factors of production and the importance of making choices. Students will also look at how resources are allocated using a market mechanism.

The central aspect will be an investigation of how prices are determined. This introduces students to concepts such as supply and demand, inter-market relationships and price elasticity.

Students investigate the significance of costs, revenue and profit for producers, leading to an understanding of the concepts of production, productivity and economies of scale. Students will then explore the importance of competition in relation to resource allocation, leading to an investigation of the factors that lead to market failure, with an emphasis on the significance of externalities. Students will be encouraged to explore the moral, ethical and sustainability issues that underpin economic decision-making and economic activity. Assessment will take place at the end of the two-year course.

<b>How Markets Work</b>	<b>How the Economy Works</b>
Paper 1	Paper 2
1 hour 45 minute Exam (50% of final mark)	1 hour 45 minute Exam (50% of final mark)
1 Economic foundations	7 Introduction to the national economy
2 Resource allocation	8 Government objectives
3 How prices are determined	9 How the government manages the economy
4 Production, costs, revenue and profit	10 International trade and the global economy
5 Competitive and concentrated markets	11 The role of money and financial markets
6 Market failure	

*Ms Shafiq*  
*Head of Information and Communication Technology Faculty*



## GCSE Languages

*Examination Board: Pearson/Edexcel  
Specification Codes: TBA*

### **What you will study.**

You already know a lot of the vocabulary and grammar that you will need for GCSE. You know how to talk about yourself, your family and friends, your hobbies, where you live, school, holidays, food and drink. You will build on these topics during your GCSE course, as well as moving on to new topics. You are already part way there.

In lessons and working with the Language Assistant you will learn to understand a lot more of the language when you hear it and read it. You will be able to share your interests, ideas and opinions with other people who speak your chosen language. You will learn about the countries where the language is spoken and an international dimension to your choice of GCSE subjects, which is something many future employers and higher education providers look for.

You will learn many skills which are useful in a wide range of future careers, such as the ability to communicate clearly, being confident about speaking in public, using problem-solving strategies etc. You will create greater opportunities for yourself to work abroad, or for companies in the UK with international links. Many employers look for people who speak a foreign language.

We offer GCSE courses in French, Spanish and Urdu.

### **How will I be assessed?**

Listening, Speaking, Reading and Writing (25% each)

All skills will be assessed with a terminal exam at the end of your two year course. Listening and reading exams will predominantly take the form of multiple choice questions with some longer questions. In the writing exam you will be asked to write a brief piece in the target language, answer one longer question and to translate some material into the target language. In the speaking exam you will take an oral test including a role play, a photo-based discussion and a longer discussion on two different themes.

*Ms Prieto  
Head of Languages Faculty*

# GCSE Latin

Examination Board: *Eduqas/WJEC*  
Specification Code: *C990PA or C990PB*

Students will learn how to understand and translate Latin text. In addition they will read and interpret Latin literature, as well as learning about daily life in the ancient Roman world. Students are supported in their learning using materials and resources developed by the Cambridge Schools Classics Project.

## **Why study Latin?**

**Latin effectively develops and trains the mind.** Latin is taught to be read, not spoken. Students are taught to recognise and translate Latin words and passages. It requires concentration, absorption and attention to detail, which are valuable skills and character traits.

**Latin is the best preparation for learning any language.** Latin helps students to gain an understanding of the mechanics and structure of language, not least of all English. It can be used to grasp the basics of many modern languages and provides an insight into the language used within the Sciences and Law.

**The WJEC Eduqas GCSE in Latin counts as a language subject in the English Baccalaureate (EBacc).**

## **How Are Students Assessed?**

The final assessment in Year 11 comprises of three written exams:

### **Component 1: Latin Language**

*Written examination: 1 hour 30 minutes - 50% of qualification*

This paper is in two sections.

**Section A:** A range of short comprehension questions testing understanding of the storyline (55% of the marks for this component).

Translation of a passage from Latin into English, with a gradation of difficulty (35% of the marks for this component).

**Section B:** EITHER translation from English into Latin OR the permitted alternative i.e. recognise, analyse and explain items of syntax and accidence (10% of the marks for this component)

### **Component 2: Latin Literature and Sources (Themes)**

*Written examination: 1 hour 15 minutes - 30% of qualification*

A prescription of Latin literature, both prose and verse, on a theme, together with prescribed ancient source materials on the same theme.

A choice of one of two themes is offered e.g. *Travel by Land and Sea* or *Superstition and Magic*.

This is an open book assessment and students will answer questions on the resources provided.

