

**Westcliff
High School
for Girls
Options
Booklet**

Year 8 Option for GCSE 2020 - 2023

CONTENTS

Introductory Letter from Dr Paul Hayman – Headteacher

Year 9 Core Curriculum and Options for GCSE examinations in 2020-2023

Option Form

Subject/Assessment Grid

Exam Arrangement Information

Core Curriculum – You will study

English Language and Literature

Science – Biology

Science – Chemistry

Science – Physics

Physical Education

Mathematics

Religious Education

PSHEE

French or Spanish

Extended Core with some choice

Geography

History

Optional Subjects

Art

Business Studies

Computer Science

Drama

Music

Design & Technology: Graphic Products

Design & Technology: Textiles

Engineering

Food Preparation and Nutrition

Dear Year 8 Student

You have now arrived at the point in your school career when you must make some choices about the courses you want to study at KS4. For many of you this will be a difficult process because it will feel like you are giving up some subjects as well as deciding on particular subjects to follow.

This booklet has been designed not only to help you to make your option choices but also to outline the courses you will be required to study as part of the main curriculum.

We believe it is vital that you follow a broad and balanced education that builds on what you have already learned and provides the maximum opportunity for your studies and work in the future.

We try to provide a range of courses which prepare you for the next stage of your learning in Sixth Form, preparation for University and the world of work.

Our “Core Curriculum” is made up from the following subjects:

English At WHSG this leads to GCSE entries for English Language and English Literature

Mathematics

Science At WHSG we will be preparing you for the three separate Science GCSEs in Biology, Chemistry and Physics. This will be a demanding course which we know the vast majority of you will succeed with and give you the opportunity to gain 3 Science GCSEs. During the course, we will monitor your progress and understanding; some pupils may need to concentrate their efforts into 2 GCSEs; the science staff will decide this to help maximise your outcome.

Religious Studies

Physical Education

At least one modern foreign language, you will study the language you started in Year 7, though you can choose an additional language (some Universities insist on you passing this as one of their general entry requirements). If you wish to take examinations in additional languages studied outside of school you will be supported to do so at the end of Year 10.

At least one of the humanities (either Geography or History)

PSHEE

Outdoor Education All students will complete the Duke of Edinburgh Bronze Award as part of their studies in Year 9.

This still leaves you with some choices to make, and it is very important that you consider the alternatives carefully. Most GCSE courses will lead directly on to Advanced Levels and this is an important consideration which you should discuss with your teachers. Some Advanced Level subjects cannot be studied if you did not follow them to GCSE.

You will find details of all the courses we offer in this booklet. Read it carefully and listen to the advice of your parents and teachers.

You will also need to think about the amount of 'controlled assessment' in each subject to avoid the problem of "controlled assessment overload".

We shall be asking for your decisions about next year's subjects by Friday 13th March. You will also receive further details and guidance about suitable choices at the Year 8 Options Evening on Tuesday 3rd March.

You can ask a range of people in school for advice, including your Form Tutors, subject teachers and Learning Manager. You will want to find out more about each subject so you can make the right choices for your studies:

You should:

research the information about the options choices (for example, on the internet)

discuss your ideas with your parents, subject teachers, Form Tutor, Learning Manager and our Careers Teachers

choose subjects that you enjoy and meet any future requirements that can reasonably be anticipating

consider your current performance in a subject and how it might affect your future progress

find out what you will study, how lessons are taught and how the subject is assessed

identify the GCSE grade that needs to be achieved to continue this subject to Advanced Level

choose subjects that give you the opportunity to study a broad range of subjects. In doing so we hope that you will develop a wide range of skills. Since most students will change their minds about a career a number of times before leaving school, the general aim is to avoid undue specialisation at this stage

find out how much controlled assessment is involved
(look at the bottom section of each of the subject pages for this information)

give careful consideration to the balance of work in GCSE courses and other school activities.

You should not:

choose subjects because a particular friend has chosen them

make a choice based on your like or dislike of a particular teacher as there are many changes of teacher between Key Stage 3 and Key Stage 4

This booklet, together with your teachers, will help to answer these questions and many more.

Use it and ask them so you can be sure to make the right choices.

Dr Paul Hayman
Headteacher
February 2020

Year 8 Options

For GCSE in 2020-2023

The Year 8 Options

Students in 8.1, 8.2 and 8.3 will study Spanish as their 1st Language and 8.4, 8.5 and 8.6 will study French as they have been studied since Year 7. Students wishing to study their newly acquired 2nd Language can do so in the Free Option Blocks.

