



**WHICKHAM**  
SCHOOL & SPORTS COLLEGE



**Key Stage 4 Options Booklet**  
**September 2021**

## KEY STAGE FOUR CURRICULUM 2021-2023

At Whickham School, we aim to provide a broad and engaging curriculum that enables you, as pupils to fulfil your talents and interests, whilst gaining the knowledge and skills you will need to succeed in your further studies, training and employment.

### NEW OPPORTUNITIES

Up until the end of Year 9, all pupils have followed a broad range of subjects. From Year 10 onwards, a common core of subjects will remain, but in addition pupils will select subjects from a series of curriculum pathways designed to meet their individual needs.

Pupils will receive information and guidance from senior staff to help them make the most of the pathways on offer. In addition, a series of information evenings and presentations from subject teachers will support pupils as they make their decisions.

We hope you find the information in the options booklet informative and comprehensive. Should you need any further information or clarification then please get in touch

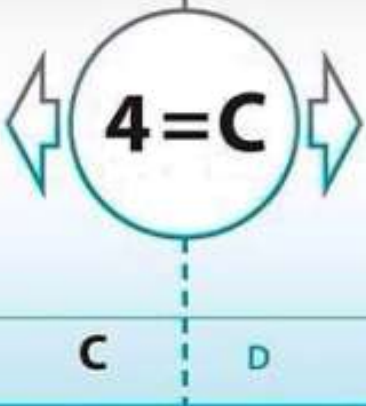
Mr P Wheatley  
Deputy Headteacher

Date	Time	Activity	Location
Tuesday 26 January	4.00 - 7.00pm	Year 9 Parents'/Carers' Evening - feedback to support options process	Virtual (via parents' evening website)
Tuesday 23 February	5.30 - 6.30pm	KS4 Options Information Evening (for parents and pupils). A recording will be available after the meeting	<a href="#">Virtual</a> (via weblink)
		KS4 Options website launched	<a href="#">Learning&gt;Our Curriculum&gt;Key Stage 4</a>
Wednesday 24 February	Morning	Pupils provided with their personalised pathway options form	Via email to pupil
From Thursday 25 February	On-going	Information and Guidance (IAG) interviews with groups of Y9 pupils	Details via email to pupil. Meeting through Microsoft Teams
<b>By Friday 5 March</b>	<b>by 3pm</b>	Return of completed option form. Forms returned on-time will be considered first.	<a href="#">On options website</a> Pupils login using their google account (school email username and password)

## GCSE COURSES

These are academic courses which are assessed primarily by written examination although there will be some controlled assessment in more creative or practical subjects.

All GCSE courses are assessed on an inverted numerical scale from Grade 9 (highest) to Grade 1 (lowest). The diagram below illustrates how the numerical grades match up with the old lettered A\*-G grades:

9	8	7	6	5	4	3	2	1	U
									
A*		A	B	C	D	E	F	G	U

Grade 4 is considered to be a **standard pass (good pass)**. Generally 5 qualifications at Grade 4 or above are required for progression to Level 3 courses in a Sixth Form or at college. (NB Individual courses may have a higher entry requirement). Pupils who do not achieve a good pass in English and/or mathematics are generally required to take these again as part of their Level 3 programme.

## English Baccalaureate

The government recommends that most pupils complete a set of core qualifications known as the English Baccalaureate. This award covers those pupils who achieve significant success (Grade 5 and above) in:

- English Language *or* Literature
- Mathematics
- Science (Combined Science) *or* Biology, Chemistry, Physics (can also include Computer Science)
- History or Geography
- A Modern Foreign Language (French and German are offered)

Our curriculum enables pupils to follow a pathway that would contribute towards this measure, whilst providing breadth and balance in the range of subjects available elsewhere. We believe that increasing numbers of pupils should consider this pathway.

## BTEC COURSES

BTEC courses are well established qualifications. As a school with an additional specialism in vocational learning, we believe our BTEC subjects enhance learning by relating study to contexts and practices in society and the world of work. As such, they complement academic study by making learning relevant and develop a range of learning skills including research, planning, evaluation, collaboration and independence.



BTEC courses also lead to well established qualifications recognised by F.E. colleges, universities and employers. As a school we have a history of achieving outstanding results in our BTEC subjects at key stage 4 and 5. It is worth noting that in 2020 over half of our university entrants had had at least 1 BTEC qualification at Level 3 whilst 10% of our university entrants studied only BTEC courses.

A significant proportion of BTEC study is assessed through on-going coursework assignments built up over three years but there are additional external assessments or examinations. We offer BTEC courses in the following areas:

- Dance
- Engineering
- Sport
- Digital IT
- Health and Social Care
- Enterprise
- Music

BTEC qualifications are graded on the following scale:

- |                         |                              |
|-------------------------|------------------------------|
| • Level 2 Distinction * | (best grade)                 |
| • Level 2 Distinction   | (equivalent to GCSE grade 7) |
| • Level 2 Merit         |                              |
| • Level 2 Pass          | (equivalent to GCSE grade 4) |
| • Level 1 Distinction   |                              |
| • Level 1 Merit         |                              |
| • Level 1 Pass          | (lowest grade)               |
- 
- A thick black arrow points downwards from the top of the list to the bottom, indicating the progression from the highest to the lowest grade.

## HOW TO CHOOSE SUBJECTS

All pupils will receive information and guidance from a member of the Leadership Team that will support them in making choices that will lead to success. At this meeting, we will look at current performance information that will give indications of areas of strength.

There are different routes that pupils can follow to ensure success at Key Stage 4. The choices you make will prepare you for the next stages of your education and your future career. In your selections, make sure that you combine your interests and abilities with an awareness of those subjects that will help you to progress to the next stage of your education.

In addition, you should:

- ⇒ Choose subjects which you are good at and match your ability. This will be a good start towards obtaining high grades in the final exams.
- ⇒ Choose subjects because you like them. It is important that you enjoy and are interested in the subjects you are studying.
- ⇒ Choose subjects which give you a broad spread and which will allow you to go in different directions after Year 11 if you change your mind.
- ⇒ Choose subjects that you might need for a particular career. Seek advice on this from your teachers.
- ⇒ Do not choose subjects because you want to be with a friend. You might not like the subject, or you might end up in a different group.
- ⇒ Do not choose a subject because you like or dislike a teacher. You may well find a different teacher timetabled for the group next year.

## WHO CAN HELP ME CHOOSE?

You will be making some very important decisions and you should not worry about asking for help and advice from your friends, teachers and parents/carers. You are likely to make better decisions when you are well informed and have discussed them with other people.

Your Year 8 Report will also have highlighted areas in which you are performing well and this may help you when choosing.

## WILL I GET THE SUBJECTS I CHOOSE?

If you follow the information in this booklet and the advice of your teachers you will choose wisely and we will make every attempt to meet your choice. If we do not think your choice is sensible, or taken for the best reason, then we will discuss this further with you and your parents.

Occasionally, some of you will have to choose another subject because your choice does not fit the timetable or because too few pupils opt for a particular course. However, in most cases, you should be happy with the final options.



## PATHWAYS

There are 4 main pathways for pupils. You will be recommended a pathway based on your individual progress and strengths that you have demonstrated during Years 7, 8 and 9. Within each pathway there is considerable choice for pupils.

All pathways are designed around a common core, with the exception of the pathway for those pupils with a particular aptitude in science who study three separate science GCSEs. The common core contains a number of compulsory subjects. These subjects help to ensure that pupils are equipped for life beyond Wickham School and include the essential subjects of English and mathematics.

We strongly believe in the importance of continuing to study a humanity and a foreign language and most students will be required to continue studying at least one of each of these subjects.

Common core for most pathways

<b>PATHWAY COMMON CORE</b>	<b>English</b>	<b>GCSE English Language and GCSE English Literature</b>
	<b>Mathematics</b>	<b>GCSE Mathematics</b>
	<b>Sciences</b>	<b>GCSE Combined Science (2 GCSEs)</b>

Common core for the three science GCSEs pathway:

<b>PATHWAY COMMON CORE</b>	<b>English</b>	<b>GCSE English Language and GCSE English Literature</b>
	<b>Mathematics</b>	<b>GCSE Mathematics + Further Mathematics</b>
	<b>Sciences</b>	<b>GCSE Biology, Chemistry and Physics</b>
	<b>RS</b>	<b>Core RS (non-examination)</b>

In addition to the common core pupils will have to select from several additional options on each pathway:

- Core option (not on the separate science pathway)
- Humanities, Languages and/or Vocational options
- Other optional subjects

Pupils made their initial Physical Education choice at the end of Year 8 / start of Year 9. If you wish to review or discuss this please contact the Faculty Leader for E & Health.