### **Component 3B: Roman Civilisation**

*Written examination: 1 hour - 20% of qualification*

**3B:** A prescribed topic of Roman Civilisation

A choice of one of two topics is offered e.g. *Daily Life in a Roman Town* or *Roman Britain*. Students will answer questions relating to one of the prescribed topics.

This is a very demanding course which requires an excellent understanding of English. Therefore, only students who are working at "Advancing" or "Extending" in English will be permitted to choose this Option.

*Ms Famiglietti*  
*Teacher of Latin*

# GCSE Drama

*Examination Board: Eduqas/WJEC*

Drama as an examination subject is more demanding than any other drama that you will have done before. Apart from cooperation and concentration during lessons, you will be expected to commit yourself to rehearsals during lunchtimes and after school. You will also have many opportunities to visit the theatre during this course and reflect on how the plays you have seen can inform your own work. The majority of your lessons will be practical but there is an important element of written work.

In order to comply with the examination requirements, we ask you to complete a drama journal, for homework. You are also required to have a pen with you at all times so that you are able to 'capture' your learning by writing things down at various stages throughout the lessons.

***How the course is examined?*** *We follow the Eduqas Drama Specification*

## **COMPONENT ONE: Devising Theatre (40%)**

**Non-exam assessment: internally assessed, externally moderated**

Candidates will devise a practical performance using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC. Candidates may choose either acting or a theatre design skill.

Candidates must produce:

- A performance/realization of their devised theatre piece.
- A portfolio of supporting evidence.
- An evaluation of the final performance or design.

## **COMPONENT TWO: Performing from a text (20%)**

**Non-exam assessment: externally assessed by a visiting examiner**

Candidates may choose either acting or a theatre design skill. Candidates will study two extracts from the same performance text selected by your Drama teacher. They will then create one performance using sections of text from both extracts. This is externally assessed by a visiting examiner on a date between March and May of Year 11.

## **COMPONENT THREE: Interpreting Theatre (40%)**

**Written Examination: 1 hour 30 minutes**

### **Section A: Set Text**

A series of questions on **one** set text from a choice of the following five:

1. ***The Tempest***, William Shakespeare
2. ***The Caucasian Chalk Circle***, Berthold Brecht
3. ***Hard to Swallow***, Mark Wheeler
4. ***War Horse***, Michael Morpurgo, adapted by Nick Stafford
5. ***DNA***, Dennis Kelly

### **Section B: Live Theatre Review**

The candidates answer **one** question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

The course is hard work, but very rewarding. You will develop a variety of Drama skills and techniques including acting, design, creative skills, communication, interpersonal, evaluative and group work skills.

*Ms E Cornford*  
*Head of Performing Arts Faculty*

# GCSE Music

*Examination Board: Pearson/Edexcel*  
*Specification Code: 1MU0*

## **Component 1: Performing (1MOU/01)**

Non - examined assessment: internally marked and externally moderated  
30% of the qualification.  
60 marks

Students must perform as a soloist as well as part of an ensemble. Each submission must be at least one minute in duration and may comprise one or more pieces.

## **Component 2: Composing (1MOU/02)**

Non-examined assessment: internally marked and externally moderated.  
30% of the qualification  
60 marks.

Students must submit two compositions; together, these must last a minimum of 3 minutes. One composition must be to a brief set by Pearson.

## **Component 3: Appraising (1MOU/03)**

This paper is made up of two sections and carries a total of 80 marks.

**Section A** – Areas of study, dictation, and unfamiliar pieces (68 marks)

- Six questions related to six of the eight set works.
- One short melody/rhythm completion exercise.
- One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.

**Section B** – Extended response comparison between a set work and one unfamiliar piece (12 marks)

- One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.
- A CD with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times.

The Edexcel GCSE Music seeks to integrate the skills of performing, composing and appraising. Music GCSE students are expected to put a lot of effort into their studies, take the initiative to improve their musicality and be disciplined enough to practice and attend extra-curricular musical activities. Having an open mind and the willingness to embrace styles and genres of music that may be unfamiliar, are very important.

*Ms E Cornford*  
*Head of Performing Arts Faculty*

# GCSE Physical Education

*Examination Board: AQA*  
*Specification Code: 8582*

GCSE Physical Education is made up of 4 component areas:

## **Theory Examination (60%)**

The units that will be covered are:

### **Paper 1: The Human Body and Movement in Physical activity and sport (30%)**

- Applied anatomy and physiology.
- Movement analysis.
- Physical training.
- Use of data

This is assessed by a written exam lasting 1 hour and 15 minutes.

