

# Writhlington Curriculum Booklet Key Stage 4 2020-21

CREATING  
OPPORTUNITY  
INSPIRING  
ACHIEVEMENT



Writhlington  
School



At Writhlington School our aim is create opportunities and inspire achievement in everything we do. Our curriculum aims are to develop students with a growth mindset who are respectful, aspirational, resilient and communicative. It will equip our students with the skills, knowledge and understanding needed to make the most of life's opportunities and be successful in it whilst fulfilling their ambitions. A crucial part of this is the subjects our students study during Years 10 and 11.

Year 9 is an exciting time for students as it provides the opportunity to reflect on their learning to date and aspirations for the future, and to make decisions that will help shape their educational journey. The transition from Year 9 to Year 10 where you start the Key Stage 4 Curriculum, is the first time they have genuine options about what they will study. These decisions influence what they will study post 16, be it sixth form, college or an apprenticeship and in turn after that in further or higher education. We see this as a crucial time in your child's educational journey and view it as a collaborative process between the student, their parents/carers and the school.

In Key Stage 4 (Years 10 and 11) we offer a broad and balanced programme to all. Students follow a range of subjects, including the core subjects of English, Maths, Science, Personal, Social and Health Education (PSHE) and Physical Education. Students can also choose a number of additional subjects which are outlined in the Key Stage 4 Curriculum booklet.

The combination of core subjects and options allows students to pursue subjects that suit their ambitions, aspirations and needs. Our Key Stage 4 Curriculum provides a range of courses, allowing all students to achieve success and fulfil their potential.

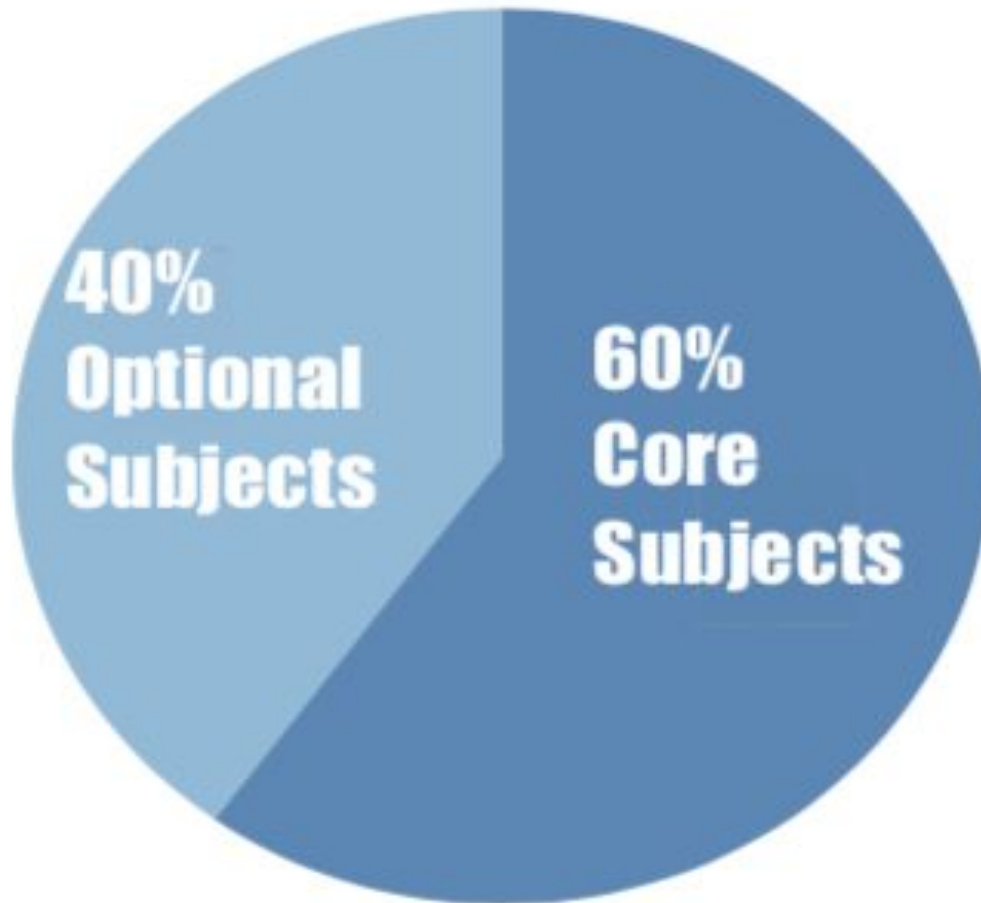
All students will receive a one to one meeting focussed on careers information and guidance in January, during this we will make some subject recommendations based on their aspirations, latest progress review and following consultation with our Year 9 Progress Leader and Deputy Headteacher responsible for the Curriculum.