## BEFORE YOU READ ABOUT THE SUBJECTS

Already you can see that this is quite a big booklet with lots for you to read and take in. The teachers who prepared the information were told that they could only have one page per subject to tell you about what will happen at key stage 4. That is why you should look closely at the names of the contact teachers for each subject. If you need to know more, then do not hesitate to get in touch with them. This is particularly important for subjects which you have not studied in Years 7, 8 and 9. There is a presentation for each subject on our website.

Listen to the talks and briefings that you are given. Chat to pupils in the present Year 10 and 11 who can give you some idea about the things they are doing. Look around the classrooms where you have your present lessons and you will see examples of the sort of work that is being tackled by older pupils.

Faculty of English & Media	Faculty of Mathematics	Faculty of Science
----------------------------	------------------------	--------------------

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"><li>• English Language</li><li>• English Literature</li></ul> | <ul style="list-style-type: none"><li>• Mathematics</li><li>• Level 2 Further Mathematics**</li></ul> | <ul style="list-style-type: none"><li>• Biology, Chemistry &amp; Physics **</li><li>• Combined Science</li></ul> |
|---|---|--|

Faculty of Languages & Social Sciences	Faculty of Business, IT and Technology	Faculty of Humanities
--	--	-----------------------

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>• French</li><li>• German</li></ul> | <ul style="list-style-type: none"><li>• Business</li><li>• Computer Science</li><li>• DT: Product Design</li><li>• Food Preparation and Nutrition</li><li>• BTEC Digital IT</li><li>• BTEC Engineering</li><li>• BTEC Enterprise</li></ul> | <ul style="list-style-type: none"><li>• Citizenship</li><li>• Geography</li><li>• History</li><li>• Religious Studies</li><li>• Core Religious Studies</li></ul> |
|---|--|--|

Faculty of Creative Arts	Faculty of PE & Health
--------------------------	------------------------

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Art (Art, Craft and Design)</li><li>• Art (Textiles)</li><li>• Music *</li><li>• BTEC Music *</li><li>• Drama</li></ul> | <ul style="list-style-type: none"><li>• Physical Education **</li><li>• BTEC Dance **</li><li>• BTEC Sport</li><li>• BTEC Health and Social Care</li><li>• Core Physical Education</li><li>• Sports Leadership</li></ul> |
|---|--|

*\* In the event of there being insufficient demand for both Music courses, pupils who opted for the least popular course will be offered the choice of the other course or their reserve choice*

*\*\* Students are recommended for these courses based on ability/pathway*

# GCSE English Language

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mrs James

## Assessment Objectives:

- Identify and interpret explicit and implicit information and ideas
- Select and synthesise evidence from different texts
- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers
- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- Evaluate texts critically and support this with appropriate textual references
- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

## Introduction

Pupils will learn to read sensitively - to interpret, analyse and appreciate different texts - literary, non-fiction and media.

Pupils will learn how to adapt their writing to a range of different purposes, audiences and genres.

Pupils will be given opportunities to read a wide range of literary and non-literary texts, learning how to skim, scan, interpret and deduce.

Pupils will also learn how to write in a range of genres, sensitively adapting their writing for different contexts. This includes descriptive writing, narrative writing and writing to present a viewpoint.

Pupils also learn how to control and shape their writing, using ambitious vocabulary, accurate spelling, punctuation and grammar and experimenting with a range of structures to achieve specific effects.

### How is this course assessed?

There are two written examinations:

Paper 1—Explorations in Creative Reading and Writing (50% - 1 hour 45 minutes)

Paper 2—Writers' Viewpoints and Perspectives (50% - 1 hour 45 minutes)

In addition there is a separate endorsement for Spoken Language.

## Course Timeline

### Year 10

Pupils will begin explicit preparation for the GCSE examination. Pupils will learn to compare pre twentieth century literary non-fiction and modern non-fiction and analyse modern literary fiction.

Pupils will also develop their own writing skills, with particular focus on narrative and descriptive writing and writing opinion responses.

### Year 11

Pupils begin their Language year by completing Paper 2 Section A dealing with more challenging texts and continue to practice key Paper 1 skills throughout by reading a range of extracts from more challenging genres such as dystopia whilst practicing their own creative writing. Key messages for this year are kept simple.

In addition to the writing frameworks we adopt, pupils will implement four core exam strategies: Lead with Method, Accurate Vocab, Develop the Detail and Big Picture.

The remainder of year 11 will be spent practising and honing the skills required to be successful in the two exams.



# GCSE English Literature

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mrs James

## Assessment Objectives:

- Read, understand and respond to texts.
- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- Show understanding of the relationships between texts and the contexts in which they were written.
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation



## Introduction

Pupils will follow a combined English Language and English Literature course which will lead to two separate GCSE qualifications. The courses have been designed to overlap and connect in different ways, providing a rich experience for everyone.

Pupils will read a wide range of literary texts, learning how to skim, scan, interpret and deduce. Pupils will be given the opportunity to explore modern plays, poetry and prose, along with pre twentieth century prose and a Shakespeare play.

### How is this course assessed?

There are two written examinations:

Paper 1—Shakespeare and the 19th-century novel (40% - 1 hour 45 minutes)

Paper 2—Modern texts and poetry (60% - 2 hours 15 minutes)

## Course Timeline

### Year 10

Pupils will study a modern play or novel and a nineteenth century novel on which they will be examined at the end of the course.

They will embark on their journey, studying Shakespeare's Macbeth, considering themes of good and evil within the Jacobean context and building on their knowledge of tragedy. Alongside this, they begin to study poems from the anthology which focus on ideas of power in relationships and loss.

### Year 11

Pupils will complete their study of the Love and Relationships anthology of poems and further unseen poetry practice from the Power and Conflict section of the anthology.

Once the curriculum is complete, the cycle of revision and interleaving practice begins and the remainder of the year will be spent practising and honing their skills, in preparation for the final exam .



# GCSE Mathematics

Type: GCSE 9-1

Awarding Body: AQA

Contact: Miss K Green

## Assessment Objectives:

- Use and apply standard techniques
- Reason, interpret and communicate mathematically
- Solve problems within mathematics and in other contexts

**What makes a successful MATHEMATICIAN at Wickham School?**

**Fluency**  
You will have a range of efficient strategies so you are comfortable applying your knowledge in different situations. You will be confident in your ability to apply maths in the real world and will develop into an independent learner.

**Problem Solving**  
You will be given the opportunity to solve a range of fun problems, allowing you to develop a resilient approach and to practice lots of different problem solving methods.

**Reasoning**  
To be able to justify your reasoning and why you have approached a problem in a certain way through the use of mathematical language, sophisticated vocabulary and diagrams.

**Making links**  
Working with our passionate staff, you will learn about how the maths you learn in the classroom links to the real world. Our five year curriculum will also help you to make links between the different strands of maths and see the bigger picture too.

**Challenge**  
You will relish the opportunity to challenge yourself with problem solving questions and exam style questions, whilst also knowing how to access the support offered to you to make good progress.

**Growth Mindset**  
You will feel safe to take risks, understanding that mistakes are a part of learning, as well as working hard to improve on your weaknesses and build on your strengths.

**Develop**  
Through collaborative learning, you will build strong relationships with your teacher and your peers, equipping you with the skills needed to communicate and work well with other people and in the real world.

**Progress**  
You will engage with the five year curriculum which builds upon and interleaves learning from previous years, ensuring you are equipped to make good progress and achieve your goals.

**WHICKHAM**

## Course Timeline

### Years 10

Pupils will study topics within the following six key areas. There is a greater emphasis on Algebra and Geometry (and less emphasis on Number and Ratio) for pupils studying the Higher tier:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

### Year 11

Pupils will complete their exploration of the six key topics before completing preparation for their calculator and non-calculator examinations through personalised lessons that concentrate on gaps in subject knowledge.