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

- Health, fitness and well-being.
- Sport psychology.
- Social-cultural influences.
- Use of data

This is assessed by a written exam lasting 1 hour and 15 minutes.

### **Component 3: Practical Examination (30%)**

#### **Practical performance in three activities as a player/performer.**

- One activity must be a team activity.
- One activity must be an individual activity.
- Final activity can either a team or individual.

### **Component 4: Written analysis and evaluation PEP (10%)**

- Analysis and evaluation of the performance to bring about personal improvement in physical activity
- The written analysis and evaluation can relate to any one sport from a list of activities.

In GCSE PE, students will have the opportunity to develop and apply their knowledge, skills and understanding of physical education through selected practical activities. Students will also develop the skills necessary to analyse and evaluate performance.

*Ms E Cornford*  
*Head of Performing Arts Faculty*

## **Art, Design and Technology (ADT)**

### **Options include:**

- **Art & Design: Fine Art**
- **Food Preparation & Nutrition**
- **Design and Technology**

All these GCSEs allow students to further their creative skills, essential in today's ever competitive job market.

### **ADT Subjects:**

- Develop and extend your planning skills
- Promote independent thinking
- Enable you to work as a team
- Develop your creative thinking skills
- Promote practical thinking
- Develop problem solving skills
- Encourage you to try new techniques and experiment
- Learn about new materials and making techniques
- Use ICT in an imaginative and creative way

### **Careers**

GCSEs are a pathway to Further Education and a good qualification and any GCSE will allow you to progress on to your eventual career or careers of choice.

Many jobs or careers that our students will pursue are not even yet in existence in our ever changing world. However it is certain that whatever you find yourself doing you will need to be adaptable, creative and forward thinking. ADT subjects promote all of this and more. Careers in the creative field are probably the fastest growing in the current job market.

*Mr M Streader  
Head of Art, Design and Technology Faculty*

## **Art, Design and Technology (ADT)**

## GCSE Art and Design: Fine Art

*Examination Board: Pearson/Edexcel  
Specification Code: 1FA0*

Fine Art GCSE is an exciting, fulfilling and demanding course. You will develop your creative ideas and thinking skills whilst building the confidence and skills to explore research and extend your ideas through the completion of artwork.

You will have the opportunity to experiment with different media in order to explore your strengths and preferences. The course will focus on painting and drawing, sculpture, ceramics and mixed media.

Fine Art involves:

- Selecting and organising information
- Recording observations
- Responding to work from other times and cultures
- Analysing and evaluating sources
- Developing and exploring materials and processes
- Refining ideas to show development
- Creating exciting and original final pieces
- Being creative and appreciating the visual world around us

Fine Art will also help you to develop many other important and valuable skills. These include:

- Organisation
- Life skills
- Independent working, as well as collaboration
- Communication skills
- Creativity

### **Art as a career**

Many careers are linked into this subject. From Fine art you can gain access to a vast range of art and design courses such as set design for film and theatre, graphic design, textiles design, photography, illustration and animation. There are hundreds of possibilities in the creative field.

All career paths will require you to be inventive, resourceful and creative. Further qualifications such as A Level Art and BTEC in Art and Design subjects are available to you after GCSE.

### **How will I be assessed?**

Your GCSE grade will be awarded as a result of completing two units of work.

#### **Unit 1**

60% of your overall mark is gained from a portfolio of controlled assessment completed in Years 10 and 11.

#### **Unit 2**

40% of your overall mark is gained from an externally set exam.

*Mr M Streader  
Head of Art, Design and Technology Faculty*

# GCSE Food Preparation and Nutrition

Examination Board: *Equdas/WJEC*  
Qualification number: *601/8093/6*

*GCSE Food Preparation and Nutrition* offers a unique opportunity for students to develop their knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

Following this qualification will encourage learners to cook and enable them to make informed decisions about food and nutrition in order to be able to feed themselves and others affordably and nutritiously now and later in life.

It offers a balance between practical and theory work and is a suitable qualification for those who wish to progress to Further Education, but also offers valuable preparation for those entering the world of work.

