

Walthamstow School For Girls



**Year 10 and Year 11
2024 to 2026**

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

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January 2024

Dear Year 9 student,

Key Stage 4 is a time for exciting new opportunities: you choose the subjects you feel passionate about and begin to specialise, ready for the next stage in your education. You will need to think about which subjects you already enjoy or where you feel you are successful, as well as considering new subjects. You should also think about what you might want to do in the future and how your choices might help to prepare you. Don't worry, however, if you are still unsure—most people are not sure about their future career at the age of 14 and most of you will go on to careers which have not yet been invented.

You have some important decisions to make so take your time and do everything you can to benefit from the wide range of help and advice available to you. We have organised events to support and guide you through the process, including assemblies, options evening and parents evening. Over the next few weeks, discuss your ideas with as many people as possible: your teachers, your tutor and your family. You will also have an Information Advice and Guidance meeting with a member of staff who can help you.

Read this booklet very carefully as it contains vital information, written by your teachers with you in mind, and tells you about each of the courses. If you have any questions about which subjects are compulsory and which are optional, or which combinations of option choices are allowed, do ask a teacher for guidance or see Mr. Shackson, Assistant Headteacher.

Good luck!

A handwritten signature in black ink, appearing to read 'H Marriott'.

Ms H Marriott

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 L Fearon and Ms H Akhter
Year 9 Head of Year

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. The subject descriptions also give you the exam board so you may want to go to their websites where you can look at course descriptions and past exam materials.

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

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 or online depending on circumstances.

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
- PHSE (Personal Social & Health Education)
- 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 Level 1/Level 2 GCSE (9-1)
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.

You will sit three 1½ hour exams all at the end of Year 11. The first paper is non-calculator, and the last two papers are calculator.

There are two levels of entry, Higher and Foundation. The Higher level has grades from 4 to 9 (Grade 9 is the highest possible GCSE grade), Foundation has grades from 1 to 5.

There is no coursework or controlled assessment in Mathematics.

Students in group 1 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
Head 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 Combined Science

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. End of Unit assessments completed so far in class will be used to determine which students are eligible to choose separate sciences as one of their option choices if they so choose.

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

GCSE Separate Science

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

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 PSHE 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 PSHE 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 R Warren
Assistant Headteacher

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

Physical Education (PE)

Core Religious Education

By studying RE 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!

RE 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. 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

Religious Education: Philosophy and Ethics

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 Fearon, Ms Akhter 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 Business

Examination Board: AQA
Specification Code: 8132

In this course students will apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour.

Students will apply their knowledge and understanding to business decision making including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making
- how different business contexts affect business decisions
- the use and limitation of quantitative and qualitative data in making business decisions.

This course will require students to draw on the knowledge and understanding to:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem solving and decision making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

Assessment will take place at the end of the two-year course and will be assessed as follows:

Paper 1: Influences of operations and HRM on business activity	Paper 2: Influences of marketing and finance on business activity
<ol style="list-style-type: none">1. Business in the real world2. Influences on business3. Business operations4. Human resources <u>How it's assessed</u> <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 90 marks• 50% of GCSE Questions	<ol style="list-style-type: none">1. Business in the real world2. Influences on business3. Marketing4. Finance <u>How it's assessed</u> <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 90 marks• 50% of GCSE Questions

Ms. Shafiq
Head of Information and Communication Technology Faculty

GCSE French/Spanish

Examination Board: Edexcel
Specification Codes: FR: 1FR0 SP: 1SP0

Why study GCSE French/Spanish?

Studying French/Spanish offers numerous advantages. Here are the top 3:

1. **Communication:** Opens doors to connect with millions of speakers worldwide, enhancing cultural understanding and global communication skills.
2. **Cognitive Benefits:** Improves problem solving, multitasking and memory skills contributing to overall academic performance.
3. **Career Opportunities:** Enhances employability in various sectors such as business, tourism, international relations and much more. A languages GCSE is a great choice, regardless of what your plans are for the future. Not only will you have the ability to communicate in a different language, but employers, colleges and universities will look favourably on your application.