There are additional elements to our core curriculum that are covered during students' time in school that aim to:

- Fulfil the National Curriculum and additional statutory requirements
- Promote the development of the whole person and students' individual skills and interests
- Develop knowledge and skills that relate to learning in subjects as well as other, more generic, transferable skills through the Personal, Social and Health Education (PSHE), Spiritual, Moral and Social Cohesion (SMSC), Careers and an extra-curricular programme
- Make students aware of, and prepare them for, their role as global citizens in a complex and increasingly technological society
- Offer equality of access to the curriculum
- Equip students with the essential skills, values and qualities for their next steps in learning, life and employment

# What do my GCSEs look like?

Please note that the GCSE qualifications will be graded on a nine point scale: 1-9 - where 9 is the best grade, grade 7 will be equivalent to the "old" grade A and grade 4 will be equivalent to the "old" grade C. Applied qualifications are all assessed at Level 2 using a Pass, Merit, Distinction and Distinction\* criteria.



**GCSE** courses are a traditional style of examination and have been recently reformed main features of the new GCSEs are. A new grading scale of 9 to 1 will be used, with 9 being the top grade. Assessment will be mainly by exam, with other types of assessment used only where they are needed to test essential skills. There is new, more demanding content, which has been developed by government and the exam boards across all subjects. Courses are designed for two years of study, are no longer divided into different modules and students take all their exams in one period at the end of their course.

**Applied Qualifications** Level 2 courses are high quality, 'hands on' qualifications grounded in the real world of work. You will learn by doing, and develop valuable employability skills that you will use throughout your future career or progression into university. Assessment is a combination of coursework and practical projects assessed internally (70%) with an external exam (30%). They all offer progression routes Post 16 and beyond.

# Core and Options Subjects

The broad and balanced curriculum on offer has a blend of traditionally academic GCSE and applied learning courses.

The English Baccalaureate (EBacc) is a traditional GCSE curriculum which is achieved if students are awarded a grade 4 (standard) or 5 (strong) or higher in English, maths, science, history or geography and a modern language. These subjects are traditionally academic and the foundation for A-levels and university applications, in particular the Russell Group universities.

All students follow a programme of study that develops character and culture through Personal, Social and Health Education (PSHE), Careers Information and Guidance (IAG) and PE and Games.

## Core Subjects:

English Language  
English Literature  
Maths  
Combined Science or Separate Sciences

## Option Subjects:

Languages - French or home language for students who have English as an additional language

Humanities - select History or Geography

Select 3 subjects - students studying French should only select 2 options subjects

Art & Design: Fine Art  
Business Studies  
Computer Science  
Child Development (applied)  
Design Technology  
Drama  
Engineering (BTEC)  
Geography  
History  
Hospitality and Catering  
IT - Digital Information Technology (BTEC)  
Media Studies (BTEC)  
Music  
PE  
Philosophy & Belief  
Photography  
Sport BTEC

# Year 9 Options Process

Wednesday 27  
November 2019

Curriculum Options  
Assembly

Wednesday 27th  
November 2019

Survey of all students  
to find out their  
interests - please be  
reassured this survey  
is not their options  
choices, this will place  
in January

Thursday 28  
November 2019

Key Stage 4 Curriculum  
Booklet sent home

Thursday 16  
January 2020

Curriculum Options  
Evening

W/C Monday 20  
January 2020

1:1 Careers/Options  
meetings

Thursday 23  
January 2020

Parents' Evening

Tuesday 28  
January 2020

Subject Options  
deadline

# Frequently Asked Questions

## Q. What Science subjects will my son/daughter study?

A. All three sciences: Biology, Chemistry and Physics. All students will achieve 2 GCSEs in Science, referred to as Double Science and if they are in the top sets, they can take a third GCSE, this is referred to as Triple Science.

## Q. Is Triple Science harder?

A. No, Triple Science is the same standard as Double Science GCSE, you just study in the subjects in more depth and sit a longer exam.

## Q. What is the English Baccalaureate or EBacc?

A. Students leave with certificates for each subject they study, the English Baccalaureate is recognised for students who achieve a 4 to 9 (standard) or 5 to 9 (strong) grade in all of the following subjects: English, Maths, Science, a Modern Foreign Language, History or Geography.

## Q. What are the main differences between Writhlington and Mendip Studio School - other than subjects?

A. From September 2020 Mendip Studio School will be a bespoke, stand alone school with no joint provision with Writhlington. Writhlington students will not be taught in the Mendip building and will not be able to enter the Mendip building during break or lunchtime. The same is true for Mendip students, they will not be taught in the Writhlington buildings and will not be able to access Writhlington at break or lunchtime.

## Q. What happens if my son/daughter wishes to change subjects once the GCSE courses start?

A. The pace of learning is fast and so moving should be avoided as students will have missed valuable content and skills covered. If a student feels a subject isn't for them after the start of the course they should speak to their classroom teacher and then Progress Leader. In the first instance we'll look to overcome a barrier before moving to another subject.

## Q. Do I need to study Triple Science to take A level Science in the Sixth Form?

A. No, what is more important is getting a higher grade in your GCSE. However, studying Triple Science would help prepare you because you study the subject in more depth.

