The Weald
community school
and sixth form

Key Stage 4

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

2019 - 2022

Key Stage 4: A Guide to the Courses for Years 9, 10 and 11

Dear Parents

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. Our Year 8 parents' evening on **Thursday 24th January 3.30-7pm** is an excellent opportunity to discuss potential decisions with teachers, and an options presentation for parents and students will take place on Thursday **10th January 6.30 - 7.30pm** in the School Hall. During the options evening I look forward to explaining the process students will go through in the coming weeks (see page 4), including time when you can ask individual questions. There will also be drop-in sessions on **Wednesday 27th February in the LRC between 3:15-4:30pm.**

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 enclosed options form to form tutors no later than **Wednesday 6th March 2019**.

Yours faithfully

Zoe Sorrell
Assistant 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 given recently in PD will have helped 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 choose good reserve choices because subjects will only be timetabled if sufficient students opt for them to create viable set sizes. 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 2016 and return it to your form tutor by **Wednesday 6th March 2019.**

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.
- If you excluded this subject are you limiting the range of occupations which will be open to you in the future?

If you are in doubt about any of these points, departmental staff, form tutors and careers staff 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 Mrs Wilson, Head of Careers, in the careers office, situated in the LRC, any break or lunch time.

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 two years.

Pros: If your son/daughter 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 is a viable path to consider which leaves all future options open.

Cons: If your son/daughter 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 Bacc 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.

Year 9 Reporting to Parents

In Year 9 there will be 3 tracking reports and one summative report from form tutors. 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 as detailed below. All GCSEs which will be sat in June 2020 will be on the new 9-1 grade system.

BTEC/Cambridge National – modular portfolio courses that currently are equivalent to GCSEs depending on how many units are completed. The courses are the GCSE equivalent of grades A* - C, and 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 3 years of study at Key Stage 4 rather than the traditional 2 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 3 years (with the exception of Religious Studies which will have 2 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 Mrs 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. Students will be grouped into broad ability bands according to Teacher Assessment at the end of KS3.

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, engaging with the text from a modern-day perspective, as well as studying 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.

Ms J Rigby
Subject Leader for English

Mathematics

Examining Board: AQA (8300)
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.
Each student follows the curriculum at the appropriate tier.
The GCSE is assessed through examination only, there will be 3 separate exams at the end of Year 11, all papers carry the same weighting.

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):
There are 3 exams of equal weight, each being a third of the final mark.

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

Over the 3 exams (Use and Apply Mathematical techniques (AO1); Reason Interpret and Communicate Mathematically (AO2) and Solve problems within Mathematics and other contexts (AO3) are examined through the other questions.

Assessment Objective (AO)	Foundation Overall Weighting (approximate %)	Higher Overall Weighting (approximate %)
Use and Apply Mathematical techniques (AO1)	50	40
Reason Interpret and Communicate Mathematically (AO2)	25	30

Solve problems within Mathematics and other contexts (AO3)	25	30
Overall Weighting	100	100

Mr A Mowforth
Subject Leader for Mathematics

Science

Combined Science:
All students will follow the Combined Science course during Years 9 and 10. These courses cover an equal amount of all three sciences; Biology, Chemistry and Physics and students receive 2 GCSEs at the end of the course.

However, there is also the option for students to extend this during Year 11 to follow the Triple Science course (please see further information below). Students must indicate on their options form whether they would like to be considered for the Triple Science pathway. The final decision as to whether a student is likely to succeed by studying for the additional qualification will be made by their science teachers. This decision will be based on their performance in science during Years 9 and 10.

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 two written papers for each subject that are 1 hour 45 minutes long.

During the course students will do ten 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. For Combined Science qualifications maths skills will be for everyone mark of maths in biology there must be two in chemistry and three in 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.

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

Mr G Cook
Subject Leader for Religious Studies

Personal Development

This is a non-examined yet compulsory subject throughout Key Stage 4. In the Key Stage 4 Personal Development Curriculum (DV) students will develop values, attitudes, knowledge, skills and understanding in order to meet the three core aims of the National Curriculum. Namely, for all young people 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 Personal Development 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 Personal Development programme covers: Personal, Social, Health and Economic Education. This includes Personal Well-Being and Economic Well-Being, Sex and Relationship Education, Drug Education, Citizenship, Careers, Work-Related Learning and Enterprise Education, Social and Emotional Aspects of Learning (SEAL).

