



Options

Booklet

2018-

2021

## Contents

Page 3	<b>Introduction</b>
Page 4	<b>Qualifications</b>
Page 7	<b>Careers education</b>
Page 7	<b>Calendar of key events</b>
	<b>Key stage 4 study programme – core subjects</b>
Page 8	• English
Page 9	• CIDA IT –
Page 10	• Mathematics
Page 16	• PE Compulsory
Page 18	• Science
	<b>Options</b>
Page 19	• GCSE Art and Art Textiles
Page 23	• BTEC PE
Page 25	• GCSE Computer Science (EBACC)
Page 27	• GCSE Dance
Page 29	• GCSE Drama
Page 31	• GCSE Geography (EBACC)
Page 33	• GCSE History (EBACC)
Page 35	• GCSE MFL (German) (EBACC)
Page 37	• GCSE Music
Page 39	• GCSE Product Design
Page 41	• GCSE RE
Page 44	• GCSE Science (EBACC)
Page 45	• OCR Nationals Enterprise and Marketing
Page 47	• OCR Nationals Level 1 /2 Child Development
Page 48	• Vcert Food Technology Level 1 or Level 2
Page 49	<b>EMAIL CONTACT ADDRESSES</b>

## Introduction

This booklet aims to describe the elements of the curriculum which students who are currently in Year 8 will study during Years 9, 10 and 11 (September 2018 to June 2021).

A large part of the curriculum is compulsory for all students but there is also an element of choice which means that students can shape their own learning programme in KS4 according to their interests and future education and career aspirations. The procedure for selecting option subjects is explained in these pages. GCSE, VCERT, OCR Nationals and BTEC qualifications are available; the style of each of these courses is very different. Please spend some time reading this information to help your son/daughter make the best choices.

The “option procedure” begins in the Spring Term and during the Summer Term the school works very hard to make student choices possible. At Ercall Wood we are keen to make the decision making process as easy as possible and to ensure that the right decisions are made.

The Government introduced the “English Baccalaureate” (EBACC for short) in 2010. This groups together five subjects. The students deemed to have achieved the “English Baccalaureate” will be those students who achieve GCSE grade 5 or above in English Language, Mathematics, Science (x2) and one of the following EBACC choices a Modern Foreign Language, Computer Science, Triple Science, Geography or History. In the future this may be considered as an additional factor by employers and higher education establishments. We have adapted our option system to reflect this national change. This reinforces our

recommendation that Ercall Wood students have a broad and balanced curriculum.

Further changes have also been made recently by the Department for Education. By 2020/2021 when your son/daughter will sit his/her GCSEs all subjects will be examined at the end of Year 11 following the removal of the modular exam system. There will also be a greater emphasis on the examination and very few subjects will now have a controlled assessment aspect of the qualification. All of the GCSEs taken in 2021 will be graded on a new 1 – 9 system. BTECs, OCR Nationals and VCERT’s will now contain a certain amount of external assessment and are no longer wholly coursework based. Most subjects also carry a number of marks for answers containing the correct spelling, punctuation and grammar. All of these changes are reflected in the booklet, although are subject to change as further details from the Department for Education emerge.

Whatever courses students eventually follow, the staff, with the help of parents/ carers, will encourage each individual to achieve his or her best with academic excellence and suitable progression routes into a Sixth Form or further education/training being the ultimate aim. Ercall Wood has an excellent record of examination success which we will strive to maintain.



tables. It is not a qualification in itself.  
The measure recognises where

## Qualification Introduction

*Key Stage 4 is the name given to the period of education during Years 9, 10 and 11.  
A range of qualifications is available to ensure students achieve the best possible grades to match individual levels of ability and aptitude.*

### QUALIFICATIONS IN KEY STAGE 4

- *General Certificate of Secondary Education (GCSE)* Key Stage 4 of the National Curriculum is usually assessed in terms of GCSEs. GCSEs are linear, which means that students are assessed through controlled assessment tasks and a terminal examination taken at the end of the course. The majority of courses offered will be of this type.

*Pearson (BTEC) / VCERT/ OCR Nationals* these are Level 2 qualifications, which means that they are equivalent to GCSE at grade 4 or above and they offer on-going assessment of academic achievement. These courses predominantly are examined through assignments at regular intervals with an examination at some point throughout the course. They are more vocational in nature. A BTEC 'Pass' is equivalent to ONE GCSE at grade 5.

### THE ENGLISH BACCALAUREATE

- The English Baccalaureate was introduced as a performance measure in the 2010 performance

students have secured a grade 5 or better across five core academic subjects – English, Mathematics, Computer Science, History or Geography, the sciences and a language.

The subjects included are designed to enable all students to have the opportunity to study a broad range of subjects, ensuring that doors are not closed off to them in terms of future progression. These are the subjects most likely to be required or preferred for entry to degree courses. For these reasons, the English Baccalaureate route is highly recommended for, although not exclusive to, an identified group of students.



### Progress and Attainment 8 Measures

The Progress 8 and Attainment 8 measures will replace the 5A\*-C (including English and maths) Grade as the Key Performance Measure for secondary schools from 2016. The “8” relates to the number and type of qualification students must achieve at the end of Year 11. Two of the qualifications must be GCSE English and GCSE Maths. Three further qualifications must come from GCSEs in the Sciences (including Computer Science), MFL or Humanities. The final three other qualifications can come from any other GCSE or approved BTEC.

### Raising of the Participation Age

Recent changes in government legislation mean that your daughter/son must now remain in full time education or employment with training (such as apprenticeship or employment with day release to college) until her/his 18th birthday.

## Commitment to Study and Controlled Conditions

---

A commitment to study is essential to success. This means hard work in school and at home. Students can expect an increased homework load during these important years. All courses have substantial elements of preparation work to be done at home too.

Employers and institutions of further and higher education will be impressed by GOOD GRADES. They are keen to recruit people who have demonstrated the ability to work hard, who are reliable and trustworthy and who can contribute to the society in which they live

Good attendance at school is also vital to this success. It is also something that employers ask about in a reference.

### Controlled Assessment

#### What is controlled assessment?

Controlled assessment is a form of internal assessment of the work of some of the course.

Very few of the new GCSEs now contain controlled assessments, however they still apply to the practical elements of some courses.

The percentage of controlled assessment depends on the range of skills to be assessed and the most effective way of assessing them. Further details about controlled assessment are outlined as part of the information provided by each curriculum area.



### Core Subjects

These are subjects that are compulsory and must be taken by all students. The core subjects are:

- English Language and English Literature
- Mathematics
- Dual Award Science
- Core Physical Education (no examination)

The format, type of assessment and qualification to be awarded in each subject will depend on the learning preferences of students. Details can be found on the individual curriculum area pages.

### The importance of the core subjects

Society and the Government have increasingly put more emphasis on literacy, numeracy and the core subjects of English, Maths and Science. Admissions tutors in Further and Higher Education, as well as Personnel Officers in the world of work, want to know first and foremost how many GCSEs a student achieved including English and Maths. The levels attained in Science quickly follow.

### Option Subjects

Students have the opportunity to select three options. The subjects in the Option Groups will receive three lessons teaching time per fortnight.

### The English Baccalaureate

- This route is highly recommended for all students.
- These students must take at least on one of the following German, Geography, History, Triple Science, Computer Science and any other two other option subjects.
- Students on this route will study both GCSE English Language and GCSE English Literature.
- Students will study GCSE Maths
- Students will study GCSE Combined Science
- Students will have two further option choices.
- Total qualifications: 10 GCSEs.

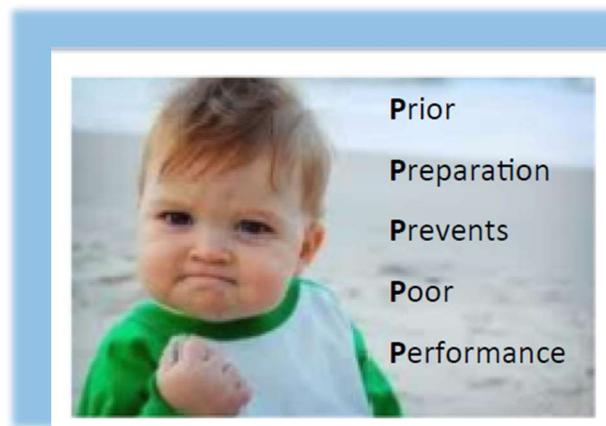


## Careers Education Information Advice & Guidance (CEIAG)

### Careers Coordinator (Future Focus)

#### Independent Advice and Guidance

The school has access to an independent careers advisor as well as our own careers coordinator. The careers advisor will be available at all parents' evenings so that both students and parents/carers will have access to advice other than that provided internally.