## Q. Are subjects set?

A. Yes in core subjects: English, Maths and Science, where possible setting takes place, some options subjects are taught in mixed ability groups due to only being one class.

# English Language GCSE

## Overview

## Year 10 & Year 11

The aim of the course is to help students communicate clearly, effectively and appropriately through both the written and spoken word. It also aims to provide a wide range of activities and skills that will allow students to enjoy, and become actively involved in, the subject. All students study the English Language GCSE course

Over the two years students will study all components of the Language course interwoven with the study of the Literature texts.

**Paper 1: Explorations in creative reading and writing.** This examination is split into a reading and writing section.

### Section A: Reading

Students have one fictional source to read and 4 questions to answer.

### Section B: Writing

Students complete one extended writing task. This is always a creative piece focusing on narrative and/or descriptive writing.

**Paper 2: Writers' viewpoints and perspectives** This examination is split into a reading and writing section.

### Section A: Reading

Students have two linked non fiction sources from different time periods to read. They will answer four questions in total.

### Section B: Writing

The task will require students to produce a written text to a specified audience, purpose and form in which they give their own perspective of the theme introduced to them in Section A

## Futures

## Assessments

Employers value a good performance in English. The course is a good foundation for further study in Sixth Form in any subject. A high level is necessary to study English at 'A' Level or to continue at college or university.

**Assessment method Examinations: 100%**

There are two examinations. Each paper tests reading and writing skills equally. The examinations focus on reading extracts from the 19th, 20th and 21st century. **Paper 1: Explorations in creative reading and writing.**

**Paper 2: Writers' viewpoints and perspectives.** Speaking and Listening is credited as an extra endorsement.

# English Literature GCSE

## Overview

## Year 10 & Year 11

During the course students will study a range of texts and will be shown how to respond to them critically and in detail. They will look at issues contained in the texts and how the authors have used language to achieve their effects. Students are encouraged to think and respond for themselves. They are taught how to communicate personal opinions and interpretations as effectively as possible. Some of the texts will be by pre 1914 writers; we also look at the social, historical and cultural influences on these authors.

### Year 10

**Paper 1 Section A: Shakespeare** - Students will answer one question based on a Shakespeare play studied in class (Macbeth). They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Paper 1 Section B: The 19th-century novel** - Students will answer one question based on a 19th-century novel studied in class (The Strange Case of Dr Jekyll and Mr Hyde). They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

**Paper 2: Section A: Modern texts** - students will answer one essay question from a choice of two on their studied modern prose or drama text (An Inspector Calls).

### Year 11

**Paper 2 Section B: Poetry** - Students will answer one comparative question on one named poem and one other poem from their chosen anthology cluster.

**Paper 2 Section C: Unseen poetry** - Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

## Futures

## Assessments

The study of literature broadens experience and develops analytical skills, a wide range of employers and educational institutions value it. A high level is necessary to study English at A level.

Examinations: 100%

Paper 1 - Shakespeare and the 19th-century novel

Paper 2 - Modern texts and poetry



# Mathematics GCSE

## Overview

## Year 10 & Year 11

The new GCSE in Mathematics is designed to enable students to develop fluent knowledge, skills and understanding of mathematical methods and concepts.

Acquire, select and apply mathematical techniques to solve problems

Reason mathematically, make deductions and inferences, and draw conclusions

Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## Year 10 and 11

Over the two years, students will study the following aspects of mathematics: Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability, Statistics

## Futures

## Assessments

Employers value a good performance in Mathematics. The course is a solid foundation for further study in Sixth Form in any STEM subject. A high level is necessary to study Maths at 'A' Level or to continue at college or university.

Examinations: 100%

There are three examinations. Paper 1 is non calculator Paper 2 and 3 are calculator

# Combined Science GCSE

## Overview

## Year 10 & Year 11

This is a double GCSE course that is completed over two years. Students are graded 1 - 9 and receive 2 GCSE grades as the course is worth two GCSEs due to the amount covered.

Students follow a scheme of work delivering the full National Curriculum programme of study.

### Year 10

**Biology:** Cell Biology; Organisation; Infection & response; Bioenergetics

**Chemistry:** Atomic structure and the periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Energy changes

**Physics:** Energy; Electricity; Particle model of matter; Atomic structure

**Year 11**

**Biology:** Homeostasis and response; Inheritance, variation and evolution; Ecology

**Chemistry:** The rate of chemical changes; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources

**Physics:** Forces; Waves; Magnetism and electromagnetism

## Futures

## Assessments

Employers value a good performance in Science. The course is a solid foundation for further study in Sixth Form in any STEM subject. A high level is necessary to study Sciences at 'A' Level or to continue at college or University.

Examinations: 100%

There are six examinations papers Paper 1 and 2 are Biology Paper 3 and 4 are Chemistry Paper 5 and 6 are Physics

Papers 1, 3, & 5 examines the 'Year 10' content with paper 2, 4, & 6 focussing on the 'Year 11' content.

