

Key Stage 4

A Guide for Year 8
to courses in
Years 9, 10 & 11

2024 - 2027



Dear Parents and Carers,

Our Year 8 students are now ready to make their subject choices for Key Stage 4, details of which are laid out in this booklet. This booklet is written for parents and students. I hope you will read it together and make the right choices for the right reasons. All the advice encourages students to keep as many doors open as possible for their future plans beyond school, so that if they change their minds they can still take the subjects they want in the Sixth Form.

All Year 8 students have had a presentation on the options process which included time in smaller groups to look at the options form and booklet. An options evening including an opportunity to talk to staff about our key Stage 4 courses as well as a presentation for parents and students will be held on **Wednesday 21st February between 5.30 and 7pm**. The presentation will also be available on the school website and will explain the process students will go through during the Spring. This will be followed by an after school drop in on Wednesday 28th february should you have any further questions. Our Year 8 parents' evening on **Thursday 7th March** is an excellent opportunity to discuss potential decisions with teachers.

We will give as much help as we can. However, I need to point out that not every student will gain all their first choices and therefore carefully thought out reserve choices need to be made.

Please do not hesitate to get in touch with any queries you might have; the sooner you can do this the sooner we can work towards a resolution.

Please return the options form to form tutors no later than **Thursday 14th March 2024**.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Zoe', with a stylized flourish at the end.

Zoe Sorrell
Deputy Headteacher

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Students: making your choices

Introduction

You have important decisions to make about selecting your course of study for Years 9, 10 and 11. This booklet is designed to help you. It will introduce subjects which may be new to you and provide you with interesting information about familiar ones. There are some exciting differences when you are studying at GCSE level, so do not automatically dismiss a subject because you find it difficult or don't like it now. Read about all the options first, then you can talk to the specialist teachers about them if you want to know more. Either way, the more information you have, the better position you are in to know what is just right for you.

You are probably thinking about what you want to do when you leave school. Very few people in Year 8 know exactly which career, higher or further education path they would like to embark on. In fact, many of those who do think they know may well change their minds before making a final decision about what is best suited to them. It is important to leave open more doors than you close. You could change your mind even if you have a career aim in mind already.

The options and careers advice you will receive in your RHPD lessons after Christmas will help you to make choices within the curriculum plan. We would recommend that all pupils follow a broad and balanced curriculum. This would typically include, in addition to the core subjects, a language, a humanities subject, a technology subject or an art-based subject.

IMPORTANT

It is important to make sure that you order the subjects according to priority. When prioritising the subjects, we will use the order that you have chosen them in - for example, if you definitely want to study Food & Nutrition, you should make sure that it is second or third on your list. If a subject is oversubscribed, we will exchange it for an alternative for those students who have chosen it as their fourth subject first. Therefore, it is important to choose good reserve choices. If classes become full the school reserves the right to offer reserve choices to students. All subjects are full GCSE courses or equivalent qualifications.

What is the English Baccalaureate?

The English Baccalaureate is a particular set of qualifications at GCSE level. It is intended to provide students with a mark of having achieved a good pass in a specific set of subjects. These subjects are English Language, Maths, two Sciences, a Modern Foreign Language and either Geography or History.

There is currently no certificate that students will receive to show that they have achieved the English Baccalaureate. There is an expectation that in the future some higher education establishments (for example, the Russell Group universities) might look to include it as part of their entry requirements as students reach that age. In addition, employers might start asking whether it has been achieved on application forms, and there is a national trend in education currently towards a more academic pathway for most students.

The option process at The Weald allows any students to follow the required subjects and many choose to do so. The following website offers more information and provides a reply to some frequently asked questions: <http://www.education.gov.uk/schools/teachingandlearning/qualifications/englishbac>

Your Form and Choices

You must complete the form entitled Key Stage 4: Year 8 Options Form and return it to your form tutor by **Wednesday 14th March 2024**.

Remember that you are making your options not only for Year 9, but for the next 3 years until the end of Year 11.

In making your choices, it is worth asking yourself the following questions:

- Do you enjoy the subject?
- Are you sufficiently interested to spend time both in and out of school studying it?
- Are you reasonably good at the subject?
- Will it be a useful supplement to those subjects which you have decided to take?
- Have you listened to the advice given to you by your teachers and parents/carers?
- Are you selecting (or avoiding) an option for a subject based upon the personality of a particular teacher or a friend who is doing it? Chances are you will not be with the teacher OR friend in your Year 9 class.
- Will excluding a particular subject limit the range of study and employment options open to you in the future (use the Unifrog subjects and careers libraries to help you with finding this out)?

If you are in doubt about any of these points, departmental staff, form tutors and our Careers Manager (Ms O'Brien) will be very pleased to give advice in making your decisions. If there are any real worries, please email the subject teacher or come to see Ms O'Briens in her office at the top of B block. Additional information about linking subjects to career choices and other useful careers links can be accessed via the School's website (under 'Curriculum', and then 'Careers').

Should my child choose the English Baccalaureate option subjects?

There is no straightforward answer to this; the answer depends on the needs of the individual student and their possible future choices. All students have the opportunity to gain the necessary English, Maths and Science qualifications. They therefore would need to only use two of their four option choices over the next three years.

Pros: If your child is likely to want to apply to a top university, is well suited to core academic GCSE study and is interested in the selection of subjects available under the English Bacc, then this can be a viable path to consider to leave more future options open.

Cons: If your child is interested in studying a subject which is not on the specified list or does not wish to follow those that are, then this does not make a sensible option for them. If they are better suited to practical or vocational study, then English Baccalaureate subjects may not be the best option for them.

What we do know that applies to all, is that children learn best in an environment where they feel most comfortable, in subjects they have an interest and an ability in, and where they are clear on the future choices that are open to them. Once in this situation, they achieve well and go on to be successful adults.

A reminder that the English Baccalaureate is not a qualification itself, but a set of GCSEs recommended by the Department for Education for the purposes of keeping young people's options open for further study and future careers. Students do not receive a certificate that they have completed the English Baccalaureate.

Year 9 Reporting to Parents

In Year 9 there will be 3 tracking reports. Parents can also talk to subject teachers at a Parents' Evening.

Types of Qualification

There is a range of different qualifications available nationally and whilst as a school we predominantly offer GCSEs, there are some other qualifications which we offer because they better suit particular types of learners and our experience shows that they also better motivate and interest students. All these qualifications have equivalence to GCSE in terms of qualification level. All GCSEs sat will use the new 9-1 grade system.

BTEC/Cambridge National - modular portfolio courses that currently are equivalent to GCSEs at qualification level depending on how many units are completed. They now also contain examined units, although not as heavily-weighted as a GCSE.

The Three Year Key Stage 4

At The Weald, we have taken the decision to focus three years of study at Key Stage 4 rather than the traditional two years. Many other schools also do this and it is a system we introduced to great effect several years ago. This year, as a result of the new GCSEs introduced by the Government, we are making all GCSE courses three years (with the exception of Religious Studies, which will be studied across two years). This is to meet the greater demands of the new curriculum and assessment procedures. This means that the Enrichment courses students have studied in the past have gone. We firmly believe this is the right decision to support our students in achieving their best in a new and more rigorous regime.

Throughout the options process communication is vitally important and, if you have any questions or concerns, please feel free to contact Ms Sorrell.

CORE Subjects:

You must study all the subjects in this section.

OCR GCSE English Language (J351) and OCR GCSE English Literature (J352)

All students will follow the OCR specification in English Language *and* English Literature leading to two separate GCSE qualifications.

GCSE English Language

The GCSE English Language specification invites students to explore communication, culture and creativity; to develop independent and critical thinking; and to engage with the richness of our language and literary heritage. Students are encouraged to read high-quality texts across a range of familiar genres and styles, to support them in acquiring a love of reading. They are also given the opportunity to experiment in their own writing across a range of contexts and styles.

Students learn to read critically and use the knowledge they gain from wider reading to inform and improve their own writing. Alongside this, the course aims to develop students' awareness of how writing is crafted for different purposes, audiences and forms to support them as critical readers and help them make conscious choices when planning their own writing.