Students must also choose between Geography and History

Students then have a 'free choice' of subjects from the following list.

You must choose 2 additional subjects. (We ask for a 3rd choice in case we are unable to match your first 2 preferences – See Options Form).

| | |
|---|--|
| Art | Geography |
| Business Studies | History |
| Computer Science | Music |
| Drama | Spanish as a second language (8.4, 8.5 or 8.6) |
| Food Preparation and Nutrition | Design & Technology: Graphic Products |
| Engineering | Design & Technology: Textiles |
| French as a second language (8.1, 8.2 or 8.3) | |

Options subjects will be taught for 5 hours per fortnight in Year 9 and for 4 hours per fortnight in Year 10 & 11.

Students will need to complete the attached form, which is included in your pack. You will find a copy of the form on the next page for your information.

NB: You may not be able to fit in every course that you would like to take. Everyone should be prepared to accept at least one course that is not a first choice.

If any course attracts fewer than fifteen pupils, it may not run. You will, of course, be informed if this happens to one of your choices.

If a course is over-subscribed, the over-subscription criteria will be applied to all students and those closest to meeting it or exceeding it will be selected. Any students not gaining a place on one of their chosen courses will be contacted to confirm their back-up choice or select a new subject.

Options Forms have been issued with this booklet and must be returned by **Friday 13th March**.

Curriculum 2020 – 2023 – Options Form

Core Curriculum - You will study

| | |
|---|-----------------------------------|
| English Language and English Literature – GCSEs | Mathematics – GCSE |
| Separate Sciences (Biology, Chemistry, Physics) - GCSEs | Religious Education - GCSE |
| Core Physical Education – Students will take part in various activities or can choose to study Level 2 Cambridge National Award | PSHEE |
| Modern Foreign Language – 8.1, 8.2, 8.3 will study Spanish. 8.4, 8.5, 8.6 will study French | |
| Outdoor Education – Students will work towards obtaining a Duke of Edinburgh Bronze Award in Year 9. | |

Extended Core with some choice

| | | |
|--|--|--|
| A Humanity subject either Geography or History | Please make your choice of Geography or History | |
| | I wish to study | |
| Core Physical Education | Please make your choice of Core P.E. or Level 2 CNA | |
| | I wish to study | |

Optional Subjects

You start these in **Year 9** – You can study another Humanity or Modern Foreign Language if you wish to. You will study 2 of the subjects from the list below.

| | |
|--|---------------------------------------|
| Art – GCSE | Geography - GCSE |
| Business Studies - GCSE | Graphic Products – GCSE* |
| Computer Science - GCSE | History - GCSE |
| Drama – GCSE | Music - GCSE |
| Food Preparation and Nutrition- GCSE* | Second Language Spanish - GCSE |
| Engineering - GCSE* | Textiles – GCSE* |
| Second Language French – GCSE | |

Please note – You cannot study more than one starred* subject. Look carefully at the balance of controlled assessment expected in each GCSE you wish to study. Try to avoid subject combinations where you will have to produce lots of controlled assessment / coursework. Refer to the over subscription information in the courses booklet.

Please list your preferences 1st / 2nd / 3rd – you will study 2 from the list. You **must** indicate a 3rd preference.

| First Choice. | Second Choice. | Third Choice (Back-up) |
|---------------|----------------|------------------------|
| | | |

| | |
|---|--|
| Agreed by Parent / Carer _____ signature Please Print name _____ | Checked by: - Form Tutor Please initial _____ |
|---|--|

To help you we have produced a grid showing the balance of examination and controlled assessment.

| Core Curriculum | |
|-------------------------------|---|
| Subject | Assessment |
| English Language & Literature | 100% Final Exam |
| Science – Biology | 100% Final Exam |
| Science – Chemistry | 100% Final Exam |
| Science – Physics | 100% Final Exam |
| Combined Science | 100% Final Exam |
| Physical Education | 25% Written Exam 75% Centre Assessed Tasks |
| Mathematics | 100% Final Exam |
| Religious Education | 100% Final Exam |
| French | 75% Final Exam 25% Speaking Exam |
| Spanish | 75% Final Exam 25% Speaking Exam |