# Separate Science GCSE

## Overview

## Year 10 & Year 11

This option consists of 3 separate GCSE courses that are completed over two years. Each qualification will be graded on a 9- point scale: 1 to 9, where 9 is the best grade.

Students follow a scheme of work delivering the full National Curriculum program of study whilst also exploring

### Year 10

**Biology:** Cell Biology; Organisation; Infection & response; Bioenergetics

**Chemistry:** Atomic Structure And The Periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Energy changes

**Physics:** Energy; Electricity; Particle model of matter; Atomic structure

### Year 11

**Biology:** Homeostasis and response; Inheritance, variation and evolution; Ecology

**Chemistry:** The rate of chemical changes; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources

**Physics:** Forces; Waves; Magnetism and electromagnetism; Space physics

## Futures

## Assessments

Employers value a good performance in Sciences. The course is a solid foundation for further study in Sixth Form in any STEM subject. A high level is necessary to study Sciences at 'A' Level or to continue at college or University.

Examinations: 100%

There are two examination papers in each of the 3 GCSE courses.

In each course, paper 1 examines the 'Year 10' content with paper 2 focussing on the 'Year 11' content.

# Fine Art GCSE

## Overview

## Year 10 & Year 11

Provides students with an opportunity to explore, manipulate and use a wide range of mixed media and research and investigate traditional, contemporary and cultural artists and craftspeople using analytical and critical approaches. This will lead to independent learning, developing and making.

Gallery visits are arranged where possible and students are given opportunities to work outside Art lessons.

### Year 10/11

Students produce a Portfolio of work, and an exam portfolio. These include a variety of themes, observation work, 2D/3D media research and recording of ideas and appreciation of work of artists/craftspeople.

## Futures

## Assessments

A Level - leading to qualifications in the Art field; Television, Graphic Design, Illustration, Fine Art, Sculpture, Fashion and Textile Design, Theatre Set and Costume Design, Teaching, Art Therapy, Architecture, Product Design, Interior Design, Photography and Animation Desk Top Design.

### Coursework portfolio:

60% internally marked and moderated internally Exam (Controlled Set Task)

40% externally set project, marked and moderated internally.

This project will be issued from January in Year 11. There will be approximately 3 months to research and develop your chosen theme with a 10-hour exam at the end of the 3 months.

# Business Studies GCSE

## Overview

This course is engaging and inspiring and reflects the demands of a truly modern and evolving business environment. This course enables you as a student to develop as commercially minded and enterprising individuals.

We live in a Business world and an understanding in this will fully equip you for your next steps, giving you transferable skills and knowledge that will help you to succeed in your chosen pathway.

## Year 10 & Year 11

### Year 10

**Theme 1: Investigating Small Business** Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

### Year 11

#### Theme 2: Building a Business

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

## Futures

Business Studies is the most popular and successful course in sixth form and a lot of students choose this option after doing it in KS4.

Future job Opportunities include:

Advertising and Marketing, PR, Market Researcher, Research Analyst, Recruitment, Banking, Finance, Accountancy, Industry buyer, Retail, Distribution management, Human Resource Management, Sales, Stockbroker, Systems Analyst.

## Assessments

2 exams at the end of year 11. Theme 1 - 1 hr 30 mins, 50%, 90 marks  
Theme 2 - 1 hr 30 mins, 50%, 90 marks Both papers consist of calculations, multiple-choice, short-answer and extended-writing questions.

Students will be assessed throughout the two years with exam questions to best prepare them for their formal exams. These are planned, implemented and marked by expert examiners in the department who mark scripts for the Edexcel exam board each year.

# Child Development (Applied)

## Overview

## Year 10 & Year 11

To offer students the opportunity to develop the skills, knowledge and understanding which will prepare them for entry into further education or employment in a childcare setting.

### Year 10

**Unit 1** This is an introductory unit designed to give an overview of the types of settings and local provision for children. You will learn how to prepare for working in settings and the responsibilities of early years workers.

### Year 11

**Unit 2** This unit focuses on holistic development and factors that affect development. You will be introduced to ways of observing children so that you can support development through appropriate activities and care routines.

**Unit 3** This unit is a multiple choice exam based on the content from units 1 and 2.

## Futures

## Assessments

The school offer a very successful Level 3 childcare course in sixth form which includes nursery placements. The Level 2 course can help also with the following career

Children's Nursing  
Social work  
(Child) Teaching

Nursery Nursing

Assessment of each unit is mainly based on portfolio evidence from assignments set and assessed by the school and moderated by the examining board. Students will complete a multiple-choice exam at the end of the course that they must pass.

# Computer Science GCSE

## Overview

Gives students a real, in-depth understanding of how computer technology works. This course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

It provides an excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in Computer Science and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels.

## Year 10 & Year 11

### Component 1

#### Computer Systems

The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory. Understanding topics such as Networking, Computer Security, and Systems Architecture lead to a good foundation in the subject.

### Component 2

#### Computational Thinking, Algorithms and Programming

This component is focused on the core theory of computer science and the application of computer science principles. Students will have the opportunity to design, code, test and develop programs using the python language, although the concepts learned apply to the majority of modern languages.