There are **two** 2-hour exams: one focusing on non-fiction texts and related transactional writing tasks, the second focusing on literary (including literary non-fiction) texts and more creative, imaginative writing tasks. Both exams cover reading and writing skills. There is a focus on authentic, high-quality and engaging unseen texts from the 19th to 21st centuries.

Speaking and listening is a fundamental part of the curriculum. These skills are assessed as a separate endorsement, with activities which are an integrated and integral part of the Key Stage 4 curriculum.

GCSE English Literature

The GCSE English Literature specification invites students to engage critically with and explore a variety of texts across the major genres, including modern texts and texts from different cultures, as well as 19th century literature.

There are **two**, 2-hour exams. All students study either a modern drama or a modern prose text as well as one themed cluster of poems from the OCR anthology, balancing English literary heritage and modern poems, with poems from around the world. Students compare a studied text with an unseen text in each exam, enabling fresh and personal connections to be made between an extract from their familiar, studied text and a thematically linked unseen text. In addition, all students respond to a Shakespeare play, as well as studying a 19th century novel, engaging with its social, historical or cultural context as part of exploring the text.

Assessment

Assessment is by linear examination. Students will sit four 2-hour exams, two for English Language and two for English Literature. Spoken language (speaking and listening) will be reported on, as part of the qualification, but it will not form part of the final mark and grade.

Careers and Labour Market Information:

GCSEs in English at grades 4 or above are regularly required by further and higher education providers alongside employers across a wide range of jobs and labour market areas. For this reason, it is important that all students study and achieve good grades in English Language and English Literature at secondary school.

Jobs directly related to English include:

- Author
- Publisher
- Librarian
- Editor
- Journalist
- Screenwriter

English language qualifications can be highly valued by employers and useful to enter and progress within a wide range of labour market sectors.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to, English.

*Ms J Rigby
Director of English*

Mathematics

Examining Board: AQA (8300)

Mathematics - GCSE

The course aims to encourage students to develop:

- The ability to think and communicate mathematically
- The ability to solve problems, present solutions clearly and to generalise, justify and prove statements
- An enjoyment of mathematics and an appreciation of its power in understanding patterns and structures
- The skills necessary to work independently and collaboratively
- The confidence to apply mathematical techniques and concepts to other areas of the curriculum and outside school
- A firm foundation for future study

The content of the course is as follows (with the approximate exam weighting of each part of the curriculum in brackets)

Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio & Proportion	25	20
Geometry	15	20
Probability and Statistics	15	15

Assessment

The mathematics GCSE is examined in a linear structure. The grading scale uses numbers 9-1 to identify levels of performance with 9 being the top level. There is a two tier system of higher and foundation level papers with each student following the curriculum at the appropriate tier.

The GCSE is assessed through examination only. There will be 3 separate papers at the end of Year 11, all papers carry the same weighting, and are 90 minutes in length. All papers are a mixture of multiple choice questions and single or multi-step questions, including problem solving and reasoning.

Careers and Labour Market Information:

A GCSE Mathematics qualification at grade 4 or above is regularly required by further and higher education providers alongside employers across a wide range of jobs and labour market areas. For this reason, it is important that all students study and achieve good grades in mathematics at secondary school.

Jobs directly related to mathematics include:

- Engineer
- Mechanic
- Accountant
- Astronomer
- Data analyst
- Actuary

Mathematics qualifications can be highly valued by employers and useful to enter and progress within a wide range of labour market sectors.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to, mathematics.

Mrs L Heather

Director of Mathematics

Science

Combined Science:

All students will follow the Combined Science course during Years 9. This course covers an equal amount of all three sciences; Biology, Chemistry and Physics and students receive 2 GCSEs at the end of the course in Year 11.

However, there is also the option for students to extend this during Year 10 and 11 to follow the Triple Science course. The final decision as to whether a student is to be offered a place to study for the additional qualification will be made by the Science department at the end of Year 9. This decision will be based on their performance in science during Year 9 therefore it is important that assessments are completed to the best of their ability. Unfortunately there are only a limited number of places available to study for this additional qualification; limited to 32 students on each side of the year group.

Triple Science:

Students who follow the Triple Science pathway will study 3 GCSEs, gaining a separate qualification in Biology, Chemistry and Physics.

Aims of GCSE Science

- To gain practical and analytical skills
- To develop a critical approach to scientific evidence and methods
- To acquire knowledge of how science works and understand its role in society

Through this course you will:

- Increase your own interest in science and develop your enthusiasm for learning new things
- Extend your scientific skills, knowledge and understanding
- Be ready to progress to A-levels in Biology, Chemistry or Physics

Examining Board: AQA

Assessment

These qualifications are linear. Linear means that students will sit all their exams at the end of the course in year 11. Students will be entered for the appropriate tier of entry for their ability (foundation or higher tier). Combined Science will have a 17 point grading scale, from 9-9, 9-8 through to 2-1, 1-1. And triple Science will achieve a different grade for each Science.

For the Combined Science pathway there are six written exams that are each 1 hour 15 minutes that cover the Biology, Chemistry and Physics content. Each paper will assess different topics. The separate sciences will have six papers in total; two written papers for each subject (Biology, Chemistry and Physics) that are 1 hour 45 minutes long.

During the course students will complete 10 practicals set by the exam board for each of Biology, Chemistry and Physics, and 21 in total for Combined Science. Students will be assessed on their practical skills in their exams with at least 15% of the marks coming from questions relating to practicals.

A minimum of 10% of marks will test maths skills in GCSE Biology; 20% in GCSE Chemistry; and 30% in GCSE Physics. There will be a variety of question types, including multi-step and open calculations. Some skills will be tested more than others such as use of decimals and translation of graphs.

Careers and Labour Market Information:

GCSEs in science at grade 4 or above are highly valued by further and higher education providers alongside employers across a wide range of job areas. For this reason, it is important that all students study and achieve good grades in science at secondary school.

Jobs directly related to science include:

- Doctor
- Paramedic
- Vet
- Pharmacist
- Electrician
- Engineer
- Dentist

A number of science, technology, mathematics, and engineering (STEM) careers require a strong grasp of scientific concepts; this includes those within medicine, dentistry, and veterinary science.

If a student wishes to study a science-based subject at further education level (e.g. college or sixth form) or higher, they may be required to have studied and achieved a certain grade in GCSE Combined/Triple Science. Please check individual education provider entry requirements for more information.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to, science.

Mr L Hearnden
Subject Leader for Science

Religious Studies

Examining Board:
AQA Specification A

Assessment:

Two written exams of 1 hour and 45 minutes each.

Developing their knowledge from Key Stage 3 Religious Studies, students will explore Christian and Islamic beliefs, teachings and practices (Component 1). Students will also thematically study a range of philosophical and ethical topics including: life and the universe, peace and conflict, crime and punishment, human rights (Component 2). Discussion will form an important part of this course, enabling students to construct and analyse ideas and arguments and evaluate personal responses and differing viewpoints.

Students will consider different types of thinking and how these are applied to theoretical and practical ideas. They will develop ideas about how, for instance, human beings respond to suffering, whether life has meaning and whether or not God exists. These concepts are explored through a variety of traditional and progressive teaching methods, as well as an increasingly pragmatic approach to exam preparation.

Each topic is highly relevant for life in the 21st century as well as enhancing understanding of other subjects at GCSE and beyond. This core, compulsory course will lead to a full GCSE award which students will complete at the end of Year 10.

<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

Careers and Labour Market Information:

A qualification in Religious Studies can help build important knowledge, skills, and qualities to support successful study and work in the future. For example, Religious Studies can develop important skills in critical thinking and reasoning.

A strong knowledge of different world religions can also help a person communicate more effectively, positively, and sensitively with their future classmates and colleagues; the Department for Education has reported in 2022 that communication and people skills are currently some of the most in-demand competencies in the UK labour market¹.

Jobs related to religious studies include:

- Journalist
- Human Resources
- Charity fundraiser
- Lawyer

Many students use and apply the important transferable skills they have developed through completing their GCSE Religious Studies to areas of work indirectly related to the subject.