## Introduction

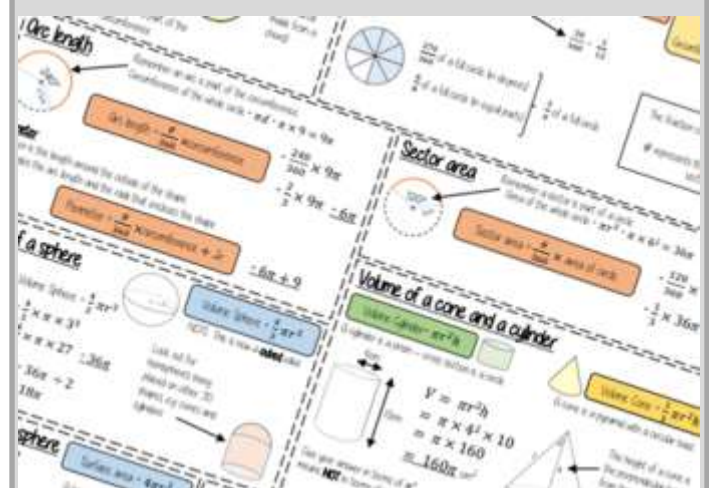
Maths is for everyone. It is diverse, engaging and essential in equipping pupils with the right skills to reach their future destination, whatever that may be.

We follow a dynamic and engaging, five-year curriculum, with a core and a higher pathway. Each year pupils build upon the learning of previous years, developing their confidence and depth of understanding to master each topic through fluency, problem solving and reasoning, ensuring they can meet each of the assessment objectives above. The course continuously builds in difficulty from Year 7 to Year 11 with the pupils accessing topics from each of the six main sections throughout each of the 5 years.

## How is this course assessed?

The assessment consists of three papers each of 90 minutes. Paper 1 is a non-calculator paper, the other two allow a calculator. Each paper consists of a mix of question styles from short, single mark questions to multi step problems. Content from any part of the specification could be examined on any of the three papers.

There are two tiers of assessment;  
Foundation Tier: Grades 5-1 (core pathway)  
Higher Tier: Grades 9-3 (higher pathway)



# Level 2 Further Mathematics

Type: Level 2 Certificate

Awarding Body: AQA

Contact: Miss K Green

## Assessment Objectives:

- Develop knowledge, skills and understanding of higher order mathematical methods and concepts
- Acquire and use problem solving strategies as a tool for solving problems
- Select, apply and link mathematical techniques and methods to solve challenging problems
- Reason mathematically and draw conclusions
- Interpret and communicate mathematical information in a variety of forms



## Course Timeline

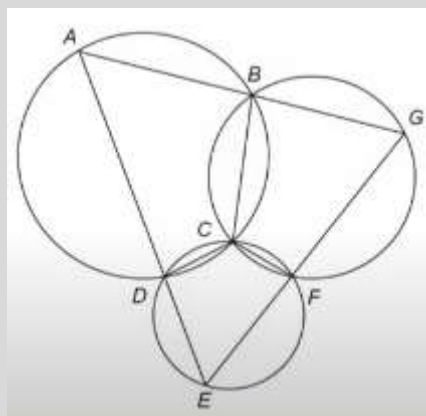
### Years 10

Pupils will study topics within the following six key areas. There is a greater emphasis on Algebra:

- Number
- Algebra
- Coordinate Geometry
- Calculus
- Matrix Transformations
- Geometry

### Year 11

Pupils will complete their exploration of the six key topics before completing preparation for their calculator and non-calculator examinations through personalised lessons that concentrate on gaps in subject knowledge.



## Introduction

The AQA Level 2 Certificate in Further Mathematics is an untiered Level 2 linear qualification for learners who are expected to achieve, grades 7, 8 and 9 in GCSE mathematics. It is also an excellent bridging course for those that are likely to progress to A-Level study in Mathematics and possibly Further Mathematics.

This qualification fills the gap for high achieving students by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3. It offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum that supports progress in GCSE Mathematics as well as GCSE Separate Sciences. The content covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. It also gives an introduction to calculus and matrices and develops further skills in trigonometry, functions and graphs.

## How is this course assessed?

1 x non-calculator paper

1 x calculator paper

Both 1 hour 45 minutes

A mix of question styles, from short, single-mark questions to multi-step problems.

Grades 9-5

This course is only taken by students who are studying GCSE Biology, Chemistry and Physics

# GCSE Biology, Chemistry & Physics (x3)

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mrs Spoor

## Assessment Objectives:

- Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.
- Apply knowledge and understanding of: scientific ideas; scientific enquiry techniques and procedures.



## Introduction

The courses aim to give you the opportunity to develop an understanding of the nature of scientific ideas and gain a systematic body of scientific knowledge. You can develop your understanding of the ways in which science relates to the world around you. Practical work is an integral part of the course and it is designed to allow you to develop experimental and investigative abilities.

### How is this course assessed?

Pupils will complete 6 exams in total, 2 per scientific discipline. Each exam is worth 50% of the GCSE. Each paper will be 1 hour and 45 minutes long and will be a mixture of multiple choice questions, structured, closed short answer and open response questions.

Examinations are tiered and pupils are awarded a grade from 9-1:

Foundation Tier: Grades 5-1

Higher Tier: Grades 9-4

### Who should study this course?

Any pupils wishing to take A-Levels in Biology, Chemistry or Physics will need to successfully complete either the Separate Sciences or Combined Science having taken the Higher Tier assessment.

## Course Timeline

### Year 10

**Biology:** Infection and response, Bioenergetics, homeostasis and response, inheritance and variation.

**Chemistry:** Bonding, structure, and the properties of matter, quantitative chemistry, chemical and energy changes, Organic chemistry.

**Physics:** Waves, Electricity, magnetism and electromagnetism.

### Year 11

**Biology:** Evolution, Ecology and exam preparation.

**Chemistry:** Chemical analysis, Chemistry of the atmosphere and exam preparation.

**Physics:** Atomic structure and exam preparation.



# GCSE Combined Science (x2)

Type: GCSE 9-9 to 1-1

Awarding Body: AQA

Contact: Mrs Spoor

## Assessment Objectives:

- Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.
- Apply knowledge and understanding of: scientific ideas; scientific enquiry techniques and procedures.



## Introduction

The courses aim to give you the opportunity to develop an understanding of the nature of scientific ideas and gain a systematic body of scientific knowledge. You can develop your understanding of the ways in which science relates to the world around you. Practical work is an integral part of the course and it is designed to allow you to develop experimental and investigative abilities.

Pupils will study aspects of Biology, Chemistry and Physics topics. They will be taught by two specialist teachers; one for life and environmental sciences and one for the physical sciences.

### How is this course assessed?

Pupils will complete 4 exams in total, each worth 25% of their total GCSE. Each paper will be 1 hour and 45 minutes long and will be a mixture of multiple choice questions, structured, closed short answer and open response questions.

Examinations are tiered and pupils are awarded a dual grade.

### Who should study this course?

Any pupils wishing to take A-Levels in Biology, Chemistry or Physics will need to successfully complete either the Separate Sciences or Combined Science having taken the Higher Tier assessment.

## Course Timeline

### Year 10

Life & environmental sciences: Lifestyle and health; radiation and risk; preventing, treating and curing diseases; plants and photosynthesis; waves; states of matter.

Physical sciences: Chemical bonding and structure, Magnets and electromagnets; electricity; acids and alkalis; the rate and extent of chemical change; carbon chemistry

### Year 11

Life & environmental sciences: The earth's atmosphere; ecosystems and biodiversity; inheritance; variation and evolution

Physical sciences: Forces and motion, Atoms and ions; resources of materials and energy.



# GCSE Geography

Type: GCSE 9-1

Awarding Body: Pearson

Contact: Mr Milton

## Assessment Objectives:

- Demonstrate knowledge of locations, places, processes, environments and different scales.
- Demonstrate geographical understanding of:
  - concepts and how they are used in relation to places, environments and processes
  - the inter-relationships between places, environments and processes.
- Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.
- Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

## Introduction

Why do countries at different levels of development exist? Why is there no such thing as a natural hazard? Must development happen at the expense of the environment? Can the Earth support the 10 billion people that are projected to be living on it by 2100? Does what we study in the classroom match what we investigate in the field? If these questions are something you would like to find the answers to, then GCSE Geography will develop the knowledge and skills in you to be able to do so.

## How is this course assessed?

Three written exams:

1 - Global Geographical Issues (37.5% of final grade)

2 - UK Geographical Issues (37.5% of final grade)

3 - People and Environment Issues - Making Geographical Decisions (25% of final grade)

## Who should study this course?

Pupils who have enjoyed the supportive environment of our Geography lessons and the variety of topics covered, will certainly enjoy this stimulating course. Feedback from current pupils is very positive and uptake at A-Level is high.