## Futures

The course provides excellent preparation for students who want to study or work in areas that rely on problem solving and/or programming skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science, medicine and, of course, the many types of career within the computer industry.

## Assessments

### Assessment method

#### Examinations:

Component 1 - 90 minutes - 50%

Component 2 - 90 minutes - 50%

# Design and Technology GCSE

## Overview

## Year 10 & Year 11

A GCSE in design and technology will prepare students to become creative and critical thinkers, developing skills to design and deliver prototypes that solve real and relevant problems. It is a foundation in the principles and iterative design practices of various 21st century design and manufacture industries. The qualification offers flexibility in the approaches students use to apply knowledge and understanding of these practices and principles when designing and making prototypes that solve real and relevant problems.

**Year 10** - you will study a wide range of materials including papers and boards, timber, metals, polymers and textile fibres and fabrics, you will also develop an understanding of systems, programmable components and mechanisms to support any potential design solutions you may develop later on. You will also learn about wider design principles and the effect of design on users and the world we live in.

**Year 11** - you will complete an iterative design challenge where you will 'explore' real needs and contexts, 'create' solutions and 'evaluate' how well the needs have been met and the problem solved. "Explore, create, evaluate" is a process that occurs repeatedly as design iterations are developed to continually improve the outcome, building clearer needs and better solutions, meaning ideas and prototypes can be developed into successful products in the future.

## Futures

## Assessments

The study of design and technology can lead to future careers in product design, engineering, architecture, fashion and graphic design; it will develop your design and thinking skills that open up a world of possibility, providing the tools to create the future.

The Iterative Design Challenge is a single task that is worth 50% of the qualification. OCR will release contextual challenges. There will be three open and real-world contexts for learners to interpret and explore, creating iterations when designing and making through the processes of 'explore, create and evaluate'

The other 50% of the qualification covers the principles of design and technology in an examination. This is a single examination component with questions covering both 'core' and 'in-depth' content. This examination is 2 hours and questions offer full access to all learners regardless of their practical experiences in the subject. When in- depth knowledge is tested, optionality is offered to ensure each of main material categories and design engineering can all be accessed.



# Engineering (Applied)

## Overview

WJEC Level 2 applied Award in Engineering offers an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in contexts that have many of the characteristics of real work.

Making teaching vocationally relevant

Students will recognise that their learning is vocationally relevant. In this respect there will be opportunities to visits outside organisations, such as engineering companies and enjoy talks or master classes from visiting speakers.

## Year 10 & Year 11

Year 10

Unit 1 Engineering Design.

Students will analyse engineered products and propose design solutions for an engineering brief. Unit 2 Producing Engineering Products. Students will use skills developed in unit 1 to produce an engineered product.

Year 11

Unit 3 Solving Engineering Problems. Students will use their knowledge and understanding of engineering processes and material properties to solve problems.

## Futures

The qualification provides students with a broad appreciation of work in engineering related industries and wider opportunities for progression into further education, employment or training.

## Assessments

Unit 1 Engineering Design. (internally assessed)

Unit 2 Producing Engineering Products. (internally assessed)

Unit 3 Solving Engineering Problems. (externally assessed 90 minute examination)

# Drama GCSE

## Overview

In Drama, students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

This course offers so much opportunity for students to work creatively and collaboratively.

Students gain invaluable skills in time management and teamwork. Through taking GCSE Drama students work in a professional Theatre setting, and performance work is technically produced to a high standard.

## Year 10 & Year 11

### Year 10

Developing Skills in devising, studying the set play, scripted performance work.

### Year 11

Unit 2 Devised exam Term 2 Scripted Exam Term 4

## Futures

Drama allows students to develop critical thinking and analytical skills, which complement a range of subjects.

You may choose to study the subject at A level, as it is widely respected by many top universities.

Job prospects include; working in the creative industries and television, Performing, Theatre production. Students that study Drama are well prepared to continue at A Level and degree level.

## Assessments

Component 1: Written Exam 1 hour 45 minutes, 40% GCSE Knowledge and understanding of drama and theatre Analysis and evaluation of the work of live theatre makers

Component 2: Internally marked externally moderated - 40% Devised performance and Log

Component 3: Texts in Practice, Scripted performance to an external examiner

# French GCSE

## Overview

## Year 10 & Year 11

A complete linear course of study based on a syllabus leading to a GCSE Certificate in French. Grades are awarded at the end of the course after four final exams. There is NO coursework or controlled assessment. Progress is assessed regularly throughout Year 10 and Year 11, which includes use of past papers and mock exams. Exams are taken at either Higher or Foundation level.

Year 10

Self, family & friends School Future plans Jobs Holidays Free time Past tense Shopping Healthy living

Year 11

Home & local area Environment Recycling Social issues Technology

Revision

Much importance is placed on grammar and linguistic structures. Students are expected to apply knowledge of such structures in their own use of language.

## Futures

## Assessments

Some UK universities require students to have a minimum grade 4 in a modern foreign language.