If a student wishes to study a humanities or social sciences subject at further education level (e.g. college or sixth form) or higher, a GCSE in religious studies at grades 4 or above may be advantageous. Please check individual education provider entry requirements for more information.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to, Religious Studies.

Miss B Johnson

Subject Leader for Religious Studies

¹ Department for Education (2022) 'Skills Needs in Selected Occupations over the Next 5-10 Years: Research Report', [ONLINE]. Available at: https://drive.google.com/file/d/15-XuNkgh-W0rDPR_hQjamwnX5dmn63dd/view

Relationships Health & Personal Development (RHPD)

This is a non-examined yet compulsory subject throughout Key Stage 4. Relationships Health & Personal Development (RHPD) is the school subject that deals with real-life issues affecting our children, families and communities. It's concerned with the relationships, social, health and economic realities of their lives, experiences and attitudes. It supports pupils to be healthy (mentally and physically), safe (online and offline) and equipped to thrive in their relationships and careers.

At Key Stage 4 Relationships Health & Personal Development (RHPD) students will develop values, attitudes, knowledge, skills and understanding in order to to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

In Relationships Health & Personal Development (RHPD) lessons students are supported in exploring their spiritual, moral, physical, emotional, cultural and intellectual development according to their needs. The programme is part of a whole school approach to the development of the young person and is taught by a team of teachers in each year group.

The Relationships Health & Personal Development (RHPD) programme covers: Relationship and Sex Education, Personal, Social, Health and Economic Education. This includes Health Education and Economic Well-Being, Drug Education, Citizenship and Work-Related Learning.

Year 9 explore:

Feelings and being together
Mental welfare
Health Education
Keeping safe
Drug education
Relationships and sex

Relationships Health & Personal Development (RHPD) lessons contribute to the reinforcement of our values and ethos as laid out in the Weald Character Framework. The programme also provides opportunities to ensure students have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

Careers and Labour Market Information:

The Weald's Relationships, Health, and Personal Development (RHPD) curriculum plays a key role in supporting young persons with developing vital study and employability skills for the future.

As part of our careers programme, students take part in distinct careers lessons on topics such as the future jobs market and how to successfully apply for education, employment, and training opportunities. They are also provided the opportunity to explore their careers and wants and how they can pursue these. Lastly, students investigate the prevalence, impact of, and importance of challenging careers stereotypes. The Department for Education advises that careers learning at school is critical in supporting young persons to progress into successful and fulfilling careers².

For more information about the careers lessons students undertake in the RHPD curriculum as part of The Weald's careers programme, please visit The Weald's Careers Site either by [clicking here](#) or going to *The Weald School's website → Our Curriculum → Careers*.

Mr N Everest

Subject Leader for Personal Development

² Department for Education (2022) 'Careers Guidance and Access for Education and Training Providers', [ONLINE]. Available at: <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Games

Students will notice a change in the programme from the work covered in Years 7-8. In KS4 students will continue to develop their key skills such as teamwork participation and self management by engaging in the wide range of sports listed below.

Athletics	Rounders
Badminton	Stoolball
Basketball	Orienteering
Climbing	Team building activities
Cricket	Table Tennis
Dance	Tennis
Disc golf	Trampolining
Football	Ultimate Frisbee
Gymnastics	Volleyball
Handball	Weights and resistance training
Netball	

Some students may wish to follow our GCSE Physical Education course. Further explanation is offered later in this booklet.

Careers and Labour Market Information:

Continuing to partake in sports activity at school can help young persons maintain mental and physical wellbeing to succeed in their studies and beyond as well as develop important interpersonal and analytical skills.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to, physical education.

Mr P Lewis
Subject Leader for PE

OPTIONAL SUBJECTS

You can make your choices in this section

Over the course of Key Stage 4 most students should aim to follow a broad and balanced curriculum. Typically this will include a technology, humanities, art and language subject. This breadth enables students to develop a wide range of learning skills and to pick up a broad knowledge base for future study or the world of work.

GCSEs will also be taken in English Language, English Literature, Mathematics, Science (2 GCSEs) and Religious Studies. This means that the majority of students will attempt ten full GCSE subjects. However, as the range of qualifications expands it could easily be more than this.

The school also provides for pupils in Key Stage 4 for whom a heavily weighted GCSE course is inappropriate. Students may opt for a range of courses suitable for their needs. These may include a mix of GCSE/vocational courses.

Art

Examining Board:
Edexcel

Assessment:

The final examination grade will be awarded based on:

- course work (60%)
- an examination piece with preparation (40%)

both of which are submitted for exhibition.

GCSE Art encourages a personal creative and imaginative approach to art. Students will explore a wide range of media, materials and techniques such as printing, painting, collage, mixed media, and graphics allowing students to develop individual skills and an experimental style throughout the three years.

The course also develops an understanding of past and contemporary art practice through the study of a wide range of artists, designers and craftspeople. The course includes a London gallery visit in order to see art in context.

Students' ideas, skills, and artistic awareness are promoted through projects, using a theme or title as a starting point for exploration. High levels of competence are encouraged, with individual approaches in techniques most suited to students' intentions being developed. After exploring a range of artists and techniques students develop work in personal directions towards individual outcomes. Sketchbooks form an important part of the course, and students are expected to use them regularly, both in class and at home.

The focus on practical work culminates in students developing a portfolio of work which accounts for 60% of the overall marks.

The exam paper is issued to students some weeks prior to the exam dates and students embark on a preparatory period prior to the exam. The exam is entirely practical and takes place over two days when students will be producing a personal response. The exam project totals 40% of the total marks.

Students may not take Art *and* Ceramics or Textiles as they constitute the same qualification.

Careers and Labour Market Information:

A GCSE qualification in art, ceramics, or textiles can be particularly useful for young persons who are considering a career in a creative, design, or expressive field of work. According to the Creative Industries Council (CIC), UK employment within areas of the creative arts have significantly increased by 2011 and 2018, such as designer fashion (60%)³.

Jobs directly related to studying an arts-based subject include:

- Animator
- Fashion designer
- VFX artist
- Interior designer
- Art therapist

The planning and organisation skills developed via completion of the coursework elements of the GCSE Art curriculum and assessment style can also be transferred into and used within a variety of jobs and labour market areas.

If a student wishes to study an arts-based subject at further education level (e.g. college or sixth form) or higher, they may be required to have studied and achieved a certain grade in GCSE Art. Please check individual education provider entry requirements for more information.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to, art.

Ms S Beck
Subject Leader for Art

³ Creative Industries Council (CIC) (2021) 'Employment Figures', [ONLINE]. Available at:
<https://www.thecreativeindustries.co.uk/facts-figures/uk-creative-overview-facts-and-figures-employment-figures>

Ceramics

Examining Board:

Edexcel

Assessment:

The final examination grade will be awarded based on:

- course work (60%)
- an examination piece with preparation (40%)

both of which are submitted for exhibition.

The Weald School is one of the few centres in the country lucky enough to be able to offer this highly specialised course. There has been a long history of success in this area with exceptional results due to specialised teaching in a dedicated room.

This is a very exciting and tactile course with a strong emphasis on developing practical skills, learning a visual language through surface texture, and transferring 2 dimensional plans into 3-d outcomes.

This innovative approach allows students to initially experiment with a range of materials and techniques such as collage, mixed media, printing which then leads to exploring a wide range of skills in clay. Students will learn how to explore surface texture and create 3-d pieces whilst gaining technical knowledge through a range of processes and elements including glazing, firing, and exploring the decorative qualities of underglazes, slips and oxides.

Gallery/museum visits are offered in order to support the contextual references which are embedded in the course, encouraging students to gain further insight into other artists and cultures and to experience the work first hand.

Students may not take Ceramics *and* Art or Textiles as they constitute the same qualification.

Careers and Labour Market Information:

A GCSE qualification in art, ceramics, or textiles can be particularly useful for young persons who are considering a career in a creative, design, or expressive field of work. According to the Creative Industries Council (CIC), UK employment within areas of the creative arts have significantly increased by 2011 and 2018, such as designer fashion (60%)⁴.