| Extended Core with some choice | |
|---------------------------------------|-------------------|
| Subject | Assessment |
| Geography | 100% Final Exam |
| History | 100% Final Exam |

| Optional Subjects | |
|--------------------------------|---|
| Subject | Assessment |
| Art | 40% Final Exam 60% Folio of Artwork |
| Business Studies | 100% Final Exam |
| Computer Science | 100% Final Exam |
| Drama | 40% Final Exam 60% Practical Work |
| Food Preparation and Nutrition | 50% Final Exam 50% Controlled Assessment |
| Engineering | 60% Final Exam 40% Controlled Assessment |
| Graphic Products | 50% Final Exam 50% Controlled Assessment |
| Music | 40% Final Exam 60% Controlled Assessment |
| Textiles | 50% Final Exam 50% Controlled Assessment |

Exam Access Arrangements

The purpose of an exam access arrangement is to ensure, where possible, barriers to assessment are removed for disabled candidates preventing them from being placed at a substantial disadvantage.

Candidates/Pupils may not require the same access arrangement in each specification. The need for access arrangements will be considered on a subject by subject basis.

Access arrangements should always be processed at the start of the course. Candidates/pupils will then know what is available and have access arrangements in place for examinations and controlled assessments. Arrangements must be approved before an examination or assessment and must reflect the support regularly offered to the candidate in the centre.

This is commonly referred to as 'the normal way of working'. The school must show a history of support and provision. The arrangement will not suddenly be granted to the candidate at the time of their examination.

The school will work to ensure that approved access arrangements are in place for school internal examination, mock examinations and examinations where the candidate has the opportunity to practise using the suggested access arrangements.

If a candidate has never made use of the arrangements granted to them e.g. 25% extra time or supervised rest breaks, then it is not his/her normal way of working. The arrangement shall not be awarded for examinations and can be removed. The centre/school will monitor the use of the arrangement in internal school tests and mock examinations.

Supervised Rest Breaks

For supervised rest breaks, written evidence is required, confirming the area of need and to establish the candidate's difficulties and that supervised rest breaks are their normal way of working. The centre must be satisfied that the candidate has an impairment which has a substantial and long term adverse effect, giving rise to persistent and significant difficulties. The centre must be satisfied that there is genuine need for the arrangements on accounts:

- Cognition and learning needs
- Communication and interaction needs
- A medical condition
- Sensory and physical needs
- Social, mental and emotional needs

25% Extra Time

25% extra time must not be confused with rest breaks. For learning difficulties core evidence is required:-

- An Education Health Care Plan relating to secondary education which confirms the candidates disability

- An assessment carried out no earlier than the start of Year 9 by a specialist assessor confirming a learning difficulty relating to secondary education

So as not to give an unfair advantage, the specialist assessor's report must confirm that the candidate has at least one below average standardised score of 84 or less which relates to an assessment of:-

- Speed of reading ;or
- Speed of reading comprehension ;or
- Speed of writing ;or
- Cognitive processing measures which have a substantial and long term adverse effect on speed of working

Where a candidate has social, mental and emotional needs supervised rest breaks will always be considered first before applying for extra time since they may be more appropriate for the condition.

Where a candidate has social, mental and emotional needs which have a substantial and long term adverse effect on his/her speed of processing, appropriate evidence is needed. See below:-

- The SENCo must confirm candidate has persistent and significant difficulties when assessing and processing information and is disabled within the meaning of the Equality Act.
- Include evidence of current difficulties and how they substantially impact on teaching and learning in the classroom.
- Show involvement for teachers determining 25% extra time needed.
- Confirm that 25% extra time is the normal way of working.

Evidence can be in the following forms:-

- A letter from EWHMs, a hospital consultant , a psychiatrist
- A letter for the Local Authority Specialist service, Local Authority Sensory Impairment service or occupational health
- A letter from Speech and Language Therapist
- An Educational Health Care Plan which confirms candidates disability

Word Processing

Centres are allowed to provide a word processor, with the spelling and grammar check facility switched off, to a candidate where it is their normal way of working within the centre and is appropriate to their needs e.g.

- a learning difficulty which has substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting

If a candidate has below average free writing speed when handwriting and qualifies for 25% extra time but, when using a word processor as their normal way of working, the candidate produces work effectively and at a speed equivalent to average handwriting. Then the candidate is considered to have no further learning difficulty and will be awarded the use of a word processor as it removes the barrier presented by slow handwriting.