#### PHSE Programme

Each year group has a number of careers related activities and assemblies built into their PHSE programme to help students understand their options and support them to make choices in later life.

#### Industry and College Events

Each year group has a number of events organised that will help students make their choices. These can be industry based such as our STEM day and enterprise days, visits to local industry, visits to careers fairs, guest speakers within college etc. We also organise a number of visits to local universities and colleges from year 9 onwards.

## Calendar of Key Dates

<i>Calendar of Key Dates</i>	
Week Beginning Monday 5 <sup>th</sup> March 2018	Year 8 Tutors explanation of the pathway process.
Monday 19 <sup>th</sup> March 2018	Year 8 Options Evening
Monday 26 <sup>th</sup> March 2018	Deadline for handing in option form.
Summer Term	Students will be informed of their final choices.

## Core: English

### GCSE English Language and GCSE English Literature

Students will study two GCSEs in English: language and literature. Both GCSEs provide opportunities for students to develop their reading, writing and communication skills, both within English and across the curriculum. In year 9, students will focus on developing the skills needed at GCSE before moving on to study the specific texts and papers in years 10 and 11.

Exam Board: AQA

#### GCSE English Language

Students will follow the AQA exam syllabus for their English language GCSE. This course allows students to develop their understanding of the ways in which language is used in a variety of fiction and non-fiction texts from different time periods. They will then have opportunity to apply these skills in their own creative and transactional writing.

Students will sit two exams:

- Language Paper 1 – Explorations in creative reading and writing
- Language Paper 2 – Writers' viewpoints and perspectives

They will also participate in a spoken language assessment which, although does not contribute to their overall GCSE grade, does provide them with an extra qualification in terms of their spoken language skills.

More information can be found at:

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

#### GCSE English Literature

Students will follow the AQA exam syllabus for their English literature GCSE. This course allows students to access a variety of texts and understand writers' purpose based on the context they were writing in. Text choices are yet to be confirmed but students will study a 19<sup>th</sup> century text, a modern text, a Shakespeare play and a selection of poetry from the anthology provided by AQA. At the end of year 9, students will be given the opportunity to purchase their own copies of the set texts.

Students will sit two exams:

- Literature Paper 1 – Shakespeare and the 19<sup>th</sup> century novel
- Literature Paper 2 – Modern texts and poetry

More information can be found at:

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

#### Possible Careers & Further Education

GCSE English Language and Literature provide students with the skills they will need when progressing into higher education. Not only do these skills underpin successful study at all levels, they are also essential for future employment.

Due to the nature of the subject, GCSE English could help you achieve your dream job from lawyer to journalist; pilot to actor.

For further information, please contact:

**Miss S. Morris**

## Core: IT CIDA

*The Computing Faculty offer students the opportunity to study information Technology at different levels – this course would be offered to all Year 9 students and will take place over 50 minutes a week.*

### Course Description

Our Certificate in Digital Applications (CiDA) and Diploma in Digital Applications (DiDA) are vocational qualifications developed at levels 1 and 2 for creative learners with a passion for digital content.

The next generation of Digital Applications qualifications, they're based on the structure and content of the popular DiDA suite, which has been successfully delivered in UK schools for over 10 years.

### Why choose CIDA?

CiDA and DiDA qualifications aim to empower learners to play an active role in the digital sector rather than being simply consumers of digital content. Tailor-made to meet the needs of today's creative industries, the qualifications cover imaging, creative multimedia, website development and computer game production.

CiDA and DiDA qualifications are ideal for students who want the opportunity to explore and acquire a broad understanding and knowledge of the creative digital industries, and the ability to apply that knowledge in practical contexts.

### Course Content

CiDA at Level 1 consists of 2 units, both of which are internally assessed. Unit 1, Developing Web Products, is a mandatory unit which accounts for 25% of the qualification. One of the following optional units makes up the remaining 75%:

- Unit 2 - Creative Multimedia
- Unit 3 - Artwork and Imaging
- Unit 4 - Game Making

CiDA at Level 2 offers the same choice of units, but Unit 1 – Developing Web Products is externally assessed through a practical examination.

### Possible Careers & Further Education

Information technology (IT) is transforming all aspects of the economy and society. Social media, games, music downloads, shopping, microblogging, news and movies are a part of all of our lives today. IT and the hardware and software associated with the IT industry are an integral part of nearly every major global industry. The digital economy in the United Kingdom is a success story: the UK economy has the highest percentage of gross domestic product (GDP) attributed to the digital economy of all European nations; UK digital industries grew two and a half times as fast as the economy as a whole between 2003 and 2013; and the UK has one of the highest percentage of individual internet usage of any G7 economy.

For Further Information Please Contact:

Mr Newton

## Core: Mathematics

GCSE Mathematics

The Mathematics Faculty has seven members of staff, who teach the new curriculum from **September 2015** with students graded 1-9 (9 being the highest). We now operate a 3-year Key Stage 4 course which begins in Year 9.

Exam Board: AQA

Website: [www.aqa.org.uk](http://www.aqa.org.uk)

### Course Description

Students receive 600 minutes of Mathematics teaching each fortnight in Years 10 and 11 in a group appropriate to their ability and target grade.

In Key Stage 4 Mathematics students study a course which comprises of the following five areas, all with roughly equal weighting:

- Number
- Algebra
- Ratio, Proportion and Rates of change
- Measures
- Geometry
- Statistics and Probability

### Course Content

**GCSE Mathematics (8300)** Higher papers are graded 4-9 and Foundation 1-5. In response to requests from the government and employers, more emphasis is placed on reasoning and problem solving using a variety of mathematical concepts, and the content has shifted from a more functional to a more traditional style of assessment. Two thirds of the assessment is with the use of a calculator.

Paper 1: non-calculator	Paper 2: calculator	Paper 3: calculator
<b>Content</b> <ul style="list-style-type: none"> <li>• Content from any part of the specification may be assessed</li> </ul>	<b>Content</b> <ul style="list-style-type: none"> <li>• Content from any part of the specification may be assessed</li> </ul>	<b>Content</b> <ul style="list-style-type: none"> <li>• Content from any part of the specification may be assessed</li> </ul>
<b>Assessment</b> <ul style="list-style-type: none"> <li>• 1 hour 30 minutes</li> <li>• written exam</li> <li>• 80 marks</li> <li>• <math>33\frac{1}{3}</math> of GCSE</li> </ul>	<b>Assessment</b> <ul style="list-style-type: none"> <li>• 1 hour 30 minutes</li> <li>• written exam</li> <li>• 80 marks</li> <li>• <math>33\frac{1}{3}</math> of GCSE</li> </ul>	<b>Assessment</b> <ul style="list-style-type: none"> <li>• 1 hour 30 minutes</li> <li>• written exam</li> <li>• 80 marks</li> <li>• <math>33\frac{1}{3}</math> of GCSE</li> </ul>

- Students will be required to answer all questions on all papers
- The assessment structure will be the same for both foundation and higher tiers

**GCSE Statistics (8382)** Some students may be offered this course which runs in parallel to the Maths GCSE. It is terminally assessed by two papers. The course deals with how Mathematics shapes modern real life decisions.

### Possible Careers & Further Education

GCSE Mathematics is required for most further and higher education courses, or future training schemes such as apprenticeships. A GCSE pass of grade 5 is therefore the minimum requirement to allow students to access these courses post-16. Mathematics is therefore a hugely important part of the curriculum, and we expect high standards of effort, behaviour and attainment if each student is to maximise their potential. Students who go on to study Mathematics at A-level and university have huge high earning potential, with many being able to perform highly skilled occupations once they enter the world of work.