During a *GCSE Food Preparation and Nutrition* course, learners are required to demonstrate knowledge and understanding of the following areas of study:

- Principles of nutrition
- Diet and good health
- Cooking and food preparation
- Food commodities (e.g. Ingredients)
- Food spoilage
- Planning meals
- Food provenance / manufacturing (i.e. Where food comes from)
- Sustainability
- The science of food

*GCSE Food Preparation and Nutrition* will also help you to develop many other important and valuable life skills. These include:

- Organisation
- Problem-solving
- Independent working, as well as collaboration
- Communication skills
- Creativity

## **Food Preparation and Nutrition as a career**

With the obesity crisis now costing the country an estimated £47 billion every year, careers in diet and nutrition are crucial. There are also hundreds of possibilities in the catering field. Perhaps you would like to run your own bakery, café or restaurant, forge a career in business with one of the UK's supermarket giants or develop recipes for books or magazines.

## **How will I be assessed?**

### **COMPONENT 1: Written Examination, 1 hour 45 mins (50%)**

One paper which will be externally set and marked. All questions are compulsory and targeted at the full range of GCSE grades.

### **COMPONENT 2: Controlled Assessment, 20 hours total (50%):**

Assessment 1: Food Investigation Assessment (15% of total marks)  
Assessment 2: Food Preparation Assessment (35% of total marks)

*Mr M Streader*  
*Head of Art, Design and Technology Faculty*



# GCSE Design and Technology

*Examination Board: AQA  
Specification Code: 8552*

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

## **Design & Technology involves:**

- Learning about different materials and their properties such as wood, metal, polymers, smart materials, textiles and electronics
- Learning and developing a broad range of skills and knowledge that span all D&T disciplines.
- Experimenting, testing and analysing existing products
- Being creative and designing new products
- Understanding commercial design and manufacturing techniques including automation and robotics.
- Developing computer aided design and making skills
- Understanding the importance of sustainable design and use of energy.
- Using modelling and prototyping to develop ideas
- Develop drawing and presentation skills
- Making high quality, innovative products

## **Design & Technology will also help you to develop many other important and valuable skills. These include:**

- Organisation
- Problem solving
- Independent working, as well as collaboration
- ICT / CAD/CAM
- Visual and Communication skills

## **Design & Technology as a career**

Many careers are linked into this subject. From product design to set design for film and theatre, graphic design as well as engineering, architecture etc. There are hundreds of possibilities in the creative and or technical field. All career paths will require you to be inventive, resourceful and creative. The ability to solve problems using a variety of techniques will be very important no matter what your future holds. All future careers will need you to be flexible, adaptive and inventive. All of these skills feature strongly in this subject.

*Mr M Streader  
Head of Art, Design and Technology Faculty*

# Humanities

## Introduction

Over the past three years you have been studying Humanities and within these lessons you have been taught three discrete subjects: Geography, History and Religious Education (RE). As you make your GCSE choices you can consider opting for Geography, History and/or Religious Studies GCSEs.

Humanities subjects enable you to learn how to think creatively and critically, to reason, and to ask questions. Through Humanities you learn about the values of different cultures, different places and about how history is made. It preserves the great accomplishments of the past and helps us to understand the world we live in today, and gives us tools to imagine the future.

*Mr R Sterlini*  
*Head of Humanities Faculty*

# GCSE Geography

Examination Board: AQA  
Specification Code: Draft 8035

## Why choose Geography?

Geography is about the present and the future, the world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare you for those changes. The transferable skills which Geography fosters are an asset in the complex world of employment today.

## Geography tackles the big issues:

- Cultural understanding
- Commerce, trade and industry
- Environmental responsibility
- Our global interdependence

## This course is suitable for you if you...

- Want to learn about and understand the world you live in
- Are concerned about world-wide issues such as famine, pollution and poverty
- Like to complete practical work away from the classroom
- Enjoy learning through investigating issues and places

## What you will study:

You will follow the AQA geography course which is designed to energise and interest you by giving you an insight into future challenges through the study of current issues. Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

## Paper 1: Living with the physical environment

This unit is concerned with physical processes and systems, their dynamic nature and human interaction with them at a range of scales and in a range of places. The unit will include exciting topics like tectonic hazards, tropical storms, climate change, coasts, rivers, glaciers and tropical rainforests.

## Paper 2: Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how they change. They are studied in a range of places, at a variety of scales and include places in various states of development. This unit will include interesting and relevant topics such as population, migration and globalisation as well as food, energy and water management.

## Paper 3: Geographical applications

The geographical applications unit is designed to allow students to show their breadth of understanding and appreciation of the connections between the different topics they have studied. They will be expected to use a number of geographical skills to understand issues from around the world. They will also be examined on fieldwork that they will have undertaken during year 10.