Knowledge of a modern foreign language is

helpful for jobs in these sectors:

- Education
- Business
- Finance
- Marketing
- Media
- Journalism
- Law
- Science
- Engineering
- Tourism

Paper 1 - Listening 25% of marks

Paper 2 - Speaking 25% of marks

Exam includes a role play, discussion based on a photo card and general conversation.

Paper 3 - Reading 25% of marks

Exam includes questions to be answered in English and in French, as well as a short translation from French into English.

Paper 4 - Writing 25% of marks

Exam to include writing a short message, a short passage, a structured task, an open ended task and a translation from English into French.

# Geography GCSE

## Overview

This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the link between these topics and examine the battles between the man-made and natural worlds.

Students who complete the course will have the skills and experience to progress onto A-level and beyond.

The course boasts a practical element involving 2 field trips to an urban setting and river setting whereby students will experience hands on geography.

The range of topics promote a wide understanding of geography in the UK and wider world.

## Year 10 & Year 11

Year 10

Urban challenges

(Bristol trip approx £10-15)

Hazardous Earth

Physical landscapes -Rivers & Coasts

(Rivers trip approx £15-20)

Year 11

Economic challenges

The living world

Resource management

## Futures

As well as studying a variety of engaging and relevant geographical topics you'll learn a range of transferable skills that will help you with future work and study.

These include:

- excellent communication and writing skills
- research skills
- investigation and problem solving skills
- analytical and interpretation skills.
- statistical skills and a wider understanding of the world in which we live.

Studying geography can lead on to some exciting career options, including:

- Town Planning
- Journalism
- Law
- Business
- Politics
- Travel and Tourism
- Teaching
- Environmental management
- Migration
- Hazard management and many more...!

## Assessments

At GCSE there are three exams

Paper 1: Living with the physical environment 1hr 30mins 88 marks 35%

Paper 2: Challenges in the human environment 1hr 30mins 88 marks 35%

Paper 3: Geographical applications 1hr 15mins 76 marks 30%

# History GCSE

## Overview

Studying GCSE History will help you to answer important questions such as:

- Why do wars happen?
- Why do we have a welfare system?
- How have we come to live in a multicultural Society?

Learning about past events and the people who've influenced history will allow you to understand how the world got to the point it's at now and how it will continue to develop in the future.

Pupils will have access to the e textbooks and Google Classroom. Suggested revision guide: My Revision Notes: AQA GCSE (9-1) History - Hodder Education part of their school journey are a welcome step towards ensuring that all young people can fulfil their potential

## Year 10 & Year 11

### Year 10 - Shaping the Nation

#### Thematic Study Britain: Health and the People c1000-

Present his thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments and their impact on British society.

British Depth Study Norman England: 1066-1100 This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

Year 11 - Understanding the modern world Period Study Germany, 1890-1945: Democracy and dictatorship This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change.

Wider World Depth Study Conflict and tension between East and West, 1945-1972 This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War.

## Futures

You will learn a range of handy skills that will help you with A-levels and future work including, excellent communication and writing skills, how to construct an argument, research and problem skills, investigation and problem-solving skills, analytical and interpretation skills. Studying history can lead on to some exciting career options, including:

- Journalism
- Law
- Business
- Politics
- Archaeology
- Marketing
- Teaching.

## Assessments

At GCSE there are two exams – Paper 1 and 2 are each worth 50% and last for 1 hour 45 minutes each. These exams consist of short answer questions and longer, essay type questions.

Paper 1: Understanding the modern world - 50%

Paper 2: Shaping the nation - 50%

# Hospitality and Catering (Applied)

Overview	Year 10 & Year 11	
<p>This course concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations.</p> <p>In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time</p>	<p>Year 10</p> <p>Students will spend this year preparing and completing their practical controlled assessment (Unit Two). They will develop a wide array of complex practical skills and theoretical knowledge, looking at areas such as nutrition, environmental issues in the food industry and food poisoning. They will undertake a range of mock assessments to prepare them for the completion of the practical assessment in the summer term.</p> <p>Year 11</p> <p>Students throughout this year will be utilising theory and practical tasks to cover a range of different topics. This will be to prepare themselves for a written exam during the summer exam series. Modules include personal</p> <p>Students will be expected to provide their own ingredients for the practicals. The school do run a contribution scheme of £10 per full term and all ingredients will be provided. PPI students are funded.</p>	
Futures	Assessments	
<p>Students can progress to the Level 3 course Food Science and Nutrition. Furthermore, the food industry is one of the largest employers in the UK. Career options include: Chef, sports science, dietician, food journalism, product development, home economist, events management, hospitality, front of house, conference management, buyer, production manager, public relations, hygiene control, National Health Service, health promotion, technical management</p>	<p>The students are challenged both practically and theoretically</p> <p>Each unit is assessed as Pass, Merit and Distinction (this equates to GCSE grading 4-8)</p> <p>Unit 1 (40%): The Hospitality and Catering Industry - Written exam - 1hr 30mins</p> <p>Unit 2 (60%): Hospitality and Catering in Action - Practical controlled assessment</p> <p>The practical controlled assessment is a 4hr practical exam where the students will be expected to produce two dishes and accompaniments to satisfy a chosen brief.</p>	