## Course Timeline

### Year 10

- Hazardous Earth
- The Challenges of an Urbanising World
- Development Dynamics
- Hazardous Earth
- The UK's Evolving Physical Landscape (including 1 day of fieldwork)

### Year 11

- The UK's Evolving Human Landscape (including 1 day of fieldwork)
- People and the Biosphere
- Forest Under Threat
- Consuming Energy Resource



# GCSE History

Type: GCSE 9-1

Awarding Body: Pearson

Contact: Mr Fullard

## Assessment Objectives:

- Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
- Explain and analyse historical events and periods studied using second order historical concepts.
- Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

## Introduction

GCSE history is more than just a study of the past, it is a study of what makes us human. People who study history are fearless explorers of the past. They investigate past politics, societies, cultures, languages, health, art, education, money, conflicts and more. They look at how things have developed over time and connect the dots to understand how we got where we are today.

The course will take you from the crimes of Jack the Ripper to the actions of Martin Luther King and to the plains of the American West. It is a fascinating course and will equip you with the skills to think critically and analytically, to discuss and debate and how to write a persuasive argument.

## How is this course assessed?

Three written examination papers:

1 - Thematic study and historic environment (Crime and Punishment through time).

2 - Period study and British depth study (The American West and Henry VIII and his ministers).

3 - Modern depth study (The USA 1954 - 75).

## Who should study this course?

Pupils who have enjoyed the style and content of history lessons and the variety of issues covered will find themselves immersed within this course. We cover events of global significance like race relations in the USA and how attitudes towards types of crime has changed over time. Many pupils who study GCSE history choose to continue their studies of the subject at A-Level.

## Course Timeline

### Year 10

- Henry VIII and his ministers
- Crime and punishment through time
- The American West (part 1)

### Year 11

- The American West (part 2)
- USA 1954–1975



# GCSE Religious Studies

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mrs Tiplady

## Assessment Objectives:

- Demonstrate knowledge and understanding of religion and beliefs including:
  - Beliefs, practices and sources of authority
  - Influence on individuals, communities and society
  - Similarities and differences within and/or between religions and beliefs
- Analyse and evaluate aspects of religion and belief, including their significance and influence



## Introduction

Religious Studies is an opportunity to learn about the people around you in the world, exploring Christian and Buddhist beliefs and how these believers follow their faith in a modern 21st century world. You will explore how religion can be applied to ethical and philosophical issues including weapons of mass destruction, abortion, euthanasia, religious experiences, miracles and the death penalty.

Success in GCSE Religious Studies demonstrates that you have an enquiring mind, the ability to evaluate and offer thorough responses to thought provoking questions and issues in the modern world.

### How is this course assessed?

Assessed by 2 x 1hr 45 minute exams:  
 Paper 1 - Study of Religions  
 Paper 2 - Religious, philosophical and ethical themes

### Who should study this course?

Religion permeates every aspect of our world and heavily influences current national and international debate. A good understanding of religion will help you appreciate the rapidly changing world in which you live.

Students with an inquisitive mind who enjoy thinking about and debating topical moral and philosophical issues will find this subject particularly appealing. Feedback from current students is very positive and uptake at A-Level is usually high.

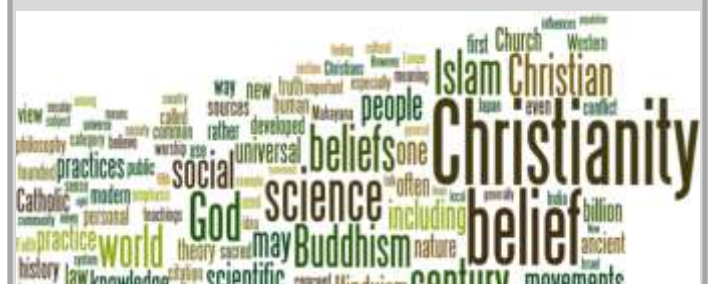
## Course Timeline

### Year 10

- Buddhist Practices (Worship and festivals, Buddhist ethics)
- Religion and Life (The origins and value of the universe, origins and values of human life)
- Religion and family

### Year 11

- Religion, crime and punishment
- Religion, peace and conflict (religion, violence, terrorism and war in 21st century conflicts).
- Recap of material covered from year 9 (Christian beliefs, Christian practices and Buddhist beliefs).
- Revision





# Core Religious Studies

Type: non-examined

Awarding Body: n/a

Contact: Mrs Tiplady

## Objectives:

- Demonstrate knowledge and understanding of religion and beliefs including:
  - Beliefs, practices and sources of authority
  - Influence on individuals, communities and society
  - Similarities and differences within and/or between religions and beliefs
- Analyse and evaluate aspects of religion and belief, including their significance and influence



## Introduction

Core religious studies allows pupils to explore a range of ethical and philosophical issues, understanding religious and secular approaches to these, as well as allowing for personal reflection. Pupils will explore how religion can be applied to ethical and philosophical issues including euthanasia, religious experiences, miracles and the death penalty.

## How is this course assessed?

This is a non-examined course

## Who should study this course?

Anyone who is interested in religion, ethics and ultimate questions without a formal qualification.

Pupils with an questioning and analytic mind who enjoy thinking about and debating topical moral and philosophical issues without the exam pressure will find this subject particularly appealing.

If you have any further questions, please feel free to speak to any RS teacher.

## Course Timeline

### During Years 10+11:

- Religious attitudes to matters of life (saviour siblings, designer babies, fertility treatment, cloning)
- Philosophical arguments for the existence of God (Intelligent design, miracles, religious experiences, morality)
- Philosophical objections from the problem of evil (moral and natural evil, religious explanations and responses to evil)

This course is studied by all students either as a standalone lesson or as part of their GCSE Religious studies

# GCSE Citizenship

Type: GCSE 9-1

Awarding Body: Pearson

Contact: Mrs Tiplady

## Assessment Objectives:

- Demonstrate knowledge and understanding of key concepts, terms and issues.
- Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.
- Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantial judgements.

## Introduction

Citizenship is the study of how we can be active members of the world we live in and the critical exploration of why our society works the way it does. This unique subject draws together elements from other Humanities subjects to give an intriguing insight into the way our society functions and how we can influence the world we live in.

Citizenship allows pupils to explore issues within politics, law and economics that would normally not be accessed until higher education. Part of this course also involves taking direct citizenship action in our community: pupils will work together to identify an issue within our locality and work collaboratively to create change.

## How is this course assessed?

Assessed by 2 x 1hr 45 minute exams

- Paper 1: Living together in the UK, Democracy at Work in the UK, Law and Justice (50%)
- Paper 2: Power and Influence, Taking Citizenship action (50%)

## Who should study this course?

Citizenship is a unique subject choice which enables academic exploration of current issues and debates, whilst also offering the chance to inspire and influence change in the community. Freethinkers and individuals who are interested and engaged with the world around them would flourish through studying Citizenship.

It is the only subject on the school curriculum that directly teaches about the way democracy, politics, the economy and law works.

## Course Timeline

### Year 10

- Theme A: Living together in the UK (Community, Identity, Values and Democracy)
- Theme B: Democracy at work in the UK (Government, Parliament, Devolved administrations, Managing Public Money)
- Theme C: Law and Justice (Laws, Justice system, Crime) (part 1)
- Theme E: Taking citizenship action

### Year 11

- Theme C: Law and Justice (Laws, Justice system, Crime) (part 2)
- Theme D: Power and Influence (Citizen power, Role and influence of the Media, UK's power in the wider world)
- Revision



# GCSE French & GCSE German

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mrs Richardson

## Assessment Objectives:

- Listening - understand and respond to different types of spoken language.
- Speaking - communicate and interact effectively in speech.
- Reading - understand and respond to different types of written language.
- Writing - communicate in writing.

## Introduction

English is not enough! 75% of the world does not speak English. It's really important that you learn to speak and understand other people no matter where they are from. Languages are the perfect way to meet new people, immerse yourself in new cultures and make a difference to who you are.

Speaking another language really makes you stand out from the crowd: You will be able to travel and work anywhere in the world and you will also be able to communicate better with people in your own country.

Languages are good for you. Speaking more than one language increases your brain capacity and you have better memory too.