Jobs directly related to studying an arts-based subject include:

- Architect
- prop/set design
- VFX artist
- Interior designer
- Art therapist

The planning and organisation skills developed via completion of the coursework elements of the GCSE Ceramics curriculum and assessment style can also be transferred into and used within a variety of jobs and labour market areas.

If a student wishes to study an arts-based subject at further education level (e.g. college or sixth form) or higher, they may be required to have studied and achieved a certain grade in GCSE Art. Please check individual education provider entry requirements for more information.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to, art.

Mrs C Tester

Subject Leader for Ceramics

⁴ Creative Industries Council (CIC) (2021) 'Employment Figures', [ONLINE]. Available at:
<https://www.thecreativeindustries.co.uk/facts-figures/uk-creative-overview-facts-and-figures-employment-figures>

Textile Art

Examining Board:
AQA

Assessment:

The final examination grade will be awarded based on:

- course work (60%)
- an examination piece with preparation (40%)

both of which are submitted for exhibition.

Textile Art at The Weald School consists of a wide range of practical skills using Textile fabrics and fibres. This exciting course offers an opportunity for students to learn a variety of techniques such as surface manipulation and embellishment, felting, printing, silks as well as learning about creating a final outcome in a more 3 dimensional form. Students are encouraged to explore areas of Textile Art, theatre costume, design and wearable Art.

This is a very exciting and tactile course with a strong emphasis on developing practical skills, learning a visual language through surface texture, and transferring 2 dimensional plans into 3-d outcomes.

This 3 year course consists of a foundation style first year where students are taught a wide range of skills and are encouraged to develop their ideas and analytical skills. The second year builds on an exciting project based on the theme of The Elements, allowing students to become more independent in the development of their ideas towards a personal outcome. The final year is based on using all of the skills and knowledge that they have gained towards an exam project that is based on their own ideas entirely.

The focus on practical work culminates in students developing a portfolio of work which accounts for 60% of the overall marks comprising their Year 10 work and their Mock Project in Year 11.

The exam paper is issued to students some weeks prior to the exam dates in January of Year 11 and students embark on a preparatory period prior to the exam. The exam is entirely practical and takes place over two days when students will be producing a personal response. The exam project totals 40% of the total marks.

Students may not take Textiles *and* Art or Ceramics as they constitute the same qualification.

Careers and Labour Market Information:

A GCSE qualification in art, ceramics, or textiles can be particularly useful for young persons who are considering a career in a creative, design, or expressive field of work. According to the Creative Industries Council (CIC), UK employment within areas of the creative arts have significantly increased by 2011 and 2018, such as designer fashion (60%)⁵.

Jobs directly related to studying an arts-based subject include:

- Animator
- Fashion designer
- VFX artist
- Interior designer
- Art therapist

The planning and organisation skills developed via completion of the coursework elements of the GCSE Art curriculum and assessment style can also be transferred into and used within a variety of jobs and labour market areas.

If a student wishes to study an arts-based subject at further education level (e.g. college or sixth form) or higher, they may be required to have studied and achieved a certain grade in GCSE Art. Please check individual education provider entry requirements for more information.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to, art.

Mrs N Welch
Subject Leader for Textiles

⁵ Creative Industries Council (CIC) (2021) 'Employment Figures', [ONLINE]. Available at:
<https://www.thecreativeindustries.co.uk/facts-figures/uk-creative-overview-facts-and-figures-employment-figures>

Business

GCSE Business

Examining Board:

AQA

Assessment (by examination):

- **Paper 1:** Influences of Operations and HRM on Business Activity
1 hour 45 minute written examination worth 50% of the overall grade
- **Paper 2:** Influences of Marketing and Finance on Business Activity
1 hour 45 minute written examination worth 50% of the overall grade

This course allows students to gain knowledge of real business activity, helping them to understand complex issues that will affect them throughout their working lives. Students will explore how businesses work and the internal and external factors that influence them. The examination will require students to interpret written and numerical data to analyse issues and make justified recommendations for business actions.

The course provides opportunities to explore theories and concepts through the context of real events in the business and economic world. The units studied are:

1. Business in the real world
2. Influences on business
3. Business operations
4. Human resources
5. Marketing
6. Finance

Students will examine different business contexts ranging from small enterprises to large multinationals. They will develop an understanding of how these contexts impact on business behaviour and will be able to apply their knowledge and understanding to business decision making.

Students will be required to use business terminology to analyse business issues and apply business concepts in familiar and unfamiliar contexts. As a consequence, students will develop problem solving and decision making skills. They will be able to analyse and evaluate business opportunities and make justified decisions using both qualitative and quantitative data.

The two examinations will assess students' ability to recall knowledge and apply it in a variety of business scenarios. They will need to weigh up evidence to draw supported judgements. Their quantitative skills will also be tested through a number of calculations, worth approximately 15% of the final grade.

Studying Business at GCSE opens many pathways for students. It works well in combination with a number of other subjects due to the combination of written and numeracy skills that are developed. It provides a solid foundation for any A - Level that requires students to write complex arguments, particularly Business and Economics.

Careers and Labour Market Information:

A GCSE qualification in business can be useful for pursuing a career in most labour market areas, due to the range of transferable knowledge and skills that are developed.

Jobs directly related to business include:

- Sales representative
- Marketing officer
- Project manager
- Accounting technician

By learning about the business world and how organisations are run, young persons can understand more about the types of organisations they may work for in the future, including how to succeed and progress in them; students who would like to pursue self-employment may also find completing a GCSE Business course useful for their future career.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to business.

Mrs K Charman

KS4 Subject Leader for Business

Computer Science GCSE

Examining Board: AQA

Computer Science encourages students to be inspired, motivated and challenged through learning and practising the real life skills of the programming world. The course gives students a real, in-depth scientific understanding of how computer technology works, giving them an insight into what goes on 'behind the scenes', including computer programming (of which we focus on Python).

The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming, giving students a fun and interesting way to develop these skills, which can be transferred to other subjects.

Programming in the text based programming language Python forms 50% of the course and if you would like to develop your skills to a higher level, you can study Computer Science A-level in the sixth form.

You will study the following during the course

1. Fundamentals of Algorithms
2. Programming in Python
3. Fundamentals of Data Representation
4. Computer Systems
5. Fundamentals of Computer Networks
6. Cyber Security
7. Relational Databases and Structured Query language
8. Ethical, legal and environmental impacts of digital technology on society, including issues of privacy

Assessment: By examination

Paper 1 - 50% of Overall Grade

Computational Thinking and Problem Solving (Exam 50% of GCSE)

Computational thinking, code tracing, problem solving, programming concepts including the design of effective algorithms, and the designing, writing, testing and refining of code.

The content for this assessment will be drawn from the above content section 1 and 2.

Paper 2 - 50% of Overall Grade

Theoretical Knowledge from Subject content 3-8 above (Exam 50% of GCSE)

A mix of multiple choice, short-answer, longer-answer and extended response questions assessing a student's theoretical knowledge.

Careers and Labour Market Information:

The Department for Education⁶ predicts that technical and digital skills will be some of the most in-demand competencies in the UK labour market over the next five to ten years. Young persons may, therefore, look to increase their employability prospects by completing a GCSE in computer science and pursuing a career in this or a related field.

Completing a GCSE in computer science can also support the development of broader and transferable skills, such as critical analysis and logical thinking.

Jobs directly related to computer science include:

- IT technician
- Cyber security analyst
- Software programmer
- Video games programmer

If a student wishes to study computer science at further education level (e.g. college or sixth form) or higher, they may be required to have studied and achieved a certain grade in GCSE Computer Science. Please check individual education provider entry requirements for more information.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to, computer science.

Mrs J Milliner

Subject Leader for Computer Science and IT

⁶ Department for Education (2022) 'Skills Needs in Selected Occupations over the Next 5-10 Years: Research Report', [ONLINE]. Available at: https://drive.google.com/file/d/15-XuNkgh-W0rDPR_hQjamwnX5dmn63dd/view

Cambridge National in Creative iMedia

Exam Board : OCR

A highly practical and useful course which equips students with a wide range of knowledge and skills needed to work in the creative digital iMedia sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products.