For Further Information Please Contact:

Head of Department: Mr S Pritchard

#### Paper 1: non-calculator

##### What's assessed

Content from any part of the specification may be assessed

##### How it's assessed

- written exam: 1 hour 30 minutes
- 80 marks
- non-calculator
- 33⅓% of the GCSE Mathematics assessment

##### Questions

A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.



### Paper 2: calculator

#### What's assessed

Content from any part of the specification may be assessed

#### How it's assessed

- written exam: 1 hour 30 minutes
- 80 marks
- calculator allowed
- 33⅓% of the GCSE Mathematics assessment

#### Questions

A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.



### Paper 3: calculator

#### What's assessed

Content from any part of the specification may be assessed

#### How it's assessed

- written exam: 1 hour 30 minutes
- 80 marks
- calculator allowed
- 33⅓% of the GCSE Mathematics assessment

#### Questions

A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

## GCSE Statistics (8382)

Some students may be offered this course which runs in parallel to the Maths GCSE. It is terminally assessed by two papers. The course deals with how Mathematics shapes modern real life decisions.

Statistics is split into 5 sections

Understand the importance of the careful planning of a clear strategy for collecting, recording and processing data in order to address an identified question or hypothesis.

Recognise the opportunities, constraints and implications for subsequent mathematical analysis involved in obtaining appropriate data through careful design of primary data collection techniques or through the use of reference sources for secondary data to ensure unbiased research.

Generate data visualisation and understand the mathematics required to derive these visualisations.

Calculate statistical measures to compare data.

Use visualisation and calculation to interpret results with reference to the context of the problem, and to evaluate the validity and reliability of statistical findings.

Paper 1
<p><b>What's assessed</b></p> <p>All specification content.</p>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• Tiered Higher and Foundation</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question.</li> </ul>



Paper 2
<b>What's assessed</b> All specification content.
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• Tiered Higher and Foundation</li><li>• 80 marks</li><li>• 50% of GCSE</li></ul>
<b>Questions</b> <ul style="list-style-type: none"><li>• Multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question.</li></ul>

### GCSE Further Maths (8360)

This course is available as an additional qualification to the standard GCSE Maths, and is offered as a twilight session for the highest achievers in Maths, especially those considering AS/A Level study. It is designed to stretch the most able students, and deepen their thinking skills.

The course is split into 6 sections

Number

Algebra

Co-ordinate Geometry

Calculus

Matrices

Trigonometry

Assessment is over two papers one calculator and one non-calculator

Use visualisation and calculation to interpret results with reference to the context of the problem, and to evaluate the validity and reliability of statistical findings.

### Paper 1

#### What's assessed

All specification content.

#### How it's assessed

- Written exam: 1 hour 45 minutes
- Tiered Higher and Foundation
- 80 marks
- 50% of GCSE

#### Questions

- Multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question.



### Paper 2

#### What's assessed

All specification content.

#### How it's assessed

- Written exam: 1 hour 45 minutes
- Tiered Higher and Foundation
- 80 marks
- 50% of GCSE

#### Questions

- Multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question.

## Core: Physical Education

---

**PE (200 minutes every two weeks)**

*This is a non-accredited subject.*

At KS4 we aim to encourage students to make informed choices about the importance of physical health and to assist them in discovering sports they can continue to take part in later life.

The Physical Education KS4 programme provides each student with the opportunity to participate in a wide range of activities including; Athletics, Badminton, Basketball, Cricket, Dance, Football, Netball, Rounders, Rugby, Table Tennis, Tennis, Trampolining and Volleyball. Students are encouraged to experience different roles during lessons e.g. umpiring, coaching, managing and playing.

Each child receives 2 sessions of physical activity per fortnight as stated in the National Curriculum. This is made up of one core lesson and one enrichment lesson per week. During the enrichment lesson students are given more choice over the topic they wish to study and can even experience ice skating and/or bowling as an option and obtain National Level Certificates. We also offer students in KS4 the opportunity to take part in the Level 1 Award in Sports Leadership course.

### Course Description

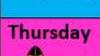
#### **Extra-Curricular Activities offered**

The Physical Education Department offers many different after school clubs throughout the school year such as Athletics, Badminton, Basketball, Cricket, Football, Netball, Rounders, Rugby, Tennis and Trampolining. You should try to participate in at least one extracurricular club per term.

Extra Curricular Activities offered: For example:




**Ercall Wood Sports Clubs Timetable Spring Term 2018 (Jan - Apr)**

	Before School 8am-8.45am	Lunchtime 12.55pm – 1.25pm	After School 3.30pm – 4.30pm
<b>Monday</b> 	Staff Meetings	Year 9/10 Boys Football - WS	Sportshall - Sportsability – CL (Invite Only)
<b>Tuesday</b> 	PE Classroom – GCSE PE Theory Intervention - SM	All Years Girls Football - SM	Sportshall – Year 7, 8 & 9 Mixed Basketball – JDI/AN Field – Years 7 & 8 Boys Rugby – MC Football fixtures (See the fixtures board) - WS
<b>Wednesday</b> 	Staff Meetings	All Years Mixed Unihock – SM/WS	¼ Sportshall - Years 9/10/11 Mixed Trampolining - CL ¼ Sportshall – All Years Mixed Fitness Club - KS MUGA – All Years Girls Netball – MH/SM Football fixtures (See the fixtures board) - WS
<b>Thursday</b> 	Staff Meetings	All Years Mixed Handball - MH	Sportshall – All Years Mixed Badminton – AN Field - Year 7 Boys Football Training - WS Field – Years 9 & 10 Boys Rugby – MC Netball league – (See SM/MH for fixtures)
<b>Friday</b> 	Staff Meetings	All Years Mixed Dodgeball – MC All Years Mixed Table Tennis - WS	PE Classroom – GCSE PE Intervention – (See MC to book sessions)

**CLEAN TRAINERS ARE NEEDED TO PARTICIPATE IN CLUBS AT LUNCHTIME. NO TRAINERS = NO ENTRY!!!!**

For Further Information Please Contact:

Mr W Smithson

## Core: Science

### GCSE Combined Science

*The Science Faculty offer students the opportunity to study GCSE Combined Science (worth 2 GCSEs) or all three of GCSE Biology, GCSE Chemistry and GCSE Physics (3 GCSEs) (See separate Triple Science section. Students are grouped according to ability and we aim to use both assessment and teacher recommendation to place students on the most appropriate route. We use OCR exam board. Entry Level Science may be offered to a small number of pupils if we feel it offers them a better chance of success than the Combined Science course*

#### Exam Board: OCR

Website: [www.ocr.org.uk](http://www.ocr.org.uk)

#### Course Description

GCSE Combined Science is a double GCSE and has an emphasis on scientific literacy – the knowledge and understanding that learners need to recognise the impact of science and technology on everyday life - and scientific numeracy – the collection and application of data.

Combined Science has 3 components: Biology, Chemistry and Physics. Each component covers a broad range of the key ideas and also focuses on ideas about Science – the skills that scientists use.

Entry Level Science Entry Level Science has an emphasis on scientific skills. Pupils will also be expected to communicate their ideas effectively, and use numerical understanding the read patterns in data.

Entry Level Science is made up of small topics, each taking a few weeks to study. The topics cover a wide range of everyday scientific ideas in Biology, Chemistry and Physics.

#### Course Content

GCSE Combined Science will be externally assessed by 4 exams. Three of the exam papers focus on Biology, Chemistry and

Physics separately. The fourth paper tests pupils' ability to work scientifically. Pupils will be asked questions about gathering and handling scientific data. Aspects of Biology, Chemistry and Physics will also be assessed in this fourth paper.

The assessment process for Entry Level Science is currently being re-written by the exam board. The details are not currently available, but there is likely to be less emphasis on examinations.

#### Possible Careers & Further Education

Learning about Science is an essential way to learn the skills of problem solving and of using evidence to support explanations. These skills are applicable to a wide range of possible career options and many colleges and employers. Clearly, good GCSE Science grades will be essential to support applications for Level 3 (A-level) Science courses but the logic and skills of Science support other subjects very well too. Pupils wishing to study sport, medical care, maths, computing, business, architecture, engineering, finance courses, and many more, will all benefit from learning Science. Many colleges and employers are now asking that applicants have a minimum of grade 5 at GCSE Science to be accepted.