## How are these courses assessed?

Examinations are tiered:

- Foundation Tier: Grades 5-1
- Higher Tier: Grades 9-4

Pupils complete 3 written exams worth 25% in each of Listening, Reading and Writing. There is a speaking exam worth 25%.

## Who should study these courses?

Pupils with a range of interests and abilities in MFL are able to study these courses. You will have the opportunity to develop your communication skills by giving your opinions and ideas on a range of topics and activities in lessons are always varied.

Those pupils intending to follow an academic course at university should continue with a language at GCSE level.

## Course Timeline

### Year 10

You will build on your language skills and understanding of grammar by learning the topics of My family and friends, Marriage and partnership, Social media and technology, Music, cinema and TV, Customs and festivals, Food, sport and health, Home and town and Holidays and travel.

You will learn how to understand people discussing these topics and give your own opinions on them. You will start to focus in more depth on your Speaking skills in preparation for the speaking exam in year 11 and develop your writing to add detail to your ideas.

### Year 11

In year 11 you will focus on developing your skills and preparing for the exams. You will study the topics of Global issues and Social issues, such as the environment, charity work and poverty and homelessness, School studies, Life at school, Future plans and Jobs.



# GCSE Business

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mr Alexander

## Assessment Objectives:

- Demonstrate knowledge and understanding of business concepts and issues
- Apply knowledge and understanding of business concepts and issues to a variety of contexts
- Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions



## Introduction

Business or enterprise occurs everywhere, every day. It is all around us. When we go shopping, the high street and shopping malls contain businesses, all competing for our custom. When we watch TV, the news and programmes such as the Apprentice and Dragon's Den show us how businesses operate and affect our daily lives. Our programme watching is regularly interrupted by adverts trying to persuade us to buy products. Our families and friends are employed in different industries, in different occupations. We are affected by business all the time.

## How is this course assessed?

This course is assessed entirely through written examination.  
2 x 1hr 45min Written Exams (50% each)

## Who should study this course?

GCSE Business will allow pupils to learn business concepts and theories which they can apply to real events in the business world, and to their future employment or entrepreneurial activities. They will also develop skills in communication, problem solving and evaluation.

## Course Timeline

### Year 10

- Business Operations
- Business in the Real World
- Human Resources

### Year 11

- Marketing
- Influence on Business
- Finance



# GCSE Computer Science

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mr Alexander

## Assessment Objectives:

- Demonstrate knowledge and understanding of the key concepts and principles of computer science.
- Apply knowledge and understanding of key concepts and principles of computer science.
- Analyse problems in computational terms:
  - to make reasoned judgements;
  - and to design, program, evaluate and refine solutions.



## Introduction

This specification recognises the well-established methodologies of computing, alongside the technological advances which make it such a dynamic subject. The specification has been developed by teachers alongside industry experts so that the content is as inspiring to teach as it is to learn.

## How is this course assessed?

The course is assessed through two written external examinations with equal weighting.  
Paper 1 - Computational Thinking and Problem Solving  
Paper 2 - Computing Fundamentals

## Who should study this course?

Pupils who have a genuine interest in computer programming. Programming is an essential skill needed to thrive in this subject in both theory and practical environments. Pupil's resilience and problem solving skills will be tested throughout this specification. Pupils who have demonstrated these above mentioned skills in KS3 ICT topics.

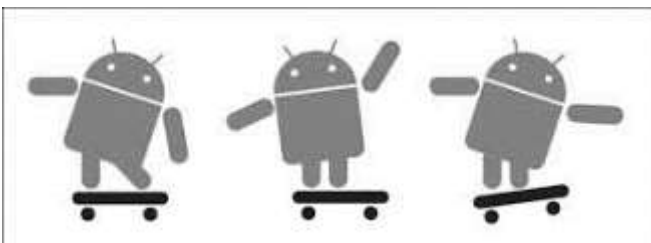
## Course Timeline

### Year 10

- Fundamentals of algorithms
- Fundamentals of cyber security
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
- Fundamentals of data representation
- Aspects of software development

### Year 11

- Programming
- Aspects of software development
- Fundamentals of computer networks
- Computer systems



# GCSE Food Preparation and Nutrition

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mr Alexander

## Assessment Objectives:

- Demonstrate knowledge and understanding of nutrition, food, cooking and preparation
- Apply knowledge and understanding of nutrition, food, cooking and preparation
- Plan, prepare, cook and present dishes, combining appropriate techniques
- Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.



## Introduction

Pupils will be equipped with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

The course encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

### Key topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

### How is this course assessed?

Written exam - Food Preparation and Nutrition.  
1 hour 45 minutes. 50%

Non-exam assessment— Food Investigation and Food Preparation assessment (50%)

### Who should study this course?

Food Preparation and Nutrition is an excellent introduction to the Food and Catering Industries, but is also suitable for anyone wishing to develop his or her existing interest and enjoyment of food. It a suitable foundation for the study of Level 3 food courses.

## Course Timeline

### Year 10

Pupils will develop practical skills & knowledge of food commodities. Pupils will increase their knowledge and understanding of nutrition, healthy eating and food choice. Pupils develop a theoretical and practical working knowledge and understanding of how preparation and cooking affects the sensory and nutritional properties of food.

Pupils will undertake experimental work and produce dishes by following or modifying recipes to develop and apply knowledge and understanding related to food science.

### Year 11

Pupils complete the two assessments:  
Assessment 1: Food Investigation (15%)  
Assessment 2: Food Preparation assessment (35%)

This assessment assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking skills/ techniques and the execution of practical skills. Pupils have to: Plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context.

# GCSE Design Technology: Product Design

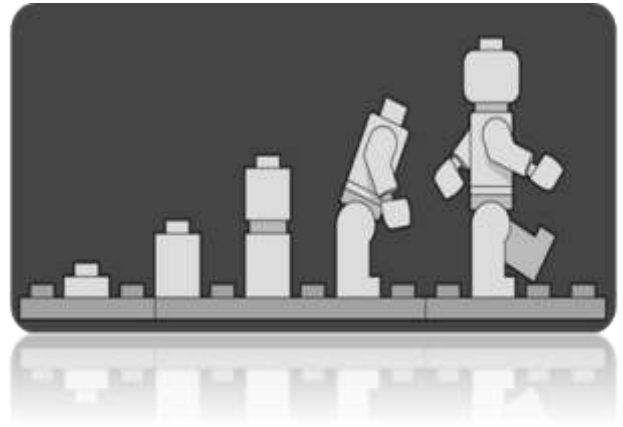
Type: GCSE 9-1

Awarding Body: AQA

Contact: Mr Hogarth

## Assessment Objectives:

- Identify, investigate and outline design possibilities to address needs and wants
- Design and make prototypes that are fit for purpose
- Analyse and evaluate; design decisions and outcomes, including for prototypes made by themselves and others; wider issues in design technology
- Demonstrate and apply knowledge and understanding of; technical principles ; design and making principles



## Introduction

Product Design is an exciting and diverse subject to study. This is an academic qualification which is recognised by employers, colleges and universities. Pupils who complete the GCSE will develop skills in problem solving, analysis, communication, and project management. Pupils will develop their design and technical skills, and the subject is underpinned with a broad range of Product Design theory topics.

### How is this course assessed?

Controlled Assessment (50%) - Unit 2: Design and Making Practice (45 hours). Pupils will submit a portfolio of work demonstrating their design skills and technical knowledge.  
Written Exam (50%) - Unit 1: Written Paper (2 hours). Covers a broad range of Product Design theory topics.

### Who should study this course?

You need to have a creative yet logical approach to problem solving and be able to apply relevant knowledge, understanding and skills to design and make effective and commercially viable products for a given scenario. You must be committed to studying the theory of Product Design, and using this understanding to improve your design skills and technical knowledge.

## Course Timeline

### Year 10

Pupils will complete a diagnostic assessment of their technical skills, and will build on their knowledge in a unit of skill development. Pupils will respond to a range of design briefs, each underpinned by theory topics. These will include sustainable design, ethical design, packaging, and ergonomics and anthropometrics. Skills learned will include research skills, design communication and prototyping.

Towards the end of the year, pupils initiate their own project around a given product in preparation for Controlled Assessment starting in the spring term. Pupils will develop independent research skills. Pupils will generate and develop design ideas for their product using a range of different media. Pupils will evaluate their design ideas by gathering the opinions of the customer they are designing for.