Year 9 explore:

Feelings and being together
Work related learning
Values and attitudes
Drug education
Sex and relationships

Personal Development lessons contribute to the reinforcement of our values and ethos as laid out in the Weald Community 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.

Mr M Fry
Subject Leader for Personal Development

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.

Aerobics	Orienteering
Badminton	Rounders
Basketball	Soccer
Climbing	Stoolball
Cricket	Swimming
Dance	Team building activities
First aid	Tennis
Free running	Trampolining
Hockey	Volleyball
Netball	Weight training

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

Ms K Ashcroft
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.

Option Subjects

Art

Examining Board:

Edexcel

Assessment:

The final examination grade will be awarded when course work (60%) and an examination piece with preparation (40%) 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, graphics and sculpture 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 Ceramics *and* Art as they constitute the same qualification.

Ms S Beck
Subject Leader for Art

Business Studies

GCSE Business Studies

Examining Board:
AQA

Assessment (by examination):
Paper 1: Influences of operations and HRM on business activity
1 hour 45 minute examination worth 50% of their overall grade

Paper 2: Influences of marketing and finance on business activity
1 hour 45 minute examination worth 50% of their overall grade

This course allows students to gain knowledge and understanding of aspects of real business activity, helping them in their comprehension of areas that will affect them for the rest of their lives. The course is based on the real world of business, the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business which brings the subject to life!

Students will learn how the real world impacts on the four functional areas of business:

- Business in the real world
- Influences on business
- Business operations
- Human resources
- Marketing
- Finance

Students will examine different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. 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.

In addition, students will learn about how different business contexts affect business decisions and the use and limitation of quantitative and qualitative data in making business decisions. This will require students to use business terminology to identify and explain business activity and apply business concepts to familiar and unfamiliar contexts.

As a consequence students will develop problem solving and decision making skills relevant to business and well as investigate, analyse and evaluate business opportunities and issues to be able to make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, as well as the application of appropriate quantitative skills.

Both examinations will assess students' ability to recall knowledge, assess their analysis and application of the business concepts:

If students would like to develop their skills to a higher level, they can continue studying Business or Economics in the Sixth Form following an A-level or vocational pathway.

Mr M Fry
Subject Leader for Business Studies

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 oxides and slips.

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 as they constitute the same qualification.

Mrs C Tester
Subject Leader for Ceramics

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.

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
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Fundamentals of cyber security
7. Ethical, legal and environmental impacts of digital technology on side society, including issues or privacy
8. Aspects of software development

Assessment: By examination and coursework

Paper 1 – Computational Thinking and Problem Solving (Exam 50% of GCSE)
Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from above content 1-4

Paper 2 - Theoretical Knowledge from Subject content 3-7 above (Exam 50% of GCSE)
A mix of multiple choice, short-answer, longer-answer and extended response questions assessing a student's theoretical knowledge.

Project - Non-Exam Assessment
The project assesses a student's ability to use the knowledge and skills gained through the course to solve a practical programming problems. Students will be expected to follow a systematic approach to problem solving, consistent with the skills described in Section 8 of the subject content above.

Mrs J Milliner
Subject Leader for Computer Science and IT

Design and Technology

Examining Board: AQA

Assessment:

- **Unit one** Written paper 50%
- **Unit two** Non Examined Assessment (NEA) 50%

Students may only opt for one of the following subjects:

- **Product Design**
- **Systems and Control**
- **Textiles**

Product Design
Product Design will offer you the opportunity to design and make products in response to a variety of tasks. The design and make process will address complete product issues and therefore deal with materials which would aid manufacture, such as moulds, cutting dies, jigs etc, as well as dealing with issues such as labelling, packaging etc. Candidates will also consider industrial applications of a range of materials involved in manufacturing their products in quantity.