The qualification will assess the application of creative media skills through their practical use. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The qualification encourages independence, creativity and awareness of the growing digital media sector

Assessment

R093 - Creative iMedia in the Media Industry - Written Exam Paper

R094 - Visual Identity and Digital Graphics - Coursework

R097 - Interactive Digital Media - Coursework

R093: Creative iMedia in the Media Industry - Exam (40% of overall grade)

In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include:

- The Media industry
- Factors Influencing Product Design
- Pre-Production Planning
- Distribution Considerations

R094 - Visual Identity and Digital Graphics - Coursework (25% of overall grade)

In this unit you will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences using Adobe Photoshop. Topics include:

- Develop a Visual Identity
- Plan Digital Graphics for Products
- Create Visual identity and Digital Graphics using Adobe Photoshop.

R097 - Interactive Digital Media - Coursework (35% of overall grade)

In this unit you will learn how to plan, create and review interactive digital media products using Adobe Dreamweaver to create a multipage website. Topics include:

- Plan interactive digital media
- Create interactive digital media
- Review interactive digital media

Careers and Labour Market Information:

According to the Department for Education⁷, digital skills will be some of the most in-demand competencies in the UK labour market over the next five to ten years. Young persons who are interested in pursuing creative, artistic, design, and expressive careers using technology and within the digital sector may find the Cambridge National Diploma in Creative iMedia particularly useful.

Jobs directly related to creative imedia include:

- Website creator
- UX designer
- Social media manager
- Video games designer

The planning and organisation skills developed via completion of the coursework elements of the Cambridge National Diploma in Creative iMedia curriculum and assessment style can also be transferred into and used within a variety of jobs and labour market areas.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to, creative media.

Mrs J Milliner

Subject Leader for Computer Science and IT

⁷ Department for Education (2022) 'Skills Needs in Selected Occupations over the Next 5-10 Years: Research Report', [ONLINE]. Available at: https://drive.google.com/file/d/15-XuNkgh-W0rDPR_hQjamwnX5dmn63dd/view

Design and Technology

Examining Board:

AQA

Assessment:

Assessment consists of a written exam and a final coursework folder completed under controlled conditions.

- Paper 1: 2 hour written exam (50%)
- Non-exam Assessment (NEA) - 30-35 hours approx. (50%)

Design and Technology at the Weald is an inspiring, rigorous and practical subject that encourages learners to think and intervene creatively to solve problems. By the end of KS4 students will understand how products in their everyday lives are manufactured, from which materials and why. We encourage students to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, to make links to designs and designers throughout history, and to critically reflect upon and evaluate their designs.

Students will study core technical, specialist technical, and designing and making principles, including a broad range of design processes, materials, techniques and equipment. The course builds upon the wide range of experiences studied in KS3 and incorporates all the disciplines of Product Design, Systems & Control, Graphics, and Resistant & Compliant Materials taught at Year 7 and 8. Throughout this three year GCSE course students are given the opportunity to design and make products in response to a variety of tasks, and gain theoretical knowledge and experience in the use of metals, woods, polymers, electronic components, textiles, papers and boards.

Design and Technology links well with other disciplines such as mathematics, science, engineering, computing and art. This course provides a sound foundation for those who wish to continue their studies through to A-level in Year 12 and/or lead onto a range of engineering or design based careers.

The course will consist of two main areas of assessment:

1. **A written paper** - This will be taken in the final year of the course and will examine a wide range of topic areas.
2. **Design and Making practice** - This comprises an iterative design portfolio and a practical outcome for a product of the candidate's choice from a set range of Controlled Assessment Tasks. The project themes for the annual tasks are set each year and released on the 1st of June in year 10. It will be supported by a concise design folder which will be constructed and submitted electronically using Google Docs. As part of the evidence submitted, students should include photographs and video of the finished products. In the past students have designed a wide range of products including lighting, amplifiers and childrens toys.

Enrichment: This takes place mainly in year 9 and will not be directly examined and will give students opportunities to work on fun and exciting projects. The aim will be to cover as many of the skills and knowledge areas as possible to prepare students for their GCSE coursework.

Careers and Labour Market Information:

The Department for Education⁸ reports that technical skills will be some of the most in-demand competencies in the UK labour market over the next five to ten years. Young persons may, therefore, look to increase their employability prospects by completing a GCSE and pursuing a career in design and technology.

Jobs directly related to design and technology include:

- Product designer
- Architect
- Graphic designer
- Furniture maker
- CAD technician

The planning and organisation skills developed via completion of the coursework elements of the GCSE design and technology curriculum and assessment style can also be transferred into and used within a variety of jobs and labour market areas.

If a student wishes to study design and technology at further education level (e.g. college or sixth form) or higher, they may be required to have studied and achieved a certain grade in GCSE Design and Technology. Please check individual education provider entry requirements for more information.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to design and technology.

Mr R Simmonite

Subject Leader for Technology

⁸ Department for Education (2022) 'Skills Needs in Selected Occupations over the Next 5-10 Years: Research Report', [ONLINE]. Available at: https://drive.google.com/file/d/15-XuNkgh-W0rDPR_hQjamwnX5dmn63dd/view

Drama

Examining Board:
AQA

Assessment:

Practical/Written Work 60%

During the course students complete two assessed practical performances including devised drama (40%) and a scripted performance (20%) . The devised performance and accompanying written work is internally assessed and the scripted performance is externally examined.

Written exam 40%

At the end of Year 11 students take a written examination. The questions focus on how they would perform roles and design for a studied scripted play, as well as on a theatre production which they have been to see during the course. Preparation and practice for the exam is embedded throughout the course. GCSE Drama is a really exciting practical course. Over the three years, we will explore scripted plays and devise original work based on various themes.

In addition to performance skills, students will learn a whole range of new theatre techniques, including theatre design, as well as developing their written work and analytical skills. Students also learn many other transferable skills such as teamwork, self-confidence, problem-solving and independent thinking.

A willingness to perform and collaborate in group work is essential, even for students who choose to study theatre design options such as lighting, sound and set design. A visit to see professional theatre productions is an essential part of this course, and we may also work with professional theatre companies and/or performers to improve students' skills.

Careers and Labour Market Information:

A GCSE qualification in drama can be useful for pursuing a career in the performing arts. According to the Creative Industries Council (CIC), UK employment within music, performing, and visual arts increased by 39% between 2011 and 2018⁹. Studying drama can also support the development of transferable and employability skills such as public speaking, presentation, and teamwork, as well as providing opportunities to develop confidence (an important quality for any workplace).

Jobs directly related to drama include:

- Theatre director
- Stagehand
- Production runner
- Actor/actress
- Dramatherapist

If a student wishes to study drama at further education level (e.g. college or sixth form) or higher, they may be required to have studied and achieved a certain grade in GCSE Drama. Please check individual education provider entry requirements for more information.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to drama.

Mrs K Elmer
Subject Leader for Drama

⁹ Creative Industries Council (CIC) (2021) 'Employment Figures', [ONLINE]. Available at:
<https://www.thecreativeindustries.co.uk/facts-figures/uk-creative-overview-facts-and-figures-employment-figures>

Food Preparation and Nutrition

Examining Board:

AQA

Assessment:

- Unit 1 Written exam (*1hr 45 min paper*) 50%
- Unit 2 Non Exam Assessment (*35-40 hrs approx*) 50%

The course will require students to demonstrate knowledge and understanding of:

- a) Food preparation skills (twelve skill groups are integrated throughout the scheme of work for example, knife skills, use of equipment, cooking methods)
- b) Food, nutrition and health (including making informed food choices, energy needs, nutritional analysis of foods)
- c) Food science (including functional and chemical properties of food, cooking of food and heat transfer, food spoilage and contamination)
- d) Food provenance (including the environmental impact and sustainability of food, food processing and production)
- e) Food choice (factors affecting food choice, British and international cuisine, sensory evaluation techniques and food labelling and marketing)

Unit 1 Written Exam (*Marks out of 100*)

There will be one exam for this qualification, which will assess students' knowledge of the theory behind food preparation and nutrition. The exam will be 1 hour 45 minutes long.