For Further Information Please Contact:

Mr N Pollock

# OPTION CHOICES

Art

GCSE Art and Design (Fine Art)

GCSE Art and Design (Textile Design)

Unleash your creativity at Ercall Wood with our GCSE Art courses which are designed to equip you with the knowledge and skills needed to progress in your chosen creative field to help with a career or just to learn something expressive.

Our lessons provide the opportunity to access great resources as well as tap into the skills of our specialist staff, who are still practicing artists and who will help you achieve your goals in a vibrant and stimulating environment.

If you like thinking outside the box our Art & Design courses offer excellent routes to unleash your potential. The Art Department gives pupils the opportunity to practice or study a deeply rewarding subject – a subject which will take them far beyond the narrow confines of any exam specification, and that will in time become an interest for life.

We teach WJEC GCSE Fine Art and WJEC GCSE Art Textile Design, which are aimed at students who are working at least a level 3+ by the end of year 9.

Exam Board: WJEC

<http://www.eduqas.co.uk/qualifications/art-and-design/gcse/>



Our Art Department has gained a local reputation and our courses are popular and extremely successful. The Department is focused on providing a creative environment, where freedom of expression is harnessed and directed by a small team of enthusiastic and highly motivated staff who encourage a wide range of activities within an atmosphere of trust and support.



**Purpose of study:**

▪ Art, craft and design embodies some of the highest forms of *human creativity*.

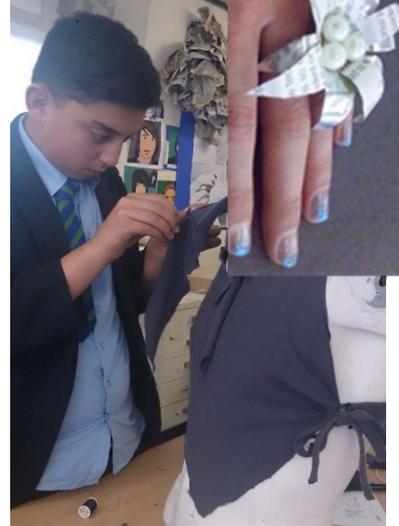
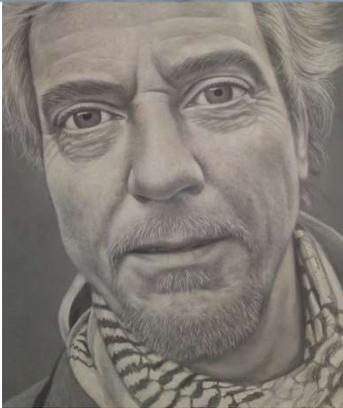
**Our curriculum ensures that all pupils:**

▪ Produce creative work, exploring their ideas and recording their experiences  
▪ Become proficient in drawing, painting, print making, designing, creating, sculpture and other art, craft

and design techniques

▪ Evaluate and analyse creative works using the language of art, craft and design

▪ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



## Course Content FINE ART



The GCSE Art, Craft, Design, Architecture and New Media course consists of one main coursework project entitled “This Is Me”. Students study a range of contemporary and historical artist reference. This leads onto observational work in a wide range of media, including photography and ICT; which are explored to produce an imaginative and personal final piece, which could be in 2D or 3D.

Assessment is 60% Coursework and 40% Set Task.

The Set Task is a pre-seen selection of starting points, from which the students choose one. This gives a more personal learning opportunity and is undertaken from January until May of year 11. Its conclusion is a 10 hour opportunity to produce a unique final piece. This is often the highlight of the course as it

allows for an extended period of time in the art studios, experiencing what it is like to be a practitioner.

## Course Content ART TEXTILES

Art Textiles gives students the opportunity to develop creative 2D or 3D responses that involve a range of techniques and processes inspired by the work of historical and contemporary Artists, Textile Designers and Crafts people. The project, titled “Wonderland” supports students in the exploration of intentions and functions of textiles in design, giving students the opportunity to practice textile design within their art work. Focusing on a combination of specialisms, such as

embellishment, printing, sewing, dyeing and the overall creative manipulation of fabrics. Making Art Textiles an exciting and tactile subject to be part of.

Assessment is 60% coursework and 40% Set Task.

Similarly to Fine Art, students will choose the bases of their exam from a set of questions. This gives students the opportunity to utilise the skills and understanding developed through previous study and coursework; enabling students to give a personal, creative and inspiring response to their exam. Students will be expected to develop an outstanding 2D or 3D final piece during their exam, using their portfolio to guide them. The course aims to prepare students with the skills and understanding to carry out further study in an area of the Arts.



## The Department

We are extremely proud of our results which last summer were 55% above National average results from the number of our Art students achieving an A\*-A grade and 23% above National results with our overall students achieving A\*-C grades.

The department teaches in two studios, which are fully equipped. Facilities include: a ceramics room, printmaking facilities, spray paint booth and computer suite.

## Trips and Visits

Art students undertake various study trips throughout the two years, for Arts Master Classes, College and University end of year shows. Our regular visiting practitioners enhance Art students' visual and contextual experience.

## In the Community

We are so proud of our students' work that we love to celebrate this within the community. Our Art students' work has been exhibited in the Town Centre, The Place Theatre, the New Vic Theatre, the West Midlands Safari Park, Darby House and other Telford and Wrekin office buildings. Our students have also created murals within the local community at The Plough Inn, Arlestone Community Centre, Donnington Wood Infants School and Arlestone Gateway Signs.

## Possible Careers & Further Education

***There were 1.9 million UK jobs in the Creative Industries in 2015, an increase of 3.2 % since 2014 and an increase of 19.5% since 2011.***

The Creative Industries have become increasingly important to economic well-being, proponents suggesting that “human creativity is the ultimate economic resource”, and that “the industries of the twenty-first century will depend increasingly on the generation of knowledge through creativity and innovation”. (Florida 2002, p. xiii)

Expansion in the Creative Industries outstripped the UK economy as a whole. It is the UK's fastest-growing sector, worth £71.4 billion a year.

## Why should I choose Art and Design?

It teaches you life skills - undertake research and investigation, problem solving, confidence building, visual awareness, ability to develop ideas, initiative, cultural and racial understanding.

***Universities like well-rounded people!***  
***“Drawing is Thinking” – Milton Glaser.***

The study of art can help you develop transferable skills that you can take to any career or job. It will help your research skills, the ability to work independently and the aptitude to share ideas visually. You could go on to take a higher qualification in Art & Design such as A-level. Ultimately you may wish to go on to careers in fields such as Design, Architecture, Fashion, Advertising, Marketing, Publishing, Media or Education. Art and Design also contributes to the development of key skills valued by employers. these can be grouped into four broad categories:

- **Ways of thinking:** creativity, critical thinking, problem-solving, decision-making and learning;
- **Ways of working:** communication and collaboration;
- **Tools for working:** information and communications technology and information literacy;
- **Skills for living in the world:** citizenship, life and career, and personal and social responsibility.



**For Further Information Please Contact:**

**Miss G Hayman (Head of ART)**

## Option: BTEC Physical Education

- This BTEC in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being.

Exam Board: Pearson (Edexcel)

Website: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>

### Course Description

#### Qualification Aims and Objectives

#### **Course Title: BTEC Level 2 First Award in Sport**

The First Award in Sport is designed to give learners a basic grounding in understanding and knowledge of the sport and active leisure sector. The BTEC First Award in Sport has been designed to build on learning from Key Stage 3. It also provides a good foundation for learners in post-16 education. This course also prepares students for further study within the sports sector through progression on to qualifications such as the Edexcel Level 3 BTEC Nationals in Sport and Sport & Exercise Sciences, and A Level PE. The BTEC First Award in Sport enables learners to develop the knowledge, understanding and skills required for progression within sectors such as: exercise, training, fitness, leisure management, leadership, coaching and adventurous activities. This qualification provides opportunities for learners to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

#### **Students will follow 2 mandatory units.**

#### **1. Fitness for Sport and Exercise (externally assessed exam worth 25%)**

This unit is externally assessed using an on-screen test. Edexcel sets and marks the test. The test lasts for one hour. The unit covers the areas listed below:

- Know about the components of fitness and the principles of training
- Explore different fitness training methods
- Investigate fitness testing to determine fitness levels.