The main aim of the course is to encourage you to build upon the language skills already acquired during Years 7, 8 and 9 and enable you to communicate effectively in the language. Therefore, we only allow students to pick a language that they have studied in Key Stage 3 in order for them to build on their skills and knowledge.

What will I study?

There are a range of engaging and relatable thematic contexts covered throughout the GCSE course which are relevant to students' current and future needs. These include:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and future
- Travel and tourism
-

How will I be assessed?

The GCSE course is a linear course which means that all examinations will take place at the end of Year 11. There are foundation and higher tiers for all units and each paper is worth 25% of the overall mark.

Paper 1: Speaking (Non-examined assessment)

- Task 1: Read aloud and 2 short unprepared questions
- Task 2: Role play in a transactional setting
- Task 3: Picture descriptions, 2 short unprepared questions and follow-on conversation

Paper 2: Listening and Understanding

- 5 mins reading time included
- Section A: Listening -multiple-choice, multiple-response and short-answer open response questions. All questions set in English.
- Section B: Dictation

Paper 3: Reading and Understanding

- Section A: Reading – multiple-choice, multiple-response and short-answer open response questions. All questions set in English.
- Section B: Translation into English.

Paper 4: Writing

- Picture task (Foundation only)
- Two writing responses (both tiers, with a choice of options for each question)
- Translation French/Spanish

What extra-curricular opportunities will there be on offer?

- One to one and group speaking sessions with our French/Spanish native Foreign Language Assistants.
- Spanish and French clubs at lunch time with our French/Spanish native Foreign Language Assistants to learn more about the culture in the French/Spanish speaking world.
- Day trips to French Crêperies and Spanish Tapas restaurants, French/Spanish cinema screenings, University trips, Theatre and Museum trips.
- Residential trips to France and Spain.

If you would like to find out more, please speak to your French/Spanish teacher.

Ms Rafferty
Head of Languages Faculty

GCSE Latin

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

Why study Latin?

Latin GCSE is both stimulating and interesting as it gives you the chance to delve into the exciting world of gladiators and fantastic storytellers. Latin helps students gain an understanding of the history, mechanics and structure of language. Latin students have the opportunity to study first-hand accounts of love, heartbreak and city life in Ancient Rome, as well as learning a beautiful language that enriches their understanding of language structures.

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

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. 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. 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.

What skills will I develop?

Latin is a great subject to develop a number of transferrable skills such as interpreting information, engaging creatively, analytical skills and literacy. Latin is taught to be read, not spoken. It requires concentration, absorption and attention to detail, which are valuable skills and character traits. Latin is a fantastic choice to complement study of English or a Modern Foreign Language, as well as providing an insight into the language used within the Sciences and Law.

Miss L Rafferty
Head of Language Faculty

GCSE Drama

Examination Board: Eduqas/WJEC

Drama as an examination subject is demanding; whilst you will be familiar with some of the ways of working from Key Stage 3, there will be a much greater emphasis on developing collaborative, creative skills over extended rehearsal periods and on analysing and evaluating drama and theatre in writing. Commitment, self-discipline and a willingness to try new things are key, therefore, to success at GCSE Drama. You will be working with students you may not have worked with before and you will be expected to concentrate and co-operate in every lesson. You will be provided with opportunities to visit the theatre during this course and reflect on how the plays you have seen can inform your own work; an interest in theatre is an advantage for Drama students. There will be regular classroom-based lessons and periods of time when the focus will be on preparing for written exams and completing coursework. Home learning tasks will be set regularly and it is important that you are serious about completing these; you will have a Drama journal which you will be required to bring to every lesson. However, practical exploration is at the heart of GCSE Drama and most of the lessons will be practical in nature throughout most of the course.

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

You will explore the play *The IT* by Vivienne Franzmann from the perspective of actor, director designer. You will answer a series of questions on the text in the exam, which will take place at the end of the course.