Unit 2 Non exam Assessment (*Marks out of 100*)

1. Food investigation task (15%) (*Marks out of 30*)

This task involves practical investigation work and a written report of 2000 words. This task will provide students with an opportunity to demonstrate their food science knowledge and practically apply their understanding of the science behind cooking. Students practically investigate ingredients and explain how they work and why, through a series of food science experiments.

2. Food preparation task (35%) (*Marks out of 70*)

Students will plan, prepare and cook three dishes in a three hour practical exam and also produce a 20 page portfolio of written work, including sensory and nutritional analysis. This task will provide students with an opportunity to showcase their creativity and cooking skills. Students might make a street food menu, create delicious tapas dishes or cook up a menu for a family on a budget.

This GCSE course encourages students to work with food in a variety of ways including practical, sensory testing, product analysis, research and experimental work. Students will also develop transferable skills such as analysis, evaluation, communication skills, working independently and time management.

Within Years 9 to 10 we will set the foundations of knowledge and technical practical skills through carrying out 6 exam topics a year, alongside Mock NEA 1 + 2 and written exams. Before undergoing the Units 1 + 2 within year 11, where students will be expected to apply their knowledge, skills and understanding independently within 2 controlled assessments.

Careers and Labour Market Information:

Studying food and nutrition at school can be beneficial for a number of reasons; firstly, a strong understanding of the scientific principles behind food and nutrition can support a young person with progressing into a professional role that involves working with food. Additionally, the practical cooking skills gained on a food and nutrition course can develop skills in how to prepare and cook meals not only in the workplace but also in their personal lives.

Jobs directly related to food and technology include:

- Caterer • Kitchen assistant • Restaurant manager • Dietitian • Environmental health officer

The Committee for Environment, Food, and Rural Affairs has recently reported on significant labour shortages and large numbers of vacancies in the food sector, including within crop picking/harvesting, meat producing and processing, poultry, food processing, and logistics¹⁰.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to food and nutrition.

Miss L Hill

Subject Leader for Food Preparation and Nutrition

¹⁰ UK Parliament (2022) 'Labour Shortages in the Food and Farming Sector', [ONLINE]. Available at: <https://publications.parliament.uk/pa/cm5802/cmselect/cmenvfru/713/report.html>

Geography

Examining Board: AQA

Assessment: 100% exam across 3 written papers:

Paper 1 - 1 hour 30 minutes (35%)

Paper 2 - 1 hour 30 minutes (35%)

Paper 3 - 1 hour 15 minutes (30%)

This course is designed to develop students' knowledge of locations, environments and processes whilst deepening their understanding of the relationships between people and their environment, helping to make sense of issues that we see around us. Contrasting examples will help contextualise how our interactions with the natural world change between locations and over time. Fieldwork and geographical skills are integrated into the taught course and assessments.

Paper 1: Living with the physical environment

Students investigate the physical processes that shape our earth and how people interact with these processes and the natural environment. This includes: tectonic processes, weather hazards and climate change; ecosystems including tropical rainforest and hot deserts; and physical landscapes in the UK - rivers and coasts.

Paper 2: Challenges in the human environment

This unit examines the challenges and opportunities presented in urban areas, in countries at contrasting levels of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). This includes global patterns of urbanisation and urban sustainability; contrasts in the rate of economic development and strategies for reducing the development gap; and the challenge of resource management.

Paper 3: Geographical applications

This unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study and two fieldwork enquiries which take place during the course. For section A students will have a set of resources based on a geographical issue available before the examination to help them prepare, this section requires critical thinking and problem-solving. Section B will assess pupils' understanding of fieldwork, the nature of enquiry and data skills applied in familiar and unfamiliar contexts.

The exams measure how students have achieved the following assessment objectives across their papers:

- **AO1:** Demonstrate **knowledge** of locations, places, processes, environments and different scales (15%).
- **AO2:** Demonstrate geographical **understanding** of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).
- **AO3:** **Apply** knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).
- **AO4:** Select, adapt and use a variety of **skills and techniques** to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

The course will give students the chance to get to grips with some of the big questions which affect our world, and to understand the social, economic and physical forces and processes which shape and change our planet. It is an excellent springboard for future geography studies and many other subjects due to its interdisciplinary and multi-skilled nature.

Careers and Labour Market Information:

The study of geography can support the development of a broad selection of knowledge and skills useful in many different labour market areas. For this reason, a geography qualification can often be well-received by many further and higher education providers and the UK Government includes geography in their list of qualifying subjects for the English Baccalaureate.

For information on where geography can take your child please search #choosegeography

If a student wishes to study geography at further education level (e.g. college or sixth form) or higher, they may be required to have studied and achieved a certain grade in GCSE Geography. Please check individual education provider entry requirements for more information.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to geography.

Miss C Power

Subject Leader for Geography

Health and Social Care

Examining Board:

OCR

Specification code: J835

This course will be offered as a **Cambridge National Certificate Level 2** and is a GCSE equivalent qualification). Our Cambridge National in Health and Social Care will inspire and equip students with transferable skills that are relevant to the sector and more widely. It covers the rights of individuals, person-centred values of care, how to protect individuals in various care settings and learn about the impact of life events.

Our Cambridge National in Health and Social Care will encourage students to:

- Understand and apply the fundamental principles and concepts of the rights of individuals, person centred values of care, effective communication and how to protect individuals in health and social care and early years settings
- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely

Assessment:

Assessment consists of one examination worth 40% and two pieces of coursework worth 30% each.

Exam R032: Principles of care in health and social care

This is assessed by an exam. In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include: the rights of service users in health and social care settings; person-centred values of care; effective communication in health and social care; and, protecting service users and service providers in health and social care settings

Coursework R033: Supporting individuals through life events

This is assessed by a Set Assignment. In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include: life stages; impacts of life events; and, sources of support.

Coursework R034: Creative and therapeutic activities

This is assessed by a Set Assignment. In this unit you will learn about a range of creative activities and therapies that are available in health, and social care settings and understand the physical, intellectual, emotional and social benefits of these. You will learn how to plan and deliver a creative activity with an individual or group and evaluate your planning and delivery.

Coursework R035: Health promotion campaigns

In this unit you will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. You will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people. You will also learn how to plan and deliver your own small-scale health promotion campaign and how to evaluate your planning and delivery.

Careers and Labour Market Information:

The vocational study of health and social care can support young persons with progressing into a career that requires a good understanding of human anatomy and physiology alongside skills in personal care.

In NESTA's research on the UK workforce¹¹, it was identified that social work and caregiving have been the most in-demand skills in the labour market over the last decade; additionally, care workers were recently listed added to the UK Shortage Occupation list by the Department of UK Visas and Immigration¹².

Jobs directly related to health and social care include:

- Care worker
- Nurse
- Healthcare assistant
- Midwife
- Emergency care assistant

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to health and social care.

Miss S Goacher

KS4 Lead for Health & Social Care

¹¹ NESTA (2018) 'Making Sense of Skills: A UK Skills Taxonomy', [ONLINE]. Available at:

<https://www.nesta.org.uk/data-visualisation-and-interactive/making-sense-skills/>

¹² Gov.uk (2022) 'Skilled Worker Visa: Shortage Occupations', [ONLINE]. Available at:

<https://www.gov.uk/government/publications/skilled-worker-visa-shortage-occupations>

History

Examining Board:

Edexcel

Assessment:

3 written papers:

Paper 1 - 1 hour 15 minutes	30%
Paper 2 - 1 hour 45 minutes	40%
Paper 3 - 1 hour 20 minutes	30%

History is a subject that requires extended reading and writing and this should be taken into account when students make their choices. However, it is a fascinating course and the key characteristics of successful students are curiosity about the past and a willingness to work hard.