#### **2. Practical Sports Performance (internally assessed coursework based worth 25%)**

This unit is assessed internally by coursework assignments marked by the centre and externally verified by Edexcel. In this unit you will:

- Understand the rules, regulations and scoring systems for selected sport.
- Practically demonstrate skills, techniques and tactics in selected sport.
- Have the ability to review sports performance.

**Students will also complete two further units shown below:**

**5. Training for Personal Fitness (internally assessed coursework based worth 25%)**

This unit is assessed internally by coursework assignments marked by the centre and externally verified by Edexcel. In this unit you will:

- Design a personal fitness training programme
- Know about exercise adherence factors and strategies
- Implement a self-designed personal fitness training programme to achieve own goals and objectives
- Review a personal fitness training programme

**6. Leading Sports Activities (internally assessed coursework based worth 25%)**

This unit is assessed internally by coursework assignments marked by the centre and externally verified by Edexcel. In this unit you will:

- know the attributes associated with successful sports leadership
- undertake the planning and leading of sports activities
- review the planning and leading of sports activities.

For Further Information Please Contact:

Mr W Smithson

## EBACC: Computer Science

### GCSE Computer

*The new national curriculum for computing has been developed to equip young people in England with the foundational skills, knowledge and understanding of computing they will need for the rest of their lives. Through the new programs of study for computing, students will learn how computers and computer systems work, they will design and build programs, they will develop their ideas using technology, and create a range of digital content. The Technology Faculty offer students the opportunity to study GCSE Computer Science using the AQA examination board for assessment.*

Exam Board: AQA

Website: [www.aqa.org.uk](http://www.aqa.org.uk)

### Course Description

GCSE students will be studying the AQA Computer Science qualification. This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

#### Subject content

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 wider society, including issues of privacy
8. Aspects of software development
9. Non-exam assessment

### Course Content

The course is split into three assessment areas:

#### Paper 1: Computational thinking and problem solving

How it's assessed: Written exam set in practically based scenarios: 1 hour 30 minutes (80 marks - 40% of GCSE)

Questions: A mix of multiple choice, short answer and longer answer questions assessing a student's practical problem solving and computational thinking skills.

#### Paper 2: Written assessment

What's assessed: Theoretical knowledge from subject content 3–7 above.

How it's assessed: Written exam: 1 hour 30 minutes (80 marks - 40% of GCSE)

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

#### Non-exam assessment

What's assessed: The non-exam assessment (NEA) assesses a student's ability to use the knowledge and skills gained through the course to solve a practical programming problem. 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.

How it's assessed: Report: totalling 20 hours of work (80 marks - 20% of GCSE)

What's assessed: Computational thinking, problem solving, code tracing and applied computing, as well, as theoretical knowledge of computer science from subject content 1–4 above.

Tasks: The development of a computer program along with the computer programming code itself which has been designed, written and tested by a student to solve a problem. Students will produce an original report outlining this development.

How will I learn?

Computer Science (ICT) will be taught 1 x 100 minute lessons every 2 weeks at both Key Stages for all year groups. Year 10 and Year 11 Computer Science option students receive an additional 3 x 100 minute lessons every 2 weeks.

Teaching Groups

Students are set according to results in primary school and on general performance in Secondary School.

The department is committed to ensuring all students have equal access to computing facilities. In order to improve their success and allow them the opportunity to extend their knowledge through practice, every night after school we hold a one hour supervised open session. The schemes of work have been structured to improve motivation and extend pupil skills and knowledge. Staff members are on hand to assist students who need extra assistance.

### Possible Careers & Further Education

From Games Developer to manager of IT and communications services, Computer Science students have a range of opportunities open to them. Seven of the top ten jobs held by graduates are related to computer sciences and include web design and IT operations technician.

Common employers are IT consultancies and IT service providers. However, as most businesses rely on computers to function effectively, there are also opportunities within the IT departments of major organisations in the telecommunications, aerospace and defence, financial services, retail, healthcare, manufacturing, agricultural, public and third sectors.

Small to medium-sized enterprises (SMEs) have a range of computing opportunities, too. It is also possible to set up your own business providing IT services such as web design and consultancy.

For Further Information Please Contact:

Mr D Newton

## **GCSE Dance – AQA**

### **Course Description**

GCSE Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

This specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

### **Why Choose AQA?**

This specification focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation. Dance is a powerful and empowering form of non-verbal communication and it is both physical and expressive, which makes it similar to and different from other art forms and physical activities.

Whilst many students will bring some previous experience of dance, others will have very little. This specification aims to value and build on whatever experience they have. GCSE students will study a range of dance styles which acknowledge aspects of the repertoire of dance that can be seen in the United Kingdom today.

The practical component of the course enables students to study dance by 'doing' and the anthology of professional works will provide a springboard for the development of creative and engaging practical tasks. The study of the anthology will facilitate the development of students' skills in performance and choreography as well as broadening their knowledge and understanding of dance and ability to critically appraise dances of different styles and cultural influences.

### **Course Content**

Performance (30%)

Set phrases through a solo performance

Duet/trio performance

### **Choreography (30%)**

Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes).

### **Dance Appreciation (40%)**

Through written communication and use of appropriate terminology, students must be able to critically analyse, interpret, and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in

the GCSE Dance Anthology. Dance appreciation is assessed through a written exam of one and a half hours duration.



### **Possible careers and further education**

GCSE Dance allows students to progress onto a large range of opportunities and careers. Students may choose to progress onto further education and study dance or performing arts at A Level or BTEC. Students may also choose to go into teaching or carry out work and further training in a dance school. GCSE Dance also builds on pupils' confidence, team work skills and self-discipline, which are all skills needed for future employment. Other career opportunities include being a performer, teacher, choreographer, theatre technician, costume design, physio therapist and administrative responsibilities in the arts sector.



For Further Information Please Contact:  
Miss L Edwards

## GCSE Drama

*The Performing Arts Faculty offer students the opportunity to study GCSE Drama and GCSE Music. Students are taught in mixed ability groupings in well-equipped specialist teaching rooms. We use AQA exam board for Drama and EDEXCEL exam board for Music.*

Exam Board: AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

### Course Description

The Drama course is ideally suited to those students who want to develop their acting skills, like devising their own plays and performing from text, are interested in behind the scenes technical aspects and enjoy visiting the theatre. It is also ideal for those who want to develop their confidence, teamwork and self-expression (skills of ever increasing importance in most career paths, from business to the professions). Drama allows us to express ourselves creatively and can be a fantastic outlet, both physically and emotionally.

Performance is an important part of the course it is expected that all students taking the course will take part in additional rehearsals and the range of extra-curricular drama activities which take place at lunchtimes and after school.

### Course Content

The course will be assessed by:

#### Practical Work (60%)

- Part 1 (40%) – You will create devised work in groups on a set stimulus/theme. This will be supported by a portfolio of evidence which can include research, photos, diagrams, video, and up to 2000 words. This part will be assessed by your teacher and moderated by the exam board.
  - Part 2 (20%) – You will perform two contrasting sections from a play. This

part will be assessed by a visiting examiner.

#### Written Exam (40%)

- Part 1 (25%) – You will answer questions based on a **set text** chosen from a list set by the exam board and studied in lessons.
- Part 2 (15%) – You will answer questions about a **Theatre Production** that you have seen.

### Possible Careers & Further Education

GCSE Drama offers good preparation for those students who wish to study Drama or Theatre at a higher level. However, GCSE Drama develops many transferable skills. 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.



For Further Information Please Contact  
Mrs A Bowater

## Exam Board: AQA

Website: <http://www.aqa.org.uk/subjects/geography/gcse>

### Course Description

Ercall Wood Geography students will be taught to the new AQA GCSE Geography specification that is innovative, relevant, motivational and fascinating for those with a passion for Geography. The syllabus provides a balance of theoretical and practical work, encouraging an active involvement in the subject. It gives students an understanding of global geographical issues and how to apply these to a range of contexts. Students are required to undertake two fieldtrips as part of the course to gain the GCSE.

### Course Content

#### Living with the physical environment

This component will involve the following topics of study:-

- The challenge of natural hazards.
- The living world
- Physical landscapes in the UK
- Geographical skills.