The key features of this course are:

- It exposes candidates to creative, design based activities
- It will develop freehand and Computer Aided Design (CAD) drawing skills
- It encourages candidates to explore and develop, experience and express their design ideas
- It values flair and imagination
- There is no material bias; projects can be addressed by a variety of material responses
- It encourages the use of new technology and new materials
- You will use ongoing evaluation to suggest improvements during design developments and consider the conflicting demands that moral, cultural and environmental issues have on your product and the chosen production method.

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. Topic areas covered include: packaging, branding, environmental issues, materials, ergonomics, anthropometrics and manufacturing issues.
2. **Design and Making practice** - This comprises a design folder 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. There is support material and exemplar work available on Google Classroom. 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 skill areas as possible to prepare students for their GCSE coursework.

This course provides a sound foundation for those who wish to continue their studies through to A-level in Year 12.

Mr N Hobbs
Subject Leader for Product Design

Systems and Control

This GCSE encourages students to design and make a range of computer controlled, electronic and mechanical based systems. You will develop your skills through work in a range of designing, modelling and manufacturing situations including the use of Computer Aided Design (CAD) and Computer Aided Manufacture (CAM). For example you will design mechanisms for controlling motion and manufacture these using the laser cutter. You will also design, simulate and make electronic circuits using CAD and then use the computer to program the circuits to control multi function systems.

There are two main components to the assessment.

1. **A written paper** - You will take an exam at the end of the course that tests your knowledge and understanding of a range of control systems. Areas of study include: optoelectronics, programmable microcontrollers, motors and mechanisms, time delays and logic systems.
2. **Design and Making practice -** You will work on a design-and-make project. It requires you to develop and make a product using the various control systems available e.g. computer control and mechanical. 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. There is support material and exemplar work available to you on Google Classroom. In the past students have designed moving, interactive mechanical models that are controlled by computer.

Enrichment: This will not be directly examined and gives students opportunities to work on fun and exciting projects and explore some of the wider opportunities with electronics, computer control and mechanisms. In Year 9 students visit the Warner Brother Studios in London to experience how computers, electronics and mechanical systems were used to create the visual effects in the Harry Potter films.

This course provides a sound foundation for those who wish to continue their studies through to A-level in Year 12. This can then lead on into a range of engineering based careers.

Mr J Roberts
Subject Leader for Systems & Control

Textiles Technology
This course offers you the opportunity to demonstrate your creativity through exploring a wide range of Textile techniques. Textiles technology is an exciting, practical subject area which values flair, imagination and individuality.

Key features of this course are:

- You will be taught the principles of design and be encouraged to be creative and innovative when meeting the needs of clients and consumers.
- You will be equipped with a working knowledge of the basic composition, physical and aesthetic characteristics of a range of different fabrics and technological advances in textiles materials and their use.
- You will be taught a wide range of creative decorative skills including press print, stencil print, layered colour prints, dying techniques, appliqué, creative weave work, different felt making techniques, hand and machine embroidery and other embellishments
- You will analyse and evaluate existing products looking at the work of famous designers and the influence of trend forecasts in the fashion industry.
- You will use ongoing evaluation to suggest improvements during design developments and consider the conflicting demands that moral, cultural and environmental issues have on this process.
- You will be taught industrial processes involved in the commercial manufacture of textile products.

Enrichment activities are built into the course and allow for extended practical tasks resulting in the designing and making of practical outcomes.

This course provides a sound foundation for those who wish to continue their studies into A-level.

Mrs H Stroulger
Subject Leader for Textiles

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.

Mrs K Elmer
Subject Leader for Drama

Food Preparation and Nutrition

Examining Board:
AQA

Assessment:

- Unit 1 Written exam 50%
- Unit 2 Non Exam Assessment 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
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

1. Food investigation task (15%)
   This task involves practical investigation work and a written report. This task will provide students with an opportunity to demonstrate your knowledge and practically apply your understanding of the science behind cooking. Students practically investigate ingredients and explain how they work and why.

2. Food preparation task (35%)
   Students will plan, prepare and cook three dishes in a three hour practical exam and also produce a portfolio of work. This task will provide students with an opportunity to cook up a storm and 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

Mrs M Gardener
Subject Leader for Food Preparation and Nutrition

Geography

Examining Board: AQA

Assessment:100% exam
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 and in the media. 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 will 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.