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: AQA
Specification Code: 8271

Component 1: Understanding Music

This paper is made up of two sections and carries a total of 96 marks.

• **Section A: Listening – Unfamiliar Music (68 Marks)**

Students must be able to listen attentively to unfamiliar music from all four areas of study to identify and accurately describe musical elements, musical contexts and use musical language (including staff notation).

The four areas of study are:

1. Western Classical Tradition from 1650-1910
2. Popular Music
3. Traditional Music
4. Western Classical Tradition Post 1910

• **Section B: Study Pieces (28 marks)**

Students must also be able to critically appraise the music from the specified study pieces using knowledge and understanding of:

- the effect of audience, time and place on how the study pieces were created, developed and performed
- how and why the music across the selected areas of study has changed over time
- how the composer's purpose and intention for the study pieces is reflected in their use of musical elements
- relevant musical vocabulary and terminology for the study pieces.

The exam is 1 hour and 30 minutes. This component is worth 40% of the GCSE Marks.

Component 2: Performing

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA. Performances must be completed in the year of certification. Students must perform as a soloist as well as part of an ensemble. A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.

This component is 30% of GCSE marks (72 marks)

Component 3: Composing Music

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.

Students must submit two compositions and accompanying program notes. One composition must be to a brief set by AQA.

This component is 30% of GCSE marks (72 marks)

The AQA GCSE Music course 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 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**
- **Art & Design: Textile Design**
- **Food Preparation & Nutrition**
- **Design and Technology**

You can only choose one of the Art options—either Fine Art or Textile Design

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.

Miss A Wills

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.

Miss A Wills

Head of Art, Design and Technology Faculty

GCSE Art and Design: Fine Art

GCSE Art and Design: Textile Design

Examination Board: AQA
Specification Code: 1TE0

Why choose Art & Design textiles? This is an option for students with an interest in Textile art and design. It will provide a good foundation for further study at A - level and would be useful for pursuing a career in art and design, including fashion design, interior design, printed, knitted or woven textiles, costume design or working in any creative based industry.

Why should I study GCSE Art: Textile Design?

- You enjoy art but worry about drawing.
- You want to learn how to print, sew and embellish fabrics and explore unusual materials.
- You enjoy practical work.
- You want to study fashion, textiles or art later in life.

Textile Design will involve:

The first term in Y10 is a 'foundation' in textiles. You will learn all the processes and techniques that you will need for the next two years.

For example, the skills and techniques you may cover include:

- constructing a piece of fabric; felt making, weaving, knitting.
- apply colour to fabric, painting, dying, printing, resist dying.
- using the sewing machines and manipulate fabrics.
- applying colour and texture using machine and hand embroidery.
- you will then be asked to complete research based on a variety of textiles artists and designers.
- you will then use your research to develop ideas for a final piece in response to a brief or theme.
- please recognise that this is not a fashion and design course but will give you the skills and experiences needed to move on to this type of course in further education.

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. This will showcase the skills and techniques you have developed.

Unit 2

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

Miss A Wills

Head of Art, Design and Technology Faculty

GCSE Art and Design: Textile Design

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)

Miss A Wills

Head of Art, Design and Technology Faculty

GCSE Food Preparation and Nutrition

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.

Miss A Wills
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

Humanities

GCSE Geography

Examination Board: AQA
Specification Code: 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 15 minutes – 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 **Early Elizabethan England, 1558-1588**.

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 Elizabethan society and government, religious changes, challenges to the monarchy from home and abroad, and the 'Age of Exploration'. 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: IRB0

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

GCSE Religious Studies: Philosophy and Ethics

GCSE Film Studies

Examination Board: WJEC Eduqas
Specification Code: C670QS

Why Choose Film Studies?

The creative industry is one of the UK's biggest industries and employs 1.3 million people in the UK. The UK film industry is worth more than £1.25 billion a year, and the UK has had a hand in creating 46% of the films you see in cinemas each year. It is one of the country's most highly respected industries globally. GCSE Film Studies provides a blend of film analysis and practical hands-on experience to develop your knowledge and understanding of film. You will need a passion for film and the independence to research, explore, and produce your own film.