#### Challenges in the human environment

This component will involve the following topics of study: -

- Urban issues and challenges
- The challenging economic world
- The challenge of resource management
- Geographical skills

#### Geographical application

This component will involve the following topics of study:-

- Issue evaluation
- Fieldwork

- Geographical skills

This is a synoptic paper based around decision making. It will involve all of the components covered in paper 1 and 2 mainly focusing on two of the topics. Students will be expected to be able to transfer their knowledge from the whole of the course and apply it to familiar and unfamiliar situations.

#### GCSE Geography Assessment

##### The course will be assessed by:-

At the end of the course there will be 3 examination:

- Living with the physical environment-  
1 hour 30 min worth 35%
- Challenges in the human environment-  
1 hour 30 min worth 35%
- Geographical application -  
1 hour 15 min worth 30%

All papers are question and written response. There are additional marks on all papers for the standard of written communication and spelling, punctuation and grammar. The papers also involve a level of maths skill and begin able to perform calculations on presented data.

### EBACC, Careers & Further Education

Pupils choosing GCSE courses are required to include courses which will enable them to achieve EBACC as part of their Key Stage 4 education. Geography is a subject which can form part of the EBACC group. It is a solid academic subject and well respected by universities and employers alike.

Geography helps you to make sense of the world around you. It is hands on and it is relevant. Our current GCSE course offers a

good mix of topics such as urban issues, world development, extreme environments, rivers and hazards to name but a few. The course will give you the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces and processes which shape and change our world.

There are so many ways of learning in geography. It is very practical with opportunities to learn new skills such as map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques.

You will improve your literacy through your report writing and written work and make practical use of your numeracy skills when you interpret data, construct graphs and performing calculations.

Fieldwork, or working outside the classroom is a really important part of Geography, it is a brilliant opportunity to experience some of the things you have learnt about in class, see things differently. Students will attend 2 separate field trips to contrasting locations and will need to complete two fieldwork reports based on these visits. GCSE Geography is a vital qualification for equipping students with the necessary reading, writing and communication skills they will need when progressing into employment and/or higher education. Not only are these skills essential in many careers, they also underpin successful study at all levels.

### Expectations in the subject

#### Revision

Students are encouraged to purchase revision guides specific to the AQA syllabus. Students will be required to purchase the CGP GCSE workbook which is a book of exam practise questions on all topics that we will be studying. This will be the foundation of student's homework every week to allow them to practise the exam technique from the very beginning of the course. Further online materials such as past papers, SAM Learning and GCSE Bitesize provide additional support to students with homework tasks and exam preparation.

#### Homework

Tasks are set weekly and comprise exam questions and research. If students are absent it is their responsibility to ensure that they catch up on any missing work

*History is a fascinating subject that relates to all of our lives, explaining how we have come to live the way we do. This course focuses on British and American history across a broad range of periods.*

Exam Board: AQA

Website: [www.aqa.org.uk](http://www.aqa.org.uk)

### Course Description

This qualification is linear. Linear means that students will sit all their exams at the end of the course. GCSE History students must take assessments in both of the following papers in the same series:

- Paper 1: Understanding the modern world
- Paper 2: Shaping the nation

### Course Content

#### Paper 1: Understanding the modern world

- Section A: Period studies
- America, 1920–1973: Opportunity and inequality.
- This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice.
- Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

#### Part one: American people and the 'Boom'

#### Part two: Bust – Americans' experiences of the Depression and New Deal

#### Part three: Post-war America

- Section B: Wider world depth studies
- 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. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.
- **Part one: The origins of the Cold War**
- **Part two: The development of the Cold War**
- **Part three: Transformation of the Cold War**
- **Paper 2: Shaping the nation**
- Section A: Thematic studies
- 2C Britain: Migration, empires and the people: c790 to the present day

- This thematic study will enable students to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider invasions and conquests. It will also study the country's relationship with Europe and the wider world.
  - It will consider the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. It considers the causes, impact and legacy of Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire.
- **Part one: Conquered and conquerors**
- **Part two: Looking west**
- **Part three: Expansion and empire**
- **Part four: Britain in the 20th century**  
Section B: British depth studies including the historic environment
- Restoration England, 1660–1685
- Students study in depth the restoration of the monarchy. The study will focus on the major aspects of Charles II's reign considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.
- **Part one: Crown, Parliament, plots and court life**
- **Part two: Life in Restoration England**
- **Part three: Land, trade and war**
- **Part four: The historic environment of Restoration England**

For Further Information Please Contact

Mrs C Evans

### Possible Careers & Further Education

*History is one of the most sought-after qualifications for further and higher education because it teaches pupils a range of skills in research, communication and presentation that are essential to employers and gives pupils a clear knowledge and understanding of how the world works*

## EBACC MFL

GCSE German

The MFL Faculty offer students the opportunity to study GCSE German. Students are grouped according to option blocks and we aim to use both assessment and teacher recommendation to place students on the most appropriate route. We use EDEXCEL exam board for German.

Exam Board: Edexcel

Website: [www.qualifications.pearsons.com](http://www.qualifications.pearsons.com)

### Course Description

The German Language GCSE will encourage students to develop all 4 language skills, such as listening, speaking, reading and writing. Students will be encouraged to develop independency in these skills through thorough understanding of grammatical structures and a high range of vocabulary. A range of authentic literature and non-fiction texts from range of genres and types will be also used to promote cultural awareness. There is an emphasis on spelling, punctuation, translation and grammar including the use of vocabulary.

### Course Content

GCSE German Language

The course will be assessed by:-

- End of course examinations in which students will sit their listening, reading and writing component in one session. They will also be assessed on their speaking skill during April (dates depending on exam board) – this exam will be conducted by the class teacher and submitted to the exam board for marking. All 4 components are worth 25% of the overall GCSE
- grade and all papers are marked externally by the exam board.
- For the listening examination, students will be entered either for higher or foundation paper, where they will be assessed on their comprehension of the texts and situations presented on the audio recording.
- For the speaking examination students will be presented with 3 tasks: A – Role play, B - Picture based task (description of the picture and conversation), C - General conversation. In the last task students will be allowed to choose one topic themselves, the other topic will be allocated by the exam board. Students will have 12 minutes preparation time and will be allowed to take their notes into the examination.
- For the reading examination, students will be entered either for higher or foundation paper (this has to be the same tier as the listening examination). Students will be assessed on their comprehension of the texts provided, there will be also a literary text comprehension and

complete a translation activity (from German to English).

- For the writing examination, students will have 3 tasks: A – Picture-based task (20-30 words), B – Translation (from English to German) and C – Extended writing task (80-90 words).

able to speak another language improves also understanding of native language, expands vocabulary and builds up confidence and self-esteem.

### Possible Careers & Further Education

GCSE in MFL is one of the most important qualifications for equipping students with the extended reading, writing and communication skills they will need when progressing into employment and/or higher education. Not only are these skills desired in many careers. They also underpin successful study at all levels. As there is a rising demand for people with modern language skills many of the Universities (all of the Russell group universities) expect applicants to have a foreign language to at least GCSE level as

Therefore, German is invaluable for the future no matter what students are aiming for. Being

Foreign language is a subject that will make you stand out amongst others, make you unique and give you a status most will not have, useful for colleges, universities and work and life!

#### **German will help students to:**

- work independently
- be creative
- think critically
- communicate ideas with confidence
- think logically
- improve spelling, vocabulary and Grammar

GCSE in MFL could help land that dream job! Sports journalist, lawyer, film director, public relations executive, fashion journalist, author, newsreader, politician, actor... the list is endless.

For Further Information Please Contact:

**Mrs Bastow**

## GCSE Music

*The Performing Arts Faculty offer students the opportunity to study GCSE Music and GCSE Drama. Students are taught in mixed ability groupings in well-equipped specialist teaching rooms. We use Edexcel exam board for Music and AQA exam board for Drama.*

Exam Board: EDEXCEL

Website: <http://www.aqa.org.uk/subjects/music/gcse/music-8271>

### Course Description

GCSE Music offers a broad and well-structured course which focuses on the three main disciplines of performing, composing and listening. It is ideally suited to those students who want to develop their instrumental or vocal skills, like creating their own music, and enjoy listening and learning about music,

Those students with well-developed performance skills have a strong advantage, and all students taking the course will be expected to have lessons on their instrument (including voice) from a specialist teacher during the course. They will also be expected to take part in the wide range of extra-curricular music activities which take place at lunchtimes and after school.