### Year 11

Pupils will complete their Controlled Assessment by October half term. This will include a design portfolio including research and analysis, design development, a prototype product and full evaluation. Pupils will be taught theory and undertake exam preparation for the remainder of the year.

# BTEC Digital Information Technology

Type: BTEC Tech Award

Awarding Body: Pearson

Contact: Mr Hogarth

## Assessment Objectives:

- Development of key skills such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data
- Understanding the processes that underpin effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- Development of attitudes that are considered most important in digital information technology, including personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

## Introduction

The course is made up of three components: two that are internally assessed and one that's externally assessed. The three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

### How is this course assessed?

The assessment structure is designed so that students can build on what they learn, and develop their skills, as they move through the course.

### Component 1 - Exploring User Interface Design Principles and Project Planning Techniques

Internally assessed assignment(s): 30% of the total course

### Component 2 - Explore Collecting, Presenting and Interpreting Data

Internally assessed assignment(s): 30% of the total course

### Component 3 - Develop Effective Digital Working Practices

Externally assessed exam: 40% of the total course

### Who should study this course?

Pupils with an interest in use of IT or who would like to go on to work in an IT related industry.

## Course Timeline

### Year 10

#### Component 1

- Investigate user interface design for individuals and organisations
- Use project planning techniques to plan and design a user interface
- Develop and review a user interface

#### Component 2

- Investigate the role and impact of using data on individuals and organisations
- Create a dashboard using data manipulation tools
- Draw conclusions and review data presentation methods.

### Year 11 - Component 3

Learners will prepare for their external assessment, which will include questions totalling 60 marks. The test duration is 1 hour and 30 minutes, and will be presented in a traditional written exam format.





# BTEC Engineering

Type: BTEC Tech Award

Awarding Body: Pearson

Contact: Mr Hogarth

## Assessment Objectives:

- Give learners the opportunity to gain a broad understanding and knowledge of the engineering sector
- Give learners the opportunity to develop a range of personal skills and techniques
- Give opportunities for learners to achieve a nationally recognised level 2 engineering qualification
- Support progression into a more specialised level 3 vocational or academic course or into an apprenticeship
- Give full-time learners the opportunity to enter potential employment within a wide range of engineering sectors such as mechanical, automotive and electrical.

## Introduction

The BTEC Tech Award in Engineering can help pupils take their first steps towards a career in sectors such as manufacturing, automotive, electrical and mechanical engineering. Pupils will learn about processes, materials, and how engineering contributes to a sustainable future.

## How is this course assessed?

Two internally assessed coursework components (worth 60%) and one externally assessed project (worth 40%).

## Who should study this course?

Pupils must be prepared for and motivated to work consistently and independently to achieve the requirements of BTEC Engineering.

## Course Timeline

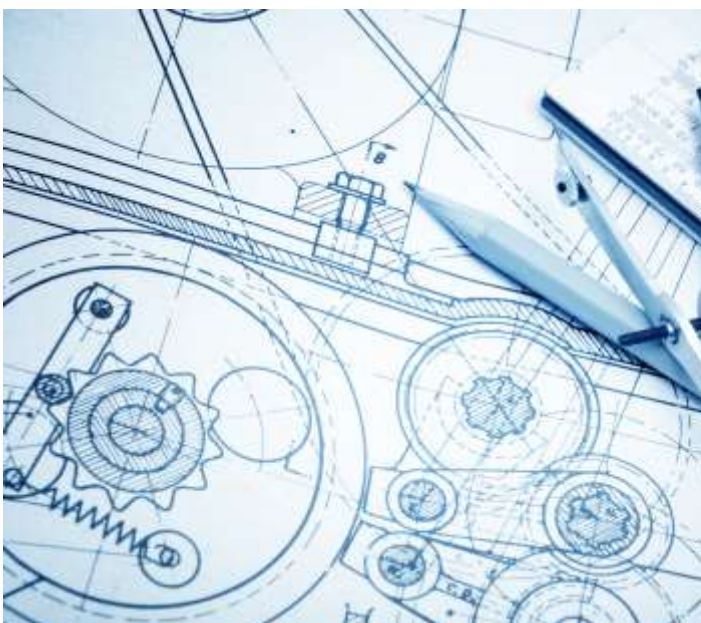
### Year 10

Pupils will complete Component 1—Exploring Engineering Sectors and Design Applications. This is the first of the internally assessed coursework units, and focuses upon an analysis of the Engineering industry nationally and globally.

Pupils will also complete Component 2—Investigating an Engineering Project. This is the second of the internally assessed units and focuses upon the design and production process of a given product.

### Year 11

Pupils will complete Component 3—Responding to an Engineering Brief. This is the only externally assessed project and will require pupils to respond to a scenario set by the exam board.



# BTEC Enterprise

Type: BTEC Tech Award

Awarding Body: Pearson

Contact: Mr I Turnbull

## Assessment Objectives:

- Development of key skills that prove learners' aptitude in planning and carrying out an enterprise activity including market research, planning, carrying out financial transactions, communication and problem solving
- Development of knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs and the internal and external factors that can affect the performance of an enterprise
- Development of attitudes and ways of working that are considered most important for enterprise, including communicating and interacting with customers, monitoring and reflecting on performance of enterprise and own use of skills

## Introduction

You will find that the units link together to provide you with the basic knowledge and expertise needed to run your own business.

This course gives pupils the opportunity to enter employment in the business sector or progress to other business qualifications in the sixth form or at college.

### How is this course assessed?

There are three components of equal weighting, two of which are internally assessed coursework components, and one of which is externally assessed.

### Who should study this course?

This vocational qualification is appropriate for pupils who have an interest in business but prefer to be assessed via assignments and portfolio activities, plus examinations over the period of the course, rather than examinations at the end of the course.

## Course Timeline

### Year 10

Component 1: Exploring Enterprises  
Component 2: Planning for and Running an Enterprise

### Year 11

Component 3: Promotion and Finance for Enterprise



# GCSE Drama

Type: GCSE 9-1

Awarding Body: Eduqas

Contact: Mrs Cowen

## Assessment Objectives:

- Create and develop ideas to communicate meaning for theatrical performance
- Apply theatrical skills to realise artistic intentions in live performance
- Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
- Analyse and evaluate their own work and the work of others.



## Introduction

GCSE Drama is a very exciting, inspiring and practical course that promotes involvement in and enjoyment of drama, as performers and designers. It provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. At the heart of the course are the questions - what makes a good piece of drama and what makes a good performance?

### How is this course assessed?

Component 1: Devising Theatre (Internally Assessed - 40%). Learners will be assessed on either acting or design.

Component 2: Performing from a Text (Externally Assessed - 20% of Qualification). Learners will study two extracts from the same play and will participate in a performance. Learners will be assessed on acting or design.

Component 3: Interpreting Theatre (Written Examination, 90 Minutes, 40% of Qualification)

### Who should study this course?

Drama can contribute significantly towards creating a 'well-rounded individual' for those who are prepared to work hard at it. It demands a sensitive and considered approach as the success of group work depends upon the concentration and commitment of every student.

As well as acting and design skills, pupils will get the opportunity to demonstrate that they can research, work well in a group, manage their time effectively, reflect upon and evaluate their own work (and that of others) and analyse live productions. Drama is not an easy GCSE, but it is extremely rewarding.

## Course Timeline

### Year 10

Pupils will develop a range of theatrical skills and apply them to create a range of performances. They will be introduced to and explore a wide range of dramatic genres and key practitioners. Pupils will learn how to respond to a range of stimuli and explore a range of scripted texts.

Introduction to set text in preparation for Component 3. Pupils will explore the characters, narrative, style and context through practical and design lessons.

Practical preparation will begin in the summer term where pupils will devise a piece of original theatre (Component 1).

### Year 11

Assessment of Component 1 takes place during the Autumn term.

Preparation then begins for the scripted assessment (Component 2). During this component pupils will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions.

Pupils will finish the course by preparing for the written exam in the summer (Component 3).