# IT - Digital Information Technology (BTEC)

Overview	Year 10 & Year 11	
<p>You will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business and using IT to communicate and share information.</p> <p>You will explore how organisations use digital systems and the wider implications associated with their use. You will analyse information in a range of vocational contexts so that you develop a greater understanding of the use of digital systems by organisations and so that you are able to make reasoned judgements on the systems.</p> <p>Digital skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy. The UK has positioned itself to be the 'digital capital of Europe' as it continues to invest billions every year in digital skills and commerce.</p>	<p>Y10 Component 1: Exploring User Interface Design Principles and Project Planning Techniques (coursework marked in school.) In this component you will learn about making systems for users. Without an effective <u>user interface</u>, an IT system cannot be effective. Some of the best user interfaces come from <u>computer games</u>, we will look at a broad range of different systems to understand what makes them work well. Many IT jobs involve <u>project management</u>, this component will also give you the skills to do with project planning to help to ensure that IT projects are successful.</p> <p>Y10 into Y11 Component 2: Collecting, Presenting and Interpreting Data (coursework marked in school) Computers work with vast amounts of <u>data</u>. This component helps you get to grips with making sure that data <u>collected</u> is good quality and decide how best to process it to get the IT system to produce the information you need using the knowledge and skills you have gained.</p> <p>Y11 Component 3: Effective Digital Working Practices (exam marked by the exam board) Using the knowledge you have gained in Components 1 and 2 and some other key topics, we will prepare you carefully for this exam. You will look at topics including: <u>Modern Technologies; Cyber security, Wider implications of Digital Information technology and Planning and communication in digital systems.</u></p>	
Futures	Assessments	
<p>Clear progression onto Level 3 study for students who want to explore digital information technology further. Any Computing/IT or related fields of work. The average digital salary in the UK is £50,663 - 44% higher than the average non-digital salary. Particularly suited to careers involving Website Development, Social Media Strategy and Database systems.</p>	<p>External (exam) Component 3: Effective Digital Working Practices.</p> <p>Internal Component 1: Exploring User Interface Design Principles and Project Planning Techniques Component 2: Collecting, Presenting and Interpreting Data.</p> <p>You will understand the characteristics of data and information and how they help organisations in decision making. You will also use data manipulation methods to create a dashboard to present and draw conclusions from information.</p>	

# Media Studies BTEC

## Overview

## Year 10 & Year 11

The media plays a central role in modern day society and influences our thoughts, ideas and the way in which we view the world. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale.

Students will explore how the following media industries communicate with audiences in order to advertise, entertain, influence and reflect society; Film and Television, Video Games, Music, News Social Media, Magazines Students will also undertake a practical project in which they will design and construct a media product.

Year 10  
Advertising and marketing  
Global media  
Social media  
Video games  
Practical creative project

Year 11  
Music industry  
Television and broadcast media  
Exam revision

## Futures

## Assessments

Media Studies allows students to develop critical thinking and analytical skills, plus the ability to interpret information and communicate thoughts and ideas digitally

Job prospects include; working in the film and television industries, journalism, teaching, writing, advertising, politics, graphic design, fashion, radio production, plus many more

2 written exams and one coursework project

Paper 1: Exploring Media Industries (35%)

Paper 2: Media Forms and Products (35%)

Coursework project: Creating Media Products (30%)



# Music GCSE

## Overview

## Year 10 & Year 11

This course is designed to develop your skills as an all round musician: composer, performer and musicologist.

At the end of the course you will have a really good understanding of how music is put together and why.

You will be able to compose and perform with confidence.

Pupils will need to be able to play or sing to Grade 4 standard. Ideally they should be able to read music and be having Peripatetic lessons.

### Year 10

By the end of Year 10, pupils will have completed their first composition and will have completed the set works part of the listening exam. They will start learning and rehearsing their solo and ensemble pieces.

### Year 11

During Year 11 Pupils will record their solo and ensemble performance pieces, complete their second composition and undertake practice papers for the listening exam.

## Futures

## Assessments

A- Level Music/Btec Level 3 Music performance followed by University to study music as a BA Hons or BMus.

### Careers:

Professional musician, songwriter, composer, film composer, teacher, community music, music therapist, DJ, Live music Venue manager.

30% Performing: 2 performances: 1 solo, 1 ensemble.

30% Composing: 2 compositions

40% Listening: 1 hour 30 minute long exam. Pupils will listen to music and answer questions based on what they can hear and what they already know.