What will you study?

Component 1: Key Developments in US Film

You will study and compare one pair of mainstream US films. Your film teacher will choose the pair of films from the following: 'Rear Window' and 'Witness'; 'Invasion of the Body Snatchers' and 'E.T. the Extra-Terrestrial'; 'Singin' in the Rain' and 'Grease'; 'Rebel without a Cause' and 'Ferris Bueller's Day Off'; 'King Solomon's Mines' and 'Raiders of the Lost Ark.'

Your comparison will focus on the genre, narrative, and context of these films. You'll be looking at how both films take on their chosen genre, how they use narrative to create meaning, and how the context of the film has influenced its meaning and reception.

You will also study one independent US film like 'Juno,' 'Little Miss Sunshine,' 'The Hurt Locker,' 'Whiplash,' or 'Me, Earl, and the Dying Girl.' You will study how film critics and film experts have viewed your studied film, focusing on cinematography, the US independent film industry, and the conventions of film reviews.

Component 2: Global Film – Narrative, Representation and Film Style

You will study three films from outside the US and explore how narrative, representation and aesthetic qualities (style) influence the meaning of the film.

Films in this component include: 'Slumdog Millionaire,' 'Wadjda,' 'An Education,' 'District 9,' 'Rabbit-Proof Fence,' 'Song of the Sea,' 'Spirited Away,' 'Tsotsi,' 'Let the Right One In,' 'The Wave,' 'Submarine,' 'Attack the Block,' 'My Brother the Devil,' 'Skyfall,' and 'Brooklyn.'

Component 3: Production

This is the hands-on, practical part of the course. You will have the opportunity to produce your own film, or a screenplay for your original film. You will also write an evaluative analysis, exploring your choices as a director in your film or screenplay. You will be responsible for planning, organising, scripting, casting, filming, and editing your own production.

Methods of Assessment

Component 1 – External Exam. 1 hour 30 minutes. 70 marks

Component 2 – External Exam. 1 hour 30 minutes. 70 marks

Component 3 – Non-exam component. Assessed by class teacher and moderated by exam board. 60 marks

Ms R Schaber
Head of English Faculty

ASDAN (Personal and Social Effectiveness Qualification)

(NB: Students will be contacted individually about choosing this option.)

ASDAN's Personal and Social Effectiveness qualifications are designed to develop 21st century competencies in communication, collaboration and emotional intelligence for learners working at Level 1 and Level 2.

Who is it for?

Learners in Years 10 and 11 (Key Stage 4)

Benefits

Personal and Social Effectiveness qualifications (PSE):
develop targeted skills, attributes and values as well as cumulatively developing learners' vocabulary stores, understanding and fluency
give learners regular opportunities to explore all elements of the curriculum and situate their learning in topics, activities and experiences that have meaning for them
provide a pedagogical focus on regular feedback to support the learning process
comprise streamlined course content that is intuitive to deliver and assess
contain competencies developed in a global context that represent the culture and heritage of young people in greatest need in the UK

Structure

Students will produce a portfolio of evidence to demonstrate their achievements. Learners develop their skills through the completion of formative challenges prior to being assessed through a summative challenge.

UNITS AND STANDARDS

Unit one: Developing myself and my performance

Health and wellbeing
International links
Digital communications
Beliefs and values

Unit two: Working with others

Citizenship and community
Sport and leisure
Environment
Enterprise
Beliefs and values

Unit three: Problem solving

Science and technology
Expressive arts
Independent living
Vocational preparation

Unit four: Delivering a project (certificate only)

Building on the knowledge, skills and attributes of the first three units, the learner chooses their project linked to one or more topics from units 1-3

All portfolios will be moderated internally, and sample portfolios will also be moderated externally by **ASDAN** External Quality Assurers (**EQAs**).

Ms. S Wallis
Head of LLD

ASDAN (Personal and Social Effectiveness Qualification)