Miss C Power
Subject Leader for Geography

Health and Social Care

Examining Board:
OCR

This course will be offered as a **Cambridge National Certificate Level 2** and is a GCSE equivalent qualification). You will learn the essential skills needed to support people with a wide range of needs, from babies and toddlers to adults and the elderly. You will learn about The values of care, Communication Skills, the Body Systems and first aid.

Assessment:
Assessment is a combination of examined units and controlled coursework projects. There are some practical elements and visits included.

Core units
Understanding body systems and disorders: Coursework 25%
Communication: Coursework 25%
First Aid: Coursework 25%
Essential Values in Health and Social Care: Examined 25%

Year 9: Foundation research and skills and Coursework
This will include highly relevant material preparation for the examined unit and an interesting variety of study subjects from Makaton signing to The Rights of individuals in care and legislation.

Using basic first aid procedures - Coursework
This unit will provide learners with a knowledge and understanding of basic common first aid procedures that could be used within health and social care settings. On completion of this unit, learners will be able to assess the scene of an accident in health, social care and early years settings for risks and continuing dangers. Learners will know what information is needed when contacting the emergency services. Learners will know and be able to perform a variety of basic first aid procedures that could occur in a range of health, social care and early years settings.

Year 10 and Year 11: Coursework and Exam

Communicating and working with individuals in health, social care and early years settings - Coursework
working with individuals in health and social care and early years setting: understanding communication theory and methods of communication to build positive working and professional relationships with clients and service users. **Internally assessed**

Understanding body systems and disorders - Coursework
On completion of this unit learners will have developed their knowledge and understanding of the importance of the systems, structure, function and disorders that can affect the individual within health, social care and early years settings.They will be able to measure and interpret data obtained from various relevant body functions.

Health and Social Care Values (Core) - Examination
This mandatory unit focuses on the rights of individuals and will instil the values of care to be used when working in a health, social care or early years environment. All good practice is based on these values and enables those who use and work in care settings to apply quality practice.The unit also provides an overview of legislation and its impact on the care settings and covers the hygiene, safety and security matters that relate to promoting a healthy and safe environment.

Miss S Goacher
Subject Leader for Health & Social Care

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%

Paper 1: Medicine in Britain, c1250-present
Units are broken down into time periods: c1000-c1500; c1500-c1700; c1700-c1900; c1900-present.
For each unit there are 3 strands:

1. Ideas about the cause of disease and illness
2. Approaches to prevention and treatment
3. Case Studies: Black Death 1348-49; Jenner and development of vaccinations; fighting cholera in London, 1854; Fleming, Florey and Chain's development of penicillin; 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 following aspects of The Western Front in WW1:

1. The context of the British sector of Western Front and the theatre of war in Flanders and northern France, and the significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.
2. Conditions requiring medical treatment on the Western Front; the nature of wounds from rifles and explosives; the problem of shrapnel, wound infection and increased numbers of head injuries; the effects of gas attacks.
3. The work of the RAMC and FANY
4. The significance of the Western Front for experiments in surgery and medicine
5. The historical context of medicine in the early twentieth century

Paper 2: Period Study and British Depth Study

British Depth Study: Early Elizabethan England, 1558-88

Students will study the following:

1. Queen, government and religion, 1558–69
2. Challenges to Elizabeth at home and abroad, 1569–88
3. Elizabethan society in the Age of Exploration, 1558–88

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

Students will study the following:

1. Origins of the Cold War, 1941-58
2. Cold War crisis, 1958-70 including Cuban missile crisis
3. End of the Cold War, 1970-91

Paper 3: Weimar and Nazi Germany, 1918-39

In this component students will study the following aspects of Germany between the wars:

1. The Weimar Republic, 1918-29
2. Hitler's rise to power, 1919-1933
3. Nazi control and dictatorship, 1933-39
4. Life in Nazi Germany, 1933-39

Mr D Hibbert
Subject Leader for History

Information Technology

Exam Board : OCR

A highly practical and useful course in IT which will equip students with the skills and knowledge required in further education and the workplace. This course is equivalent to a GCSE and will prepare students with the IT skills which are highly sought after in industry. The course will take an in-depth look at IT that's all around us, providing students with a theoretical background reinforced with skills that transfer into the modern workplace.