Paper 1: Medicine in Britain, c1250-present

In this unit students will study a big-picture story of how ideas about the cause of disease, medical prevention and medical treatments have changed over time between 1250 and the present day. This will involve learning about some fascinating individuals like Andreas Vesalius, Edward Jenner and Aneurin Bevan. Students will also learn about a series of case studies across different time periods such as the The Black Death of 1348-9, Penicillin and modern approaches to fighting lung cancer.

Historic Environment: The British sector of the Western Front, 1914-18: injuries, treatment and the trenches

In this component students will study the environment that existed in and around the Western Front during the First World War. They will particularly focus on the dangerous conditions and the medical breakthroughs that resulted from trying to treat new injuries and overcome problems. This will also be their chance to delve deeply into what life was like in a particular place and time and to engage with source material like a historian in order to answer questions about the experiences of soldiers.

Paper 2: Period Study and British Depth Study

British Depth Study: Early Elizabethan England, 1558-88

In this depth study students will learn about the fascinating figure of Elizabeth I. They will learn how she overcame the problems facing a female ruler in the 16th century, how she tried to deal with the complex issues around religion in England at the time and the story of how Mary, Queen of Scots arrived in England and the events that led to her execution. Students will also learn about the Spanish Armada and conflict over religion as well as the voyages of exploration that were funded and undertaken by Francis Drake and Walter Raleigh.

Period Study: Superpower relations and the Cold War 1941-91

In this dramatic and political section of the course students will learn about the development of the Cold War from the end of World War Two in 1945 through to 1991. They will learn about the points of highest nuclear tension such as the Cuban Missile Crisis as well as the case study of Berlin which runs throughout the course.

Paper 3: Weimar and Nazi Germany, 1918-39

In this section students will learn about the situation in Germany following the end of World War One and the struggles of the new Weimar Republic. The course then goes on to consider the Great Depression and the reasons for the rise to power of Hitler and the Nazi Party, before finally considering the level of success that the Nazis had in transforming German society.

Careers and Labour Market Information:

The academic study of history can support with the development of a broad selection of knowledge and skills useful in many different labour market areas. For this reason, a history qualification can often be well-received by many further and higher education providers and the UK Government includes a GCSE History in their list of qualifying subjects for the English Baccalaureate.

Jobs directly related to history include:

- Archivist
- Museum curator
- Anthropologist
- Lawyer
- Historian

If a student wishes to study history at further education level (e.g. college or sixth form) or higher, they may be required to have studied and achieved a certain grade in GCSE History. Please check individual education provider entry requirements for more information.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to history.

Mrs S Beard

Subject Leader for History

Media Studies

Examining Board: EDUQAS

In Media Studies, students will study a wide range of broadcast, print and e-media texts, including newspapers, magazines, television, film, websites, music videos and video games. Students will learn to interrogate these texts, examining them from four perspectives:

Media Language: How do texts communicate ideas, messages and meanings through their design?

Industries: How are texts produced and regulated? How has this changed over time?

Representation: How does the media shape our understanding of specific social groups, places, events and issues? How has this changed over time?

Audience: How are texts designed in order to appeal to specific audiences? To what extent are audiences shaped by the media, and to what extent do audiences shape the media?

Through the study of the media, students will develop:

- Knowledge of the media world and its workings
- Academic skills including application of knowledge and theoretics, analysis, comparison and critical evaluation.
- Practical skills including use of media ICT products and cameras used to create broadcast, print and e-media.

Assessment:

2 x 90 minute written examinations (70%)

1 x NEA (30%)

Paper 1: Exploring The Media

Students will be tested on their understanding of the four key media concepts, applying knowledge to both studied and unseen texts. Questions will include short-answer questions testing in-depth knowledge and understanding, and an extended response question testing application of concepts and comparison skills.

Paper 2: Media forms and contexts

Students will be tested on their deeper understanding of pre-studied media texts, focusing on their three key texts: music videos and a TV programme. It will be made up of a series of longer question testing application of concepts and analysis skills.

NEA - Coursework: Creating a media product

Students will apply their knowledge of media concepts and frameworks to produce a media product aimed at a specific audience, responding to a specific (annually changing) brief of their choice. They will produce a statement of intent and the media product itself. These include music videos, film posters, magazine covers and more.

Careers and Labour Market Information:

Achieving a qualification in media studies can support young persons with not only progressing into a role within the sector, but also developing the critical thinking skills required to question and analyse the written, visual, and audio materials they encounter across a range of professions (and their personal lives!). According to the Creative Industries Council (CIC), UK employment within film, TV, video, radio, and photography increased by 16.5% between 2011 and 2018¹³.

Jobs directly related to media include:

- Broadcast journalist
- Director
- Magazine editor
- Content manager
- Sports commentator

Many media studies students also progress into roles within public relations, marketing, local government, and the Civil Service.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to media.

Mrs J Duncan

Subject Leader for Media Studies

¹³ Creative Industries Council (CIC) (2021) 'Employment Figures', [ONLINE]. Available at:
<https://www.thecreativeindustries.co.uk/facts-figures/uk-creative-overview-facts-and-figures-employment-figures>

Languages

French, German and Spanish

- You may choose one or both languages which you have studied at Key Stage 3

Examining Board:

Edexcel

Assessment will be by examinations at the end of the course:

Speaking 25%

Listening 25%

Reading 25%

Writing 25%

With the growing importance of Europe today, it is being increasingly recognised that we should be able to understand and converse with our neighbours in their own language. Learning a foreign language also helps us to understand other nations better and certainly makes travel or a holiday in another country more enjoyable. Continuing to study at least one language for GCSE is a very wise decision!

Throughout the course, students will be involved in practical and relevant language tasks while gaining considerable insight into the life of the nations whose language they are studying. Grammar and knowledge of how the language works will also grow significantly and students will find themselves confidently able to express their views and opinions.

Topic areas will include:

- My personal world including family, friends and relationships
- Lifestyle and wellbeing including physical and mental wellbeing and equality
- My neighbourhood including places in town, transport and environmental issues
- Media and technology including social media, music, TV and film
- Studying and my future including school, work and future opportunities
- Travel and tourism including accommodation and tourist attractions

Careers and Labour Market Information:

Besides developing important listening, reading, writing, and speaking skills, studying a modern language can support young persons with improving their awareness of other cultures and ways of living in other parts of the world. This can, in turn, build important qualities that employers are increasingly looking for as international trade becomes more common, such as how to sensitively communicate and interact with people from a wide range of backgrounds. For these reasons and others, the UK Government includes modern languages in their list of qualifying subjects for the English Baccalaureate.

Jobs directly related to studying another language include:

- Interpreter
- Translator
- Subtitler
- Languages teacher

Being able to speak more than one language has many benefits when it comes to future choices. People who speak more than one language can often find work with a large range of employers; the Conference of British Industry (CBI) found that over 70% of employers value foreign language skills among their employees¹⁴, and that French, German, and Spanish are the major European languages most in demand¹⁵. In a 2015 British Council survey of UK adults, 77% agreed that language skills provide greater employment opportunities¹⁶.

If a student wishes to study a language at further education level (e.g. college or sixth form) or higher, they may be required to have achieved a certain grade at GCSE level. Please check individual education provider entry requirements for more information.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to languages.

Miss S Austin

Subject Leader for Languages

¹⁴ Confederation of British Industry (CBI) (2013) 'Changing the Pace', [ONLINE]. Available at:

https://university-council-modern-languages.org/wp-content/uploads/2020/05/education_and_skills_survey_2013.pdf

¹⁵ Confederation of British Industry (CBI) (2019) 'Education and Learning for the Modern World' [ONLINE]. Available at:

https://www.cbi.org.uk/media/3841/12546_tess_2019.pdf

¹⁶ British Council (2015) 'UK Adults Regret Losing Language Skills from School Days', [ONLINE]. Available at:

<https://www.britishcouncil.org/contact/press/uk-adults-regret-losing-language-skills-school-days>

Music

Exam board:
Eduqas

Assessment:

Performing music (4-6 minutes. 2 or more pieces. One must be an ensemble.)

Composing music (2 compositions. One free choice, one to a brief from the exam board.)

Listening and appraising - Written listening exam (4 areas of study: musical forms and devices, music for ensemble, film music and popular music.)