If you feel that your daughter/son requires access arrangements please contact Mrs Dell (SENCo) to discuss the matter further. If the school is unaware of the pupil's need, the school will request parents to produce further evidence of the difficulty. Please be aware that for medical conditions evidence will be required from medical consultants or specialist educational assessments. All requests need to be made in the Autumn Term of each academic year. If access arrangements are approved these will be reviewed at the start of each new academic year. If there is no further need, and no evidence that they have been used as normal way of practice, then arrangements will stop.

Late applications are at risk of being denied by either the school or examination boards. Requests without the required supporting evidence will not be accepted.

Examination Entry

Our aim over the next three years is to prepare you as well as possible for the examinations you will take. We expect students to play their part in this process so if your attendance in any subject falls below 85% and/or the coursework you produce is below the standard for a good GCSE grade the school can withdraw your examination entry.

CORE CURRICULUM

Subject Title: English Language/English Literature GCSE
Exam Syllabus: AQA 8700 and 8702

English Language and English Literature will be taught together (as they are in Years 7 to 9) but you will receive an individual GCSE for each.

In preparation for the English Language exam, you will be taught to respond to a range of literary and non-literary passages and to explore some media texts. Literature work will involve poetry, prose and drama, including Shakespeare.

The English Language GCSE consists of Paper 1: Explorations in Creative Reading and Writing and Paper 2: Writers Viewpoints and perspectives. Both examinations are an hour and forty-five minutes long and are equally weighted. You will be assessed on your ability to interpret and analyse sources from the 19th, 20th and 21st Century, as well as your writing skills.

Speaking and Listening is a separate endorsement where you will receive a pass, merit or distinction. The student will decide on a topic to present to the class, this individual presentation must last between two and ten minutes.

English Literature consists of Paper 1 where you will study one play by Shakespeare and a 19th century novel. For Paper 2 you will study a modern drama and the AQA Poetry Anthology, there will also be an unseen poem on this paper. The responses will be essay style responses on characters or themes within the text. All examinations are closed book which means you will have to know each text in detail, as you will not be allowed to take them into the examination. You will take all examinations at the end of Year 11, both GCSE qualifications are 100% examination. You will also undertake the non-exam Spoken Word Endorsement qualification.

Written assignments will range from pieces written for a particular audience and purpose to literature essays. There will be a natural progression from the work completed in Year 9 and you will be expected to build on your technical, analytical and organisational skills as a writer.

Assessment:

100% Final Exam

English Language

The exam consists of 2 papers, each lasting 1 hour and 45 minutes.

Spoken Endorsement

English Literature

The exam consists of 2 papers, Paper 1 is 1 hour and 45 minutes and Paper 2 is 2 hours and 15 minutes

0% Controlled Assessment

Subject Title: Science – Biology
Exam Syllabus: AQA Biology 8461

This course encourages students to develop their scientific knowledge and conceptual understanding of Biology, its nature, processes and methods. They will learn to apply observational, practical, modelling, enquiry and problem-solving skills in a range of environments and they will be able to evaluate claims based on Biology through critical analysis of methodology, evidence and conclusions, both qualitatively and quantitatively.

Working scientifically is a theme which runs throughout all the Science qualifications. Amongst other things, students will consider how scientific methods and theories develop over time; they will use models to solve problems, make predictions and develop scientific explanations; they will appreciate the power and limitations of science and consider ethical issues.

Students will study topics on Cell Biology, including the use of stem cells; Organisation, which focuses on human organ systems and considers how lifestyle can adversely affect their functioning. The topic on Infection and Response includes the idea of antibiotic resistance, students also learn about Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution and Ecology.

Practical work is at the heart of Biology and students will develop their practical skills by undertaking a series of required practical activities designed to support and consolidate the scientific concepts studied and to promote investigative skills.

This is a linear qualification and assessment is by terminal written examination only. Practical skills will be assessed via questions in the written exam which draw on the knowledge and understanding gained over the entire course. These questions count for at least 15% of the overall marks for the qualification. They will focus on investigative skills and how well students can apply what they know to practical situations, often in novel contexts.

There are two examination papers which have equal weighting.

Paper 1 assesses the topics of Cell Biology, Organisation, Infection and Response and Bioenergetics

Paper 2 assesses Homeostasis and Response, Inheritance, Variation and Evolution and Ecology. Both papers contain a mixture of multiple choice, structured, closed short answer and open response questions.