Students will study the fundamental aspects required in IT occupational areas including data management and technical. These areas have been chosen from industry research showing current shortages of skilled people within these areas. They will study these specific skills in greater depth through a mixture of real life case studies, practical tasks and theoretical concepts, enabling learners to develop their IT knowledge, understanding and skills.

Assessment
R012 - Written Exam Paper - 50%
R013 - Project - 50%

R012: Understanding tools, techniques, methods and processes for technological solutions

Students develop their knowledge and understanding of different hardware and software applications and the tools and techniques used to select, store, manipulate and present data. They also explore the various risks associated with the collection, storage and use of data, including legal, moral, ethical and security issues, and how such risks can be mitigated.

R013: Developing technological solutions

Students create a technological solution that processes data and communicates information, following the phases of the project life cycle using different hardware and software technologies to create an integrated technological solution. They develop practical skills such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, and presenting data through web-based technologies.

Mrs J Milliner
Subject Leader for Computer Science and IT

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:

Form: 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 coursework assessment (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 an extended response question testing application of concepts and evaluative 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: a magazine, a music video and a TV programme. It will be made up of a series of extended response question testing application of concepts and evaluative skills.

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 of their choice responding to a specific (annually changing) theme. They will produce a statement of intent and the media product itself.

Mr J Hodge
Subject Leader for Media Studies

Modern Foreign Languages (French, German and Spanish)

Examining Board:
AQA

Assessment will be by examinations at the end of the course:
Listening 25%
Speaking 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. A qualification in another language is highly valued by top universities and employers and in today's competitive market it will set you apart from those without. 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 to GCSE is a very wise decision! We know that having a language at GCSE can make a difference to employers in the workplace, even if a language is not required for the job, because of the varied and disciplined skills involved.

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.

Topics areas will include:

- Identity and Culture including sub-topics such as Family and Modern Technology
- Local, national and global areas of interest including sub-topics such as Home, Social issues and Travel & Tourism
- Current and future study and employment including sub-topics such as Life at School and Career Choices

Miss D McInerney
Subject Leader for Modern Foreign Languages

Music

Exam board:
EDUQAS
Assessment:
Areas of assessment will be:
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.)
Music - 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.

Music Technology - BTEC Level 2 Technical Award in Music

Exam board:
Edexcel
Assessment:
1 externally assessed component (Responding to a music brief)
2 internally assessed units made up of assignments throughout the 3 years of the course.

Students interested in music production and the music industry will find this course engaging and challenging. You will learn how to create music using loops and software instruments, record acoustic instruments, electronic instruments and voices and mix your music to produce a polished final outcome. You will explore the key features of a range of musical styles and genres, creating your own examples using technology, and investigate roles in the music industry and how they relate to each other. You will identify skills, knowledge and techniques you would like to develop and use these to create your own music technology product. You will also create a piece to a given brief demonstrating skills in an area of your choosing.

Components:

1. Exploring the music industry
2. Developing musical skills
3. Responding to a music brief

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

Mr I Gardner
Subject Leader for Music

Physical Education

Students will follow either the GCSE or a vocational type course in PE based on the course appropriate to their needs. The PE staff will make this decision based on their performance in year 7 & 8 PE lessons.

GCSE PE

Examining Board:
AQA

Assessment:
The GCSE PE course consists of two components:

Practical performance in three activities is assessed continuously over the three year course	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 some depth. If you are naturally quite good at physical activities it is a bonus, but the most important thing is that you take part willingly and with maximum effort. GCSE Physical Education involves lots of theory lessons in a classroom and so do not think it is purely a practical subject.

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. 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 politics, sponsorship and the media on sport will also be included.

With the increased opportunities that are available in the leisure industry, this course will be of great value to students who might be thinking of following a related career. An A-level Physical Education course is 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.

Ms K Ashcroft
Subject Leader for PE