## How will you be assessed?

**Paper 1:** Written paper – 1 hour 30 minutes – 35%

**Paper 2:** Written Paper – 1 hour 30 minutes – 35%

**Paper 3:** Written Paper – 1 hour – 30%

*Mr R Sterlini*  
*Head of Humanities Faculty*

# GCSE History

*Examination Board: Pearson/Edexcel*  
*Specification Code: 1H10*

## **Why choose History?**

History is a popular GCSE subject in which many students do very well. You will study History through the eyes of the people who lived at the time. You will enjoy and therefore, do well in the course if you are interested in: debating, and understanding why there are sometimes different but equally valid points of view on the same subject; finding out how people's lives have changed and how people in the past may have thought differently from us.

## **You will be choosing a GCSE subject:**

GCSE History is highly regarded amongst Colleges, Universities and employers and will help you develop many useful skills. You will be much more critical of what you read and hear on the news and it will develop your abilities to reason and argue your point of view with supporting information.

## **What will you study?**

The specification is the new Edexcel Specification for GCSE History. In History you will be studying for three examinations which will all be taken at the end of the course.

**Unit 1** is a **Thematic Study** and you will study **Medicine in Britain, c1250–present** and **The British sector of the Western Front, 1914–18: injuries, treatment and the trenches**. The key themes in this option are people's understanding of the cause of diseases, the treatment and prevention of illness and the role of factors such as government, individuals and technology at leading progress and change. The unit will be divided into four main periods of medical history; medieval Britain, the Renaissance, the Industrial Revolution and the twentieth century. You will also study the impact of the First World War on medical developments. This part of the specification will lead to a **1 hour 15 minute examination** which will consist of **30%** of the overall GCSE History grade.

**Unit 2** consists of a **Period Study** which will look at **Superpower relations in the Cold War 1941-91** and a **British Depth Study** which will cover **Anglo-Saxon and Norman England, 1060-1088**. The period study will look at the origins of the Cold War 1941 to 1958, the increased tension 1958-70 and the end of the Cold War 1970-91. The depth study will examine the Norman Conquest, William I's rule over England and the feudal system in England. This part of the specification will lead to a **1 hour 45 minute examination** and will consist of **40%** of the overall GCSE History grade.

**Unit 3** is a **Modern Depth Study** which will cover **Weimar and Nazi Germany 1918-39**. You will look at the Weimar Republic 1918-29, Hitler's Rise to Power 1919-33, Nazi control and dictatorship 1933-39 and Life in Nazi Germany 1933-39. This part of the specification will lead to a **1 hour 20 minute examination** and will consist of **30%** of the overall GCSE History grade.

## **What will you be required to do?**

Study a variety of materials, discuss them and interpret them. The types of sources will include; textbooks, letters, diaries, newspapers, pictures, cartoons, maps, photographs, films, videos, and television news programmes. Independent research is an important part of this course.

## **How will you be assessed?**

This is a linear course which means that you will sit three examinations at the end of Year 11. Units 1 and 3 are worth 30% and Unit 2 is worth 40% of the overall grade.

*Mr R Sterlini*  
*Head of Humanities Faculty*

## GCSE Religious Studies: Philosophy and Ethics

Examination Board: Pearson/Edexcel  
Specification Code: IRBO

A full GCSE in Religious Studies will be one of your options. By choosing to study Religious Studies to GCSE you are inviting yourself to investigate the big questions: it provides a platform for you to explore the most pressing and polarising issues, from matters of faith to morality. You will study the perspectives of others but, importantly, develop **your own place** within debates. This is important not only for success in examinations, but to think and speak with confidence on issues in today's news, and even what politicians are saying as they court your future vote.

By studying Religious Studies you will develop your emotional intelligence, awareness and resilience. It will empower you to form and express your views and have them questioned by your peers. Collaborative discussion will often lead you to clarify your refine your opinion, which the Ancient Greek philosopher Plato saw as the essence of Philosophy!

Religious Studies equips you with the tools and skills to understand how to build, critique and interrogate arguments, and to understand causal links between beliefs, circumstance and behaviour.

Philosophical thinking is increasing sought after by employers and can open up careers in politics, law, finance, charity and education. We hope that your study of Religious Studies will lead to life-long interest in some of the issues we examine.

### **What will you study?**

#### **Religion and Ethics (50%)**

You will study these four units based upon one religion:

- Belief in God
- Living the religious life
- Marriage and the family
- Matters of life and death

#### **Religion, Peace and Conflict (50%)**

You will study these four units based upon a different religion:

- Belief in God
- Living the religious life
- Crime and punishment
- Peace and conflict

### **How will you be assessed?**

To achieve a full GCSE in Religious Studies, you will need to sit two 1 hr 45 minute examinations at the end of Year 11.