# GCSE Art (Art, Craft & Design)

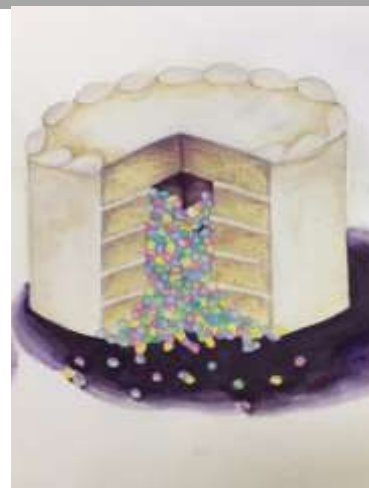
Type: GCSE 9-1

Awarding Body: AQA

Contact: Mrs Johnstone

## Assessment Objectives:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.



## Introduction

The Art, Craft and Design course offers pupils the opportunity to experience a broad range of art, craft and design techniques and processes. Pupils will explore and create work associated with areas of study from at least 2 different areas including Fine Art, Graphic Communication, and Textile Design, 3D Design or Photography.

## How is this course assessed?

Component 1: An internally assessed Portfolio of work (60%).

Component 2: Externally set assignment (40%).

Both units require pupils to show evidence of work from 2 or more areas of study.

## Who should study this course?

The main requirement is that you enjoy having visual ideas and a desire to learn practical skills. If you are interested in art or design and you have an aptitude for the subject - if you are creative or "good at drawing" - you may have the basic skills to succeed. It is also necessary to be interested in the meaning behind artists work and to be open to exploring and experimenting using media to express your ideas. Art & Design GCSE can lead to an A-level in Art & Design or a BTEC level equivalent. Pupils studying GCSE will have the opportunity to purchase sketchbooks and other materials to complete work independently at home.

## Course Timeline

GCSE art and design pupils will be expected to purchase a sketchbook and various art materials to complete work at home.

Sketchbooks will show:

- the creative process, from initial ideas through to the final outcome (s)
- artists analysis to inspire ideas
- experiments with media
- recorded ideas, bubble maps, mood boards, drawings, notes and photography
- plans for personal responses, making connections with sources studied
- annotations explaining refinements made

## Year 10: COMPONENT 1

Art and Design project: Pupils will develop 2D ideas and responses to the theme of Architecture, exploring different media, techniques and processes including drawing, painting, photography, printmaking and mixed media.

Craft and Design based project: Pupils will develop 3D ideas and skills by designing and making a ceramic pot or wire sculpture inspired by Natural Forms.

Year 11: Pupils will refine component one to ensure full coverage of the assessment objectives UNTIL January of year 11 where pupils start the externally set task, selecting one starting point to inform the research and development of their ideas, prior to the 10 hour practical exam due to take place before Easter.

# GCSE Art & Design (Textiles)

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mrs Johnstone

## Assessment Objectives:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.



During this course you will experiment with a variety of textile processes such as appliqué, printing, weaving, hand and machine embroidery, fabric painting, fashion design and product construction. You will have opportunities to develop your individual style and interests.

Art and Design courses play a significant role in education today because of the chance they give for you to be creative, to develop your skills and give yourself a deeper appreciation and understanding of Art and Textiles.

### How is this course assessed?

An internally assessed Portfolio of work (non-examined assessment) (60%)

A response to an externally set assignment (40%)

### Who should study this course?

This course is for those of you who have an interest in textiles. It is an art based subject which allows for experimental work using a variety of materials. The course forms a good foundation for further study in Art and Design or Textiles at KS5.



## Course Timeline

GCSE art and design pupils will be expected to purchase a sketchbook and various art materials to complete work at home.

Sketchbooks will show:

- the creative process, from initial ideas through to the final outcome (s)
- artists analysis to inspire ideas
- experiments with media
- recorded ideas, bubble maps, mood boards, drawings, notes and photography
- plans for personal responses, making connections with sources studied
- annotations explaining refinements made

### Year 10: COMPONENT 1

After being introduced to the theme 'Sun, Sea and Sand', pupils will identify appropriate artists, and take inspiration from their artworks. Analysing artists' processes will allow pupils to develop their own ideas, designs and experiments which will be presented in creative sketchbooks. Pupils will work with a wide range of mixed media and textile techniques to create a final, personal outcome.

### Year 11

Pupils will refine component one, to ensure full coverage of the assessment objectives UNTIL January of year 11 where pupils start the externally set task, selecting one starting point to inform the research and development of their ideas, prior to the 10 hour practical exam due to take place before Easter.

# GCSE Music

Type: GCSE 9-1

Awarding Body: Pearson

Contact: Mr Szunko

## Assessment Objectives:

- Perform with technical control, expression and interpretation
- Compose and develop musical ideas with technical control and coherence
- Demonstrate and apply musical knowledge
- Use appraising skills to make evaluative and critical judgements about music



## Introduction

What will you be doing?

- Composing original music whilst learning to use subject specific software (Sibelius 7) to note and record the piece.
- Learning how to perform by taking lessons on your particular instrument.
- Learning how to listen and analyse music.

## How is this course assessed?

Components 1 and 2 are coursework based. Subsequently they are continually assessed throughout the course. Pupils complete tasks to timed deadlines and respond to teacher feedback to improve their attainment. In the final stages work is marked by the teacher and moderated by the exam board. Component 3 is a written exam, marked and assessed by Edexcel.

## Who should study this course?

Pupils who have a practical interest in music performance, either in or outside of school are ideally suited to this course. Those who have sung or played an instrument for some time will have a solid foundation in the essential skills. The ability to sing or play an instrument is vital although beginner singers can often achieve well by the end of the course. You will be required to read some music during the lessons and examinations.

## Course Timeline

### Year 10

In the first year of study pupils are introduced to the key skills and vocabulary associated with the course. A variety of tasks will be completed which will develop each individual's skill level.

Pupils are introduced to some of the set pieces of music they have to study. The GCSE marking system is always used in each assessment to enable each student to understand how to progress appropriately.

Pupils will be equipped with all the tools and knowledge to be the music rock stars that we know they are!

### Year 11

During the final year of the course all coursework components are completed. Once coursework is finalised all taught lessons become focussed on the Appraisal paper.

Pupils will have analysed all of the set pieces. Their examination technique becomes a focus of related work alongside a significant revision programme.

# BTEC Music

Type: BTEC Tech Award

Awarding Body: Pearson

Contact: Mr Szunko

## Assessment Objectives:

- Develop appreciation of styles and genres of music
- Explore techniques used to create music products
- Explore professional and commercial skills for the music industry
- Apply and develop individual musical skills and techniques
- Respond to a commercial musical brief



## Introduction

BTECs are vocational and work-related courses, designed to accommodate the needs of employers and take a practical approach to learning, without missing any of the important theory on the subject. The music BTEC is a fantastic opportunity to further study music and to learn how to turn a passion for a subject into a viable career.

### How is the course assessed?

The course is assessed through three compulsory components. Two of these components will be internally assessed through coursework. The final component will be externally assessed through an externally set brief.

### Who should study this course?

The course is ideal for any budding new musician who enjoys a practical approach to learning. You will learn everything you need to know to be able to develop your musicianship to the next level. More importantly, you will also learn the skills to not only succeed within the music industry, but also in the wider world of work. You do not need to worry about your current level of musical ability before opting for this course. BTEC music is all about the progress you make and the skills you need to learn to become a successful, independent musician.

## Course Timeline

### Year 10

**Explore Music:** A practical exploration of a range of music genres and iconic artists, bands and producers from the 1960s to the present day.

**Science of Music:** Learning the theory of music so you can perform and compose your own professional sounding music.

**Music Technology:** An investigation into modern music making techniques and how to use technology to create your own music and produce live sound events.

**Component 1 - Exploring Music Products & Styles:** Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles and genres.

### Year 11

#### Component 2 - Music Skill

**Development:** Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

**Component 3 - Responding to a Commercial Music Brief:** Learners will be given the opportunity to develop and present music in response to a given commercial music brief.

# BTEC Health and Social Care

Type: BTEC Tech Award

Awarding Body: Pearson

Contact: Miss Gainford

## Assessment Objectives:

- Prepare you to progress to jobs or further training e.g. nurse, social worker, care assistant, nursery nurse, paramedic, podiatrist, teaching assistant, apprenticeships.
- Increase your knowledge of health, social care and early years work to include babies, children and adolescents, elderly and disabled.
- Look at the influences on an individual's health including exercise, finance, work, genetics and the environment.

## Introduction

This course is suitable for anyone who has an interest in developing the knowledge and skills to enable them to work effectively with people. In addition to this Health and Social Care allows clear progression opportunities into a job or further education.

## How is this course assessed?

There are 3 units in total, each worth between 30-40% of the final grade. Component 3 is an externally examined unit while the other 2 units are assessed in school by your teachers.