# Physical Education GCSE

Overview	Year 10 & Year 11	
<p>The aim of this course is to help students to:</p> <ul style="list-style-type: none"> <li>• Perform effectively in different physical activities by developing skills and techniques</li> <li>• Develop theoretical understanding of the factors that underpin physical activity and sport</li> <li>• Understand how the physiological and psychological state affects performance in physical activity and sport</li> <li>• Understand the contribution that physical activity and sport make to health, fitness and well-being</li> <li>• Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.</li> </ul>	<p>Year 10 and 11</p> <p>Students will have 4 theory lessons a fortnight and 1 practical lesson.</p> <p>They will work through Paper 1 content during their week 1 lessons, and Paper 2 content during their week 2 lessons.</p> <p>Students will need to compete in at least one sport outside of school and competing in a number of extra-curricular sports at school Students will need access to the internet at home to access their revision resources and Google Classroom.</p>	
Futures	Assessments	
<p>Sports related University/College courses, apprenticeships, Sports Science , P E Teacher, Armed Forces, Physiotherapist, Leisure Industry, Personal Trainer</p>	<p>60% exam, 40% practical/coursework</p> <p>Theory Content Paper 1: The human body and movement in physical activity in sport (1 hr 15 mins, 78 marks, 30% of final grade) Students will be examined on the following: Applied anatomy &amp; physiology Movement analysis Physical training Use of Data</p> <p>Paper 2: Socio-cultural influences and wellbeing n physical activity and sport (1 hr 15 mins, 78 marks, 30% of final grade) Students will be examined on the following, Sport psychology Socio-cultural influences Health, fitness &amp; well-being</p> <p>Practical Content - Students are assessed in 3 different sports in the role of player/performer (one in a team activity, one in an individual activity, and the third in either) - For each of the three activities, students will be assessed in their skill level (10 marks) and in the full game/performance context (15 marks) Each of the 3 sports are worth 10% of the final grade. Students will also be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.</p>	

# Philosophy and Belief GCSE

## Overview

From the beginning of time, humans have always asked fundamental questions, such as: What is the true meaning of life? What happens to us after death? How do we explain human suffering and injustices? These questions are still relevant today.

Philosophy and Belief is a lively and stimulating GCSE subject that provides a great opportunity for students to engage with current issues, developing social, cultural, political and historical awareness.

It encourages philosophical thought and decision making skills, enabling students to discuss and analyse topics they encounter in society and through the media.

Philosophy and Belief helps students to develop an understanding of their own values and beliefs, gaining a greater sense of their own identity, learning how to respect the rights and responsibilities of others. The study of PB helps students to learn how to think critically, listen empathetically, speak thoughtfully, and write clearly - all skills that will be of great use no matter what you go on to do in life.

## Year 10 & Year 11

Year 10

Religion, Peace and Conflict

Section 1a: Key Religious Beliefs

Section 2 Crime and Punishment

Section 3 Living the Muslim Life

Section 4 Peace and Conflict

Year 10

Religion, Peace and Conflict

Section 1a: Key Religious Beliefs

Section 2 Crime and Punishment

Section 3 Living the Muslim Life

Section 4 Peace and Conflict

Pupils must bring their iPads to all lessons and will need access to the internet at home to access their e-textbooks and Google Classroom.

Suggested revision guide: Revise Edexcel GCSE (9-1) Religious Studies B - Christianity & Islam Revision guide (Pearson)

## Futures

Philosophy & Belief is good preparation for careers in the Police Force, Armed services, Medical fields (Doctor, nurse, science etc), Social work and Education. You may choose to progress and study for the Philosophy & Belief A level which is widely respected by top universities

## Assessments

At GCSE there are two exams –

Paper 1 and 2 are each worth 50% and last for 1 hour 45 minutes each.

These exams consist of short answer questions and longer, essay type questions.

Paper 1: – Religion and Ethics

Paper 2: - Religion, Peace and Conflict

# Sport BTEC

## Overview

The aim of the course is to:

- Encourage personal development through practical participation and performance in a range of sports and exercise activities
- Encourage learners to develop their people, communication, planning and teamwork skills

## Year 10 & Year 11

Students will study the following 4 units as part of the course:

1. Fitness for Sports & Exercise (external exam) Students will be assessed in the following through an onscreen test:

- The components of fitness and principles of training
- Fitness training methods
- Fitness Testing

2. Practical Sports Performance (coursework)

Students will be assessed on the following:

- The rules, regulations and scoring systems for selected sports
- Practically demonstrating skills, techniques and tactics in selected sports
- Reviewing sports performance

3. Training for Personal Fitness (coursework)

Students will be assessed on the following:

- Designing a personal fitness training programme
- Exercise adherence factors and strategies for continued training success
- Implementing a self designed training programme to achieve own goals and objectives
- Reviewing a personal fitness training programme

4. Leading Sports Activities (coursework)

Students will be assessed on the following:

- The attributes associated with successful sports leadership
- Planning and leading of sports activities
- Reviewing the planning and leading of sports activities

## Futures

- Sports related University/College/Apprenticeship courses
- Sports Science
- PE Teacher
- Armed Forces
- Physiotherapist
- Leisure Industry
- Personal Trainer

## Assessments

Coursework  
External Exam







Writhlington  
School