Although students may not already play an instrument or sing, an enthusiasm to do so is essential.

### Course Content

The course will be assessed by:  
**Performing (30%)**

You will complete two performances, one solo and one ensemble. The performances combined will last a total of four minutes. Both performances will be assessed by your teacher and moderated by the exam board.

#### Composing (30%)

You will complete two compositions. One composition is to a brief set by the exam board and the other is a free composition. Both compositions will be assessed by your teacher and moderated by the exam board.

#### Appraising (40%)

You will study two study pieces and four genres/areas of study.

The areas of study are:

- Western Classical Music from 1650 – 1910.
- Popular music (Pop, Film & Musicals).
- Traditional Music (Folk).
- Western Classical Music since 1910.

This is assessed in a written exam based on listening extracts taken from the set works.

This element also includes musical theory questions. Musical theory is taught from the start of the course through to the exam.

### Possible Careers & Further Education

GCSE Music offers good preparation for those students who wish to study Music at a higher level. However, GCSE Music also develops many transferable skills. Students develop their communication skills both aural, oral

and written; they learn to solve problems and think systematically and critically, they show adaptability and the ability to collaborate with others, they develop their self-management and organisation skills, and they gain the confidence to pursue their own ideas, and reflect and refine their efforts. Whatever the future holds, students of GCSE Music emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

Mr R Sayce

## Option: GCSE ; AQA D&T Product Design

*GCSE Design and Technology Product Design is a new, inspiring and rigorous course. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts. Design and Technology develops students' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.*

Exam Board: AQA

Website: [www.aqa.org.uk](http://www.aqa.org.uk)

### Course Description

*In this course students will be able to design and make resistant materials and graphical products with creativity and originality, using a range of materials and techniques. The products will be evaluated for their commercial viability.*

*You will study:*

- *Materials – general classification of materials and working properties including how to shape and join various types of metals woods, plastics and composite materials or a range of paper based products in a variety of forms.*
- *Components – fastenings and fittings.*
- *Industrial applications – how products are made in industry.*
- *CAD/CAM -computer aided design/manufacture.*
- *Systems and Control – e.g. mechanisms.*

*The coursework consists of one project which is submitted in year 11 involving designing a product to meet the needs of the customer then making it to your specification using suitable tools and techniques worth 50%. The remaining 50% of the course is an exam involving the design and make process and the technical aspects of making products.*

This course would be suitable for students who are interested in the design and manufacture of 3D consumer products. Designers use a wide range of materials including card, paper, timber, metal, plastics and textiles. Students opting for this course should be enthusiastic about both designing and making products. Students will be taught to design and realistically model a range of real life products, which will meet the needs and demands of 'real life clients'. The course will make use of the Design & Technology department's CAD/CAM facility, specifically the use of Google Sketchup, other modelling software, 2d design, 3Dprinter and the laser cutter. Students must show

a passion for manufacturing products using traditional methods in the workshop and textiles area as well as understanding that analysing and designing products are a major aspect of the course. The course involves students in activities that develop innovation and flair when designing products. Students who choose to study this course will develop their skills through working in a range of designing media, modelling and production materials and the use of ICT. Over the three year course students will develop a whole range of designing and making skills, technical knowledge and understanding such as; problem solving and time management.

### **Course Description**

#### **Assessment**

Two units, one of which is coursework based and one which is exam based.

Unit 1 Written Paper (50%) Unit 2 Design and Making Practice (50%)

### **Possible Careers & Further Education**

Successful completion of GCSE Product Design will allow progression to Post 16 Product Design or any other Level 3 design course. Employers will value the GCSE in Design Technology as it develops creative, technical and vital transferable skills such as; the use of practical ICT packages including Microsoft office, windows movie maker, google sketch up and 2d design. They will also recognise the commitment that is needed to produce a detailed portfolio of work.

**For Further Information Please Contact:**

**Mrs L Jones**

## GCSE RE

GCSE

Religious Studies

This is a unique opportunity to explore your own beliefs and ideas, whilst sharing and learning about those of others. GCSE Religious Studies offers you the time to do this.

Our lessons give you the opportunity to explore the wide diversity of belief and practice within our country. Many people have no religious belief and practice no religion and many describe themselves as atheist, agnostic and humanist. Within this course you will be able to share and explore the many different beliefs.



In your future you will need to take a full part in our society; it is essential that you know and understand both yourself and others.

Our lessons provide the opportunity to meet people with different beliefs and experiences. We also arrange varied visits.

**We teach WJEC GCSE Religious Studies.**

### Component One:

- Relationships- marriage, divorce, adultery, sexual relationships, gender issues . . .
- Life and Death- creation beliefs and theories, medical ethics, afterlife (?) . . .
- Good and Evil- crime, punishment, reformers, forgiveness, the death penalty. . .
- Human Rights- social justice, prejudice, discrimination, charities. . .

The length of the examination paper is two hours. Reference is made to two different religions or religious traditions and one non-religious belief and tradition. This component is worth 50 percent of the total marks.

### Component Two:

- The beliefs, teachings and practices of Christianity.
- The length of this examination paper is one hour. The component is worth 25 percent of the total marks.

### Component Three:

- The beliefs and teachings and practices of Islam.

The length of this examination paper is one hour. The component is worth 25 percent of the total marks.

This subject is aimed at students working at least at level 3+ by the end of Year 8  
Exam Board: WJEC/ EDUCAS <http://www.wjec.co.uk/qualifications/religious-studies>

Our Religious Studies Department has gained a local reputation for successful results, with students engaging in the subject to achieve grades beyond expectations. Visiting speakers have covered a wide range of topics and have included members of local voluntary groups, the armed forces, professionals in the care services and the charity section. Visits have also been wide ranging.



**Purpose of study:**

The course is based on two different assessment objectives of knowledge and understanding.

**Assessment Objective One:**

Students will demonstrate knowledge and understanding of:

- religion and belief (this includes non-religious belief), including belief, practices and sources of authority.
- The influence on individuals, communities and societies
- Similarities and differences within and/or between religious belief.

The form of questions for this assessment will vary, but instructions are:

- State
- Define/ What is meant by. . . ?
- Describe
- Explain

**Assessment Objective Two:**

Students need to analyse and evaluate aspects of religious and non-religious belief including their significance and influence. They will be asked to discuss a statement, showing an understanding of different viewpoints.

**Possible Careers:**

A qualification in Religious Studies is useful in the following professions:

- Media work – news, television etc
- Law
- Politics
- Medicine
- The Army
- Social care
- Voluntary work
- Journalism
- Education
- The Police
- The Ministry, of course.
- **Key Skills required . . .**
- Discussing - giving your own ideas and opinions.
- Arguing from different points of view.
- Remembering key words and meanings.

- Using religious ideas, beliefs and teachings to back up a point of view.
- Writing evaluative answers about moral issues using opinions, examples and beliefs.

***So if you enjoy:***

- Finding out about issues that affect us all
- Learning about issues that are constantly in the news
- Looking at topics that really make you think
- Being able to say what you think

This is the subject for you!

It teaches life skills - undertake research and investigation, problem solving, confidence building, awareness, ability to develop ideas, initiative, cultural and racial understanding.

Universities are looking for students with these skills. . .

For Further Information Please Contact:

Mrs Jennings

## EBACC: Science

### Triple Science

*The Science Faculty offer students the opportunity to study GCSE Combined Science (worth 2 GCSEs) (see Core section for details) or all three of GCSE Biology, GCSE Chemistry and GCSE Physics (3 GCSEs) The second option is described on this page. Students are grouped according to ability and we aim to use both assessment and teacher recommendation to place students on the most appropriate route. We use OCR exam board.*

Exam Board: OCR

Website: [www.ocr.org.uk](http://www.ocr.org.uk)

### Course Description

The GCSE Triple Science course is only suitable for pupils working at Level 5 (new levels) or above in Year 9. It is a demanding option, and pupils will be expected to work at a high level. The units taken are very similar to those which form the Combined Science units; extra sections in each unit develop pupils' understanding more deeply. There is a similarly strong emphasis on scientific literacy and scientific numeracy as there is in the Combined Science course. Success in this course leads to three separate GCSEs in Biology, Chemistry and Physics

Pupils will need to select Triple Science in an Option block, as additional time is needed to cover the extended content.