*Mr R Sterlini*  
*Head of Humanities Faculty*

# Cambridge Nationals in Creative iMedia

Examination Board: OCR  
Specification Code: J817

## Why Choose Creative iMedia?

TV, film, websites, radio, games and publishing are all part of the creative industry. The creative industry is one of the UK's biggest industries and is worth more than £36 billion a year. In the UK there are 1.3 million people employed in the creative industry.

The Creative iMedia course provides a practical, real-world approach to learning and develops specific knowledge and skills learners will need to work successfully in the creative industries.

## What will you learn?

### Unit R081: Pre-production skills

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

### Unit R082: Creating digital graphics

The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

**Two Optional Units – The teacher will select two units to study from the list below.**

### R083: Creating 2D and 3D digital characters

This unit will enable learners to understand the basics of character modelling for the digital media sector. It will enable learners to develop their knowledge of where 2D and 3D digital characters are used in the media industry, be that television, film, web applications or computer gaming.

### Unit R085: Creating a multipage website

This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website.

### Unit R086: Creating a digital animation

This unit enables learners to understand the basics of digital animation for the creative and digital media sector. Learners will be able to plan a digital animation to a client brief, use animation software to create the animation and be able to store, export and review the final product.

### Unit R087: Creating interactive multimedia products

This unit will enable learners to understand the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why interactive multimedia is used and what features are needed for a given purpose.

### Unit R089: Creating a digital video sequence

The unit will enable learners to understand where digital video is used in the media industry such as television, film, web applications or computer gaming. The learner will also learn how these technologies are developed to reach an identified target audience. Learners will understand the purpose of digital video products and where they are used.

## Methods of Assessment

R081: Pre-production skills – External Exam - 1 Hr 15 min (25%)

R082: Creating digital graphics – Internally assessed coursework - 10 Hours (25%)

Optional Unit 1: Internally assessed coursework – 10 Hours (25%)

Optional Unit 2: Internally assessed coursework – 10 Hours (25%)

*Ms N Shafiq — Head of Information and Communication Technology Faculty*

## BTEC Level 2 First Award in Travel and Tourism

Examination Board: Pearson/Edexcel (Level 2 First Award)  
Programme Code: 600/6512/6

### Why choose Travel and Tourism?

Working in the Travel and Tourism sector is a wide and varied career choice and this course will introduce you to some of the key aspects of the industry. Studying Travel and Tourism will allow you to broaden your knowledge of the sector as well as deepening your skills. The course is a vocational or work-related qualification. This means that it will help you to develop skills that you might need if you were to choose a career in the Travel and Tourism industry. In addition, many of the skills are transferrable to other subjects and employment areas such as: undertaking independent research, using your initiative, customer service, planning and problem solving.

### This course is suitable for you if you:

- Want to develop your ICT skills
- Can use your initiative
- Enjoy meeting people in and outside of school
- Can communicate well with companies, groups or individuals via fax, internet, email, letter, telephone or in person
- Can meet deadlines
- Enjoy working independently on tasks

**What you will study:** You will follow the Edexcel BTEC Level 2 First Certificate in Travel and Tourism

**UK Travel and Tourism Sector:** Travel and Tourism is now one of the largest sectors in the world in terms of generating jobs and incomes. It is a dynamic and vibrant sector which makes a major contribution to the UK economy. This unit explores the main types of tourism, the motivating factors for travel and the contribution that travel and tourism has on the UK economy.

*This unit is assessed by an external exam.*

**UK Travel and Tourism Destinations:** This unit will give you an understanding of what the UK travel and tourism industry has to offer to tourists. It will enable you to identify and locate tourist destinations, major UK airports and seaports, as well as to discover sea routes and three-letter airport codes.

**The Travel and Tourism Customer Experience:** In this unit you will look at the definition of customer service and what the main aims of customer service are. You will look at different types of customers, both internal and external to travel and tourism organisations. Finally, you will consider the importance of customer service to travel and tourism organisations and understand the impacts of getting customer service right or, in some cases, wrong.

**Factors Affecting World Wide Travel and Tourism:** It is strange to imagine that while you are reading this, there are people around the world getting up, others going to bed, some are sound asleep and others, probably like you are part way through their day. Weather-wise there are similar contrasts. This unit will help you to understand the nature and effects of worldwide travel.

*Mr R Sterlini  
Head of Humanities Faculty*