If you have an interest in performing music on your own and with others, as well as composing your own pieces, this course is for you. The first year of the course is spent developing your skills as a performer individually and as part of a variety of ensembles. You will also learn a range of composing techniques in order to create your own music which you can produce live or using software on a computer. In the second and third years of the course you will use your musical and technical skills to produce performances and compositions to submit for assessment. Alongside this, over the three years of the course, you will gain knowledge and understanding of music from 1700 to the present day.

Students who take this course could go on to study A-level music or the BTEC Level 3 Extended Certificate in Music Technology in the sixth form.

NCFE Level 1/2 Technical Award in Music Technology

Exam Board: NCFE

Assessment: 60% NEA, 40% Written Exam

Content Area 1: Introduction to music technology and the music business

Learners will understand the roles in the music technology industry, how music technology has developed over time and how musical artists promote and develop their careers.

Content Area 2: The digital audio workstation (DAW)

Learners will learn about the hardware and software used to produce music and create their own music using it.

Content Area 3: Musical elements, musical style and music technology

Learners will explore how music is composed using musical elements such as structure, melody and harmony, compose their own music using their DAW and study how music technology has influenced the development of different styles of music.

Content Area 4: Sound creation

Learners will explore how sound is created for different forms of media including films and adverts.

Content area 5: Multitrack recording

Learners will understand how to work in a recording studio to create and mix a multitrack recording.

Students interested in music production and the music industry will find this course engaging and challenging. It will offer you an insight into what it is like to work in the Music sector - a vibrant, exciting and competitive industry offering many exciting opportunities, whether in composing, performing, or producing music. You will learn how to research and analyse music in order to create music using industry-standard software, record acoustic instruments, electronic instruments and voices and mix your music to produce a polished final outcome. You will develop your composition skills by investigating the work of others and producing your own music using technology. You will explore the sector and learn new skills, techniques and styles, allowing you to make an informed decision about your future learning and career.

Students who take this course could go on to study the BTEC Level 3 Extended Certificate in Music Technology in the sixth form.

Careers and Labour Market Information:

Studying music or music technology at school can support progression into a related job. According to the Creative Industries Council (CIC), UK employment within music, performing, and visual arts increased by 39% between 2011 and 2018¹⁷.

Jobs directly related to music include:

- Sound technician
- Session musician
- Professional singer
- Music therapist
- DJ

By achieving a qualification in music, young people can also develop transferable skills in creativity, pattern-recognition, and coordination in addition to their understanding and appreciation of the music that they encounter and consume throughout their lives.

Mr I Gardner - Subject Leader for Music

¹⁷ Creative Industries Council (CIC) (2021) 'Employment Figures', [ONLINE]. Available at:

<https://www.thecreativeindustries.co.uk/facts-figures/uk-creative-overview-facts-and-figures-employment-figures>

Physical Education

GCSE PE

Examining Board:
AQA

Assessment:

The GCSE PE course consists of two components:

Practical performance in three activities is assessed and an analysis of practical performance	40%
The theoretical element will be assessed by two written examinations	60%

Paper 1 - The Human Body and Movement in Physical Activity and Sport - 1 hr 15 mins

Paper 2 - Socio-Cultural influences and well-being in Physical Activity and Sport - 1 hr 15 mins

The course is intended for students who enjoy PE and would like to study the subject in more depth. If you are naturally able at physical activities it is a bonus, but the most important thing is that you take part willingly and with maximum effort in all practical lessons. GCSE Physical Education involves lots of theory lessons in a classroom and so do not think it is purely a practical subject.

Students will learn not only what is meant by fitness, but also of its importance for physical activities and for life. This part of the course will include the understanding and knowledge of diet, exercise, training programmes, principles of training, components of fitness and the prevention of injuries. A strong interest in science, particularly biology, would be beneficial as all the body systems are covered in detail. A consideration of the influences of technology, sponsorship and the media on sport will also be included.

The course will include both team games and individual activities. Many practical aspects of the course, such as the major team games, will have been introduced in the lower school. Students will now have the opportunity not only to work hard at improving their own standard of performance in these activities, but also to study in greater depth strategies, techniques and rules and regulations. Additional sports that cannot be delivered in school such as Horse riding, Golf and Skiing can be assessed from video evidence.

An A-level Physical Education and BTEC National in Sport course are available to students who would like to continue their studies in the Sixth Form. It can also give the necessary direction and qualification towards degrees such as BA Sports Studies and BSc Sports Science.

Careers and Labour Market Information:

Achieving a school qualification in physical education can support young persons with not only progressing into a role within the sports and leisure labour market sector, but also develop their understanding of anatomy and physiology for other fields of work (for example, health and social care).

Additionally, key transferable and employability skills such as dexterity and coordination, teamwork, and communication can be developed through the study of physical education.

Jobs directly related to physical education include:

- Fitness instructor
- Physiotherapist
- Sports professional
- Lifeguard
- Sports scientist

Taking part in dedicated lessons in school for physical activity can also help students with maintaining their mental wellbeing as well as providing opportunities to improve their fitness.

If a student wishes to study physical education or sport at further education level (e.g. college or sixth form) or higher, they may be required to have studied and achieved a certain grade in GCSE Physical Education. Please check individual education provider entry requirements for more information.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to, physical education.

Mr P Lewis
Subject Leader for PE

Travel & Tourism in Years 9-11

Examining Board: Pearson

Qualification: BTEC Level 1/Level 2 Technical Award in Travel and Tourism

The Pearson BTEC Level 1/Level 2 Technical Award in Travel and Tourism (Qualification Number: 603/3038/7), is for learners who want to acquire knowledge and technical skills through a vocational context by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global travel and tourism as part of their Key Stage 4 learning.

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. Learners will develop:

- knowledge that underpins the effective use of skills, processes and attitudes in the sector - such as the appeal of different tourist destinations to different types of customer, and the factors that influence travel and tourism
- skills such as researching different travel and tourism organisations, the features of tourist destinations, and the products and services available to meet the needs of different customers
- attitudes that are considered to be very important in the travel and tourism sector, including how to develop tourism while respecting the environment and local communities.

Assessment:

The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of the travel and tourism sector, and specialist skills and techniques in research and communication at Levels 1 and 2.

There are **three components**:

- 1) **Travel and Tourism Organisations and Destinations** - internally assessed through assignments that are subject to external standards verification. When setting assignments, we provide assignment briefs and guidance in each component. This means that we can adapt materials to our local context and assess assignments that provide valid and rigorous final summative assessment for each component.
- 2) **Influences on Global Travel and Tourism** - externally assessed through a set task. The external assessment takes the form of a set task/external assessment and is taken under supervised conditions. This is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme by taking a new assessment. The external assessment comprises 40 per cent of the qualification.
- 3) **Customer Needs in Travel and Tourism** - internal synoptic assessment through assignments. Learners demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the mandatory components in an integrated way. Assignments support learners in drawing knowledge and understanding from across the qualification.

Careers and Labour Market Information:

The vocational study of travel and tourism can support young persons with progressing into employment within related industries, including the leisure sector. The World Travel and Tourism Council¹⁸ forecast that the travel and tourism industry has more than 320 million jobs worldwide and generates 7.6% of global GDP.

Jobs directly related to travel and tourism include:

- Cabin crew
- Hotel manager
- Resort representative
- Tourist guide
- Travel agent

The planning and organisation skills developed via completion of the coursework elements of the BTEC Technical Award in Travel and Tourism curriculum and assessment style can also be transferred into and used within a variety of jobs and labour market areas.

Students can use the Unifrog careers and subjects libraries to explore more jobs that require qualifications in, and are related to, travel and tourism.

Mr G Keller

Subject Leader for Travel & Tourism

¹⁸ World Travel & Tourism Council (2022) 'Travel & Tourism could grow to \$8.6 trillion in 2022, says WTTC', [ONLINE]. Available at: <https://wttc.org/news-article/travel-and-tourism-could-grow-to-8-point-6-trillion-usd-in-2022-say-wttc#:~:text=Our%20sector%20could%20recover%20more,economic%20recovery%20around%20the%20world>