### Course Content

Each of the three GCSEs is externally assessed by 2 exams; 6 exams in total. The first paper of each subject assesses pupils' broad knowledge through short answer questions. The second paper tests a

narrower range but in more depth. All papers will test the ability to work scientifically; pupils will be asked questions about gathering and handling scientific data.

The exams described here replace the examinations described for Combined Science – they are not in addition to those exams.

### Possible Careers & Further Education

Triple Science extends on all the benefits of Combined Science. It is ideally suited to pupils who wish to gain a greater depth of understanding of Science at GCSE level. This would be of particular benefit to pupils considering A levels or similar in the Sciences as it will ease the transition onto those courses at the end of Year 11.

As with Combined Science, in addition to Science-based careers, pupils wishing to study sport, medical care, maths, computing, business, architecture, engineering, finance courses, and many more, will all benefit from taking Triple Science as an option.

### For Further Information Please Contact

## Option: Business

### OCR Nationals

#### Enterprise and Marketing (Business)

*This dynamic new qualification has been developed with the support of employers and businesses, as well as the National Enterprise Challenge, to create engaging, inspiring and practical content. It offers a broad understanding of Business, with a focus on Enterprise and Marketing.*

Website:

<http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-enterprise-and-marketing-level-1-and-2-certificate-j819/>

## Course Description

An aspiration for many young people is to be self-employed and start their own business. The skills required for this, such as being able to work collaboratively and creatively, solve problems and have awareness of businesses and customers, are also those requested by employers.

We've created a qualification that will allow your students to get to grips with key aspects of running small businesses with a focus on enterprise and marketing. To do this we've consulted with teachers, employers and entrepreneurs to make sure that your students will gain the right combination of knowledge, understanding and skills required for the 21st century.

## Course Content

### Unit 1

The first unit underpins the other learning in this qualification. Students will learn about the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. They will also learn about key aspects of small businesses, including ownership and functional activities.

Knowledge gained would be of use for further studies in other business and management qualifications including retail, marketing and customer service.

This unit is externally assessed through an OCR set and marked 1 hour 30 minutes exam. A range of different types of questions will be used, including multiple-choice, short/medium answer questions and extended response analysis and evaluation questions.

### Unit 2

In unit 2, students are provided with a business challenge. From this they will create a researched and costed business proposal. Students will need to undertake activities such as conducting market research, presenting data, using idea generation tools, seeking and acting on feedback, and costing proposals. This unit will develop students' self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

### Unit 3

In unit 3, students will prepare for and pitch their own business proposal that they developed in unit 2. Alongside developing a brand identity, students will investigate how to best promote their product and then plan and prepare their pitch. After delivering their practice and professional pitch they will review their own performance and business proposal. This unit will develop the students' analysis and self-evaluative skills as well as those relating to self-presentation.

The skills and knowledge developed in units 2 and 3 will be useful in a wide range of further qualifications and in applying for further education opportunities and jobs. Both units are assessed through an OCR-set assignment that is teacher marked and OCR moderated. The emphasis is on learners doing practical activities, showing how they can put their learning to use.

### Possible Careers & Further Education

**Cambridge Nationals are vocational qualifications at Level 1/2 for students aged 14–16.**

They are designed to fit into the curriculum and to offer the same size, rigour and performance points as GCSEs. They will form a key part of any student's Progress 8 and Attainment 8 approved subjects under the Technical Award category.

Cambridge Nationals gives you a real alternative. The qualifications are recognised by Ofqual, DFE and 16–19 providers as progression to A Level, further education or on to an apprenticeship or work.

For Further Information Please Contact:

Mr D Andrews

## Child Development

### OCR Nationals Level 1 /2 Child Development

*The Design and Technology department are pleased to offer this vocationally based Child Development course.*

<http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/>

#### Aims of Specification:

This qualification is designed for students who wish to develop knowledge and practical skills in Child Development. It is designed with both practical and theoretical elements, which will prepare students who wish to work with children or complete further studied in Child Development or Health and Social Care.

#### Course Content:



#### Students will learn:

- Health and well-being for child development
- Understanding the equipment and nutrition needs of children from birth to five years
- Understanding the developmental norms of a child from birth to five years

#### Qualification

The qualification consists of one written exam (1 hour and 15 minutes) and two pieces of controlled assessment (10 hours each), themes set by the examination board.

Unit 1 (Examination) – all students will learn the essential knowledge and understanding for child development, covering reproduction,

Parental responsibility, antenatal care, birth, postnatal care, conditions for development, childhood illness and safety.

Unit 2 – (controlled assessment) – students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing

appropriate equipment to meet all of these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices.

Unit 3 – (controlled assessment) – students will gain knowledge of, and skills in, developing activities to observe developmental norms in children up to the age of five. The work will include researching, planning, carrying out activities with children and observing and reviewing these activities.

**The final course grade for this qualification is Pass, Merit and Distinction.**

**Mrs J Taylor 2<sup>nd</sup> in charge of Technology**

## VCERT NCFE Level 1/2 Certificate in Food and Cookery

This qualification is designed for students with an interest in food and cookery. It will provide students with experience of using different cookery techniques and methods to enable them to make a wide range of good quality food products.

Exam Board: NCFE

Website:

<https://www.ncfe.org.uk/qualification-search/ncfe-level-2-certificate-in-food-and-cookery-2019.aspx>

### Course Description

**Students will learn to:**

- Prepare and cook food products using basic skills
- Understand food and its function in the body and in recipes
- Understand balanced diets and modification of recipes for health
- Plan and produce dishes for a purpose

**Students also develop, the following skills:**

- Planning
- Research
- Communication
- Problem solving
- Health and safety

- The qualification consists of four units, three assessed internally and one assessed externally, there is no end of unit examination.
- Unit 1 – Preparing to Cook (30 hours)
- Unit 2 – Understanding Food (30 hours)
- Unit 3 – Exploring Balanced Diets (30 hours, Externally Assessed)
- Unit 4 – Plan and Produce dishes in response to a design brief (30 hours)

**The final course grade for this qualification is Pass, Merit and Distinction.**

### Possible Careers & Further Education

VCERT food and cookery offers good preparation for those students who wish to study Food or Nutrition at a higher level. However, VCERT food develops many transferable skills. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence

### Course Content

**Qualification**

to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of VCERT food and cookery emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.PI

[lucy.jones3@taw.org.uk](mailto:lucy.jones3@taw.org.uk)

For Further Information Please contact:

Mrs J Taylor

#### CONTACT EMAIL ADDRESSES

[alicia.burgum@taw.org.uk](mailto:alicia.burgum@taw.org.uk)

[mary.jennings@taw.org.uk](mailto:mary.jennings@taw.org.uk)

[amanda.bowater@taw.org.uk](mailto:amanda.bowater@taw.org.uk)

[nick.pollock@taw.org.uk](mailto:nick.pollock@taw.org.uk)

[amanda.weaving@taw.org.uk](mailto:amanda.weaving@taw.org.uk) SEND

[Samantha.Morris@taw.org.uk](mailto:Samantha.Morris@taw.org.uk)

[darren.andrews@taw.org.uk](mailto:darren.andrews@taw.org.uk)

[silvia.bastow@taw.org.uk](mailto:silvia.bastow@taw.org.uk)

[derick.newton@taw.org.uk](mailto:derick.newton@taw.org.uk)

[stuart.pritchard@taw.org.uk](mailto:stuart.pritchard@taw.org.uk)

[gemma.hayman@taw.org.uk](mailto:gemma.hayman@taw.org.uk)

[will.smithson@taw.org.uk](mailto:will.smithson@taw.org.uk)

[joy.taylor@taw.org.uk](mailto:joy.taylor@taw.org.uk)

[joy.taylor@taw.org.uk](mailto:joy.taylor@taw.org.uk)

[laura.edwards@taw.org.uk](mailto:laura.edwards@taw.org.uk)