## Who should study this course?

It is important that you have a lively and enquiring mind, an interest in Health and Social Care and a willingness to explore new ideas and the desire to work hard.



## Course Timeline

### Year 10

#### Component 1 (30%)

##### Human Lifespan Development

- explore how individuals develop physically, emotionally, socially and intellectually over time
- investigate how various factors, events and choices may impact on individuals' growth and development

#### Component 2 (30%)

##### Health and Social Care Services and Values

- Learn which health and social care services are available
- Look at the care values the sector has to make sure people get the care and protection they need

### Year 11

#### Component 3 (40%)

##### Health and wellbeing

- Externally assessed task, in which pupils create a health and wellbeing improvement plan for someone based on a brief.



# PE Options

PE options were chosen at the start of Year 9 and you will have already started to specialise in some aspects of your physical education. PE options are therefore not a part of this options process and will not appear on the options form. However if your are uncertain about your choice and wish to discuss options please see Miss Gainford or Mr McMahon.

The course information here is included as a reminder of what you will be studying over the next two years.



# Core Physical Education

Type: non-examined

Awarding Body: n/a

Contact: Mr McMahon

## Objectives:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, football, hockey and netball]
- Develop technique and improve performance in other competitive sports [ for example, athletics and gymnastics], or other physical activities [for example, dance]
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Evaluate performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best

## Introduction

Core PE is a pathway which offers a fully practical programme of activities to develop health and fitness, whilst also developing knowledge of rules, strategies, tactics, and techniques in a range of sports.

## How is this course assessed?

There is no assessment in this course although your Responsibility, Resilience and Independence grades will be recorded in each unit of work you complete.

## Who should study this course?

Core PE is ideal for those pupils who do not wish to study towards a qualification in PE but still want to take part in practical sports in Key Stage 4.

## Course Timeline

### Years 9,10 and 11

Core PE is a compulsory subject and you will have four lessons over a two week cycle.

Throughout your time in Key Stage 4, you will have the opportunity to take part in a wide range of game and individual activities.

During Core PE lessons you will develop a wide range of skills in the activities you do and you will develop your knowledge about sport and health and fitness.



# BTEC Performing Arts (Dance)

Type: BTEC Tech Award

Awarding Body: Pearson

Contact: Mr Davison

## Assessment Objectives:

- Development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli
- Understand the process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
- Develop the attitudes that are considered most important in the Performing Arts, including personal management and communication.
- Develop knowledge that underpins effective use of skills, process and attitudes in the Performing Arts

## Introduction

This course is designed for pupils who enjoy dance and want to learn more about it. You will be awarded a Level 2 Tech Award in Performing Arts upon the successful completion of this course.

### How is this course assessed?

This course is assessed over three units of work, two of which will be internally assessed through a combination of practical performances and coursework one of which will be externally assessed.

### Who should study this course?

This course is designed for pupils who enjoy dance and want to learn more about it.

## Course Timeline

### Year 9

During year 9 you will learn about and develop your performances in a wide range of dance styles, understanding the origins of these styles and why they are important in dance culture. You will also look at how to create and build dances for different genres.

### Year 10

In year 10 you will really focus on developing your Dance skills and performances in a number of chosen Dance styles. You will take time to develop skills and apply these skills effectively into a routine. You will also have the chance to evaluate your dance performances and set targets to improve them.

### Year 11

In year 11 you will complete your external assessment. During this assessment you will be required to create and perform an independently choreographed routine and analyse your performance in this routine through written coursework.

This course requires pupils to have a minimum level of practical dance ability. We run a taster session with specialist dance staff to support pupils in making an informed choice.



# GCSE Physical Education

Type: GCSE 9-1

Awarding Body: AQA

Contact: Miss Beedle

## Assessment Objectives:

- Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
- Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

This course requires pupils to have a minimum level of practical sporting ability.

We run a taster session with specialist PE staff to support pupils in making an informed choice.

## Introduction

GCSE PE combines the improvement of practical performance and the understanding of the theory behind performance. Pupils will study the following key topics:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

## How is this course assessed?

A non-exam assessment worth 40%. Pupils choose three sports from an approved list of sports from the specification and will be assessed in skills, analysis and evaluation of their performance.

## Two external examinations (30% each):

The human body and movement in physical activity and sport; Socio-cultural influences and well-being in physical activity and sport. Pupils have fortnightly lessons and homework for this component.

## Who should study this course?

Pupils who have a keen interest in sports and physical activity and who are physically competent in a range of sports.

As a result of the high level of practical ability required to do well in the 40% NEA assessment, pupils need to be regularly competing for school teams and participating in club sport to a high standard.

## Course Timeline

### Year 9

This has been a predominantly practical curriculum. Pupils will have studied a minimum of four practical activities from the AQA GCSE PE specification by the end of Year 9. In addition, they will have been introduced to some of the theory elements of Paper 1 from the specification.

### Year 10

Pupils will have two theory lessons and two practical lessons per fortnight. Pupils will largely study Paper 1 content in their theory lessons, along with a range of practical activities. They will also be introduced to the written non-exam assessment.

### Year 11

Pupils will continue to have practical lessons in term 1. In theory lessons they will study Paper 2 content from the specification, followed by focused revision in preparation for the external examinations.



# BTEC Sport

Type: BTEC First Award

Awarding Body: Pearson

Contact: Mr Davison

## Assessment Objectives:

- Encourage personal development through practical participation and performance in a range of sports and exercise activities
- Give learners a wider understanding and appreciation of health-related fitness, sports and exercise through a selection of optional specialist units
- Encourage learners to develop their people, communication, planning and team-working skills by having the opportunity to select from optional units available in the qualification structure
- Give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

## Introduction

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

## How is this course assessed?

You will carry out tasks/assignments throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on. The assessment for Unit 1: Fitness for Sport and Exercise is an onscreen test which is marked by Pearson.

## Who should study this course?

The emphasis in this course is on gaining as much work related experience as possible to help pupils to be prepared for a potential future career in sports coaching, sports development, sports science or the sports industry.



## Course Timeline

### Year 9

You will focus on Unit 2: Practical Sport Performance. You will look in depth at two selected sports making sure you understand the rules, regulations and scoring systems of each sport. You will also get the chance to perform each of these sports. Finally you will analyse your own performance in these two sports, looking at both strengths and weaknesses and planning interventions based around your weaknesses.

### Year 10

You will study the external assessment unit of this course, Unit 1: Fitness for Sport:

- Components of physical and skill-related fitness
- Principles of training.
- Fitness training methods
- Administering fitness tests.

You will sit your external exam for this unit midway through Year 10. You will also study the Sports Leadership unit, enabling you to start on the ladder of leadership and coaching, through delivering components of sports sessions and whole activity sessions.

### Year 11

The final unit is: Applying the Principles of Personal Training. This unit is all about you, the individual performer, and your ability to improve and enhance personal fitness for one activity/sport you participated in for Unit 2.

# Sports Leadership

Type: Level 1 Qualification

Awarding Body: SLUK

Contact: Mr McMahon

## Assessment Objectives:

- Plan, lead and review a sport/activity
- Developing leadership skills
- Lead activities which promote a healthy lifestyle
- Fair play in sport
- The role of the official



## Introduction

Opting to follow a pathway in Sports Leadership develops a broad range of life skills, such as organisation, communication, confidence and time management. You will also have opportunities to take on a wide range of roles such as coach, official and choreographer, whilst working towards a nationally recognised qualification.

## How is this course assessed?

Pupils will be internally assessed on the learning outcomes for each unit using a range of evidence (including observations). The final assessment involves pupils completing a one-hour leadership activity.

## Who should study this course?

You should consider this qualification if you are at the first stage of exploring whether a career in sport and/or physical activity leadership is the correct career for you or if you want to start a career in leadership in sport and/or physical activity rather than specialising in a sport-specific coaching qualification

Pupils who stay on at Wickham in the Sixth Form can progress onto the Level 2 and Level 3 qualifications. Pupils are able to take the Level 2 qualification in Year 12 without having completing the Level 1 course if they decide to take a different PE option in Years 9 to 11.

## Course Timeline

### Years 9 and 10

Pupils will undertake a variety of activities which support each of the six key assessment objectives.

Pupils will be given the opportunity to develop and showcase their leadership skills in a variety of different activities.

The course will be completed at the end of Year 10. During Year 11 pupils will complete a course in Core PE (see separate page)







**WHICKHAM**

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