Assessment:

100% Final Exam

The exam consists of 2 papers, each are 1 hour 45 minutes in length

0% Controlled Assessment

Subject Title: Science – Chemistry
Exam Syllabus: AQA Chemistry 8462

This course encourages students to develop their scientific knowledge and conceptual understanding of Chemistry, its nature, processes and methods. They will learn to apply observational, practical, modelling, enquiry and problem-solving skills in a range of environments and they will be able to evaluate claims based on Chemistry through critical analysis of methodology, evidence and conclusions, both qualitatively and quantitatively.

Working scientifically is a theme which runs throughout all the Science qualifications. Amongst other things, students will consider how scientific methods and theories develop over time; they will use models to solve problems, make predictions and develop scientific explanations; they will appreciate the power and limitations of science and consider ethical issues.

Students will study Atomic Structure and the Periodic Table, examples of how scientific ideas and explanations develop over time; Bonding, Structure and the Properties of Matter; Quantitative Chemistry which considers how to monitor the yield from chemical reactions; Chemical Changes and Energy Changes including endothermic and exothermic reactions; Rate and Extent of Chemical Change which looks at how to optimise the yield of a product; Organic Chemistry and Chemical Analysis. Students also study Chemistry of the Atmosphere and Using Resources which consider how scientists and engineers can reduce the impact of human activity on our environment.

Practical work is at the heart of Chemistry and students will develop their practical skills by undertaking a series of required practical activities designed to support and consolidate the scientific concepts studied and to promote investigative skills.

This is a linear qualification and assessment is by terminal written examination only. Practical skills will be assessed via questions in the written exam which draw on the knowledge and understanding gained over the entire course. These questions count for at least 15% of the overall marks for the qualification. They will focus on investigative skills and how well students can apply what they know to practical situations, often in novel contexts.

There are two papers which have equal weighting. Paper 1 assesses the topics of Atomic Structure and the Periodic Table, Bonding, Structure and the Properties of Matter, Quantitative Chemistry, Chemical Changes and Energy Changes whilst Paper 2 assesses The Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources. Both papers contain a mixture of multiple choice, structured, closed short answer and open response questions.

Assessment:

100% Final Exam

The exam consists of 2 papers, each are 1 hour 45 minutes in length

0% Controlled Assessment

Subject Title: Science – Physics

Exam Syllabus: AQA Physics 8463

This course encourages students to develop their scientific knowledge and conceptual understanding of Physics, its nature, processes and methods. They will learn to apply observational, practical, modelling, enquiry and problem-solving skills in a range of environments and they will be able to evaluate claims based on Physics through critical analysis of methodology, evidence and conclusions, both qualitatively and quantitatively.

Working scientifically is a theme which runs throughout all the Science qualifications. Amongst other things, students will consider how scientific methods and theories develop over time; they will use models to solve problems, make predictions and develop scientific explanations; they will appreciate the power and limitations of science and consider ethical issues.

Students will study topics on Forces, their interactions and effects; Energy, which will include a consideration of national and global resources; Waves, Electricity, Magnetism and electromagnetism, the Particle Model of Matter and how it can be used to predict the behaviour of solids, liquids and gases; Atomic Structure to include nuclear radiation and finally, Space Physics.

Practical work is at the heart of Physics and students will develop their practical skills by undertaking a series of required practical activities designed to support and consolidate the scientific concepts studied and to promote investigative skills.

This is a linear qualification and assessment is by terminal written examination only. Practical skills will be assessed via questions in the written exam which draw on the knowledge and understanding gained over the entire course. These questions count for at least 15% of the overall marks for the qualification. They will focus on investigative skills and how well students can apply what they know to practical situations, often in novel contexts.

There are two papers which have equal weighting. Paper 1 assesses the topics of Energy, Electricity, the Particle Model of Matter and Atomic Structure whilst Paper 2 assesses Forces, Waves, Magnetism and Electromagnetism and Space Physics. Both papers contain a mixture of multiple choice, structured, closed short answer and open response questions.

Assessment:

100% Final Exam

The exam consists of 2 papers, each are 1 hour 45 minutes in length

0% Controlled Assessment

Subject Title: Science

Exam Syllabus: AQA Combined Science: Trilogy 8464

During Years 9 and 10 we monitor students' progress and decide which students will study three separate sciences and which students will benefit from studying this combined science course, which will result in an award equivalent to two GCSEs.

Students will cover the same topics as those following the separate science courses, apart from Space Physics, but they will not be required to study them in the same depth. This course provides a good basis for further study and students who follow it would not be disadvantaged should they wish to study A level science.

As with the separate sciences, this course encourages students to develop their scientific knowledge and conceptual understanding of science, its nature, processes and methods. They will learn to apply observational, practical, modelling, enquiry and problem-solving skills in a range of environments and they will be able to evaluate claims based on science through critical analysis of methodology, evidence and conclusions, both qualitatively and quantitatively.

Working scientifically is a theme which runs throughout all the Science qualifications. Amongst other things, students will consider how scientific methods and theories develop over time; they will use models to solve problems, make predictions and develop scientific explanations; they will appreciate the power and limitations of science and consider ethical issues.

Practical work is at the heart of science and students will develop their practical skills by undertaking a series of required practical activities designed to support and consolidate the scientific concepts studied and to promote investigative skills.

This is a linear qualification and assessment is by terminal written examination only. Practical skills will be assessed via questions in the written exam which draw on the knowledge and understanding gained over the entire course. These questions count for at least 15% of the overall marks for the qualification. They will focus on investigative skills and how well students can apply what they know to practical situations, often in novel contexts.

There are six papers which have equal weighting. All papers contain a mixture of multiple choice, structured, closed short answer and open response questions.

Assessment:

100% Final Exam

The exam consists of 6 papers all of which are 1 hour 15 minutes in length

0% Controlled Assessment

Subject Title: Physical Education

Exam Syllabus: Level 2 Cambridge National Award in Sports Studies

This qualification offers learners the chance to develop different types of skills through largely practical means; communication, problem solving, team working, evaluation and analysis, performing under pressure, and formulating written findings from practical investigations.

This course will only be available to a small cohort who will complete the four units over the course of 3 years within their core PE lessons.

Contemporary issues in sport (assessment at the end of Year 10)

Pupils will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment.

Developing knowledge and skills in outdoor activities (assessment during Year 10)

Pupils will learn about the range of outdoor activities that are available in the UK and be able to identify organisations that provide access to these activities. They will also be able to appreciate the reasons why people become involved in these activities and the risks they face when participating. Pupils will consider how to plan an outdoor activity and will use their participation in both Trekking and Camping through Duke of Edinburgh Bronze Award as part of their assessment. They will gain an understanding of health and safety and risk assessment in outdoor scenarios, of detailed planning for a group activity with multiple variables, and they will develop their communication, decision making and leadership skills in challenging scenarios and environments.

Developing sports skills (assessment during Year 11)

Pupils will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity, as well as their understanding of the rules to allow them to act in a number of different officiating roles within an activity. They will also consider the use of different practice methods in order to improve their performance. Pupils will be expected to be able to perform to a good / high standard in their chosen activities (one individual and one team activity)

Sports Leadership (assessment during Year 11)

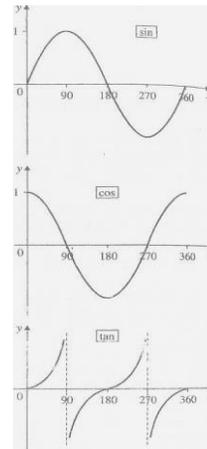
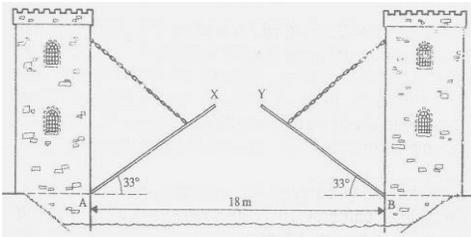
Pupils will develop some of the knowledge, understanding and practical skills required to be an effective sports leader and plan, deliver and review safe and effective sporting activity sessions themselves. They will be encouraged to consider and evaluate their delivery and by doing so develop their ability to communicate with an audience verbally and through practical demonstration, and adapt to develop situations and the different needs and abilities of those they are leading.

Assessment:

| Unit | Assessment Method | Percentage of final grade |
|---|--|---------------------------|
| Contemporary issues in sport | Written paper (1 hour) - 60 marks | 25% |
| Developing knowledge and skills in outdoor activities | Centre assessed tasks – 60 marks (Practical and written assessments) | 25% |
| Sports Leadership | Centre assessed tasks – 60 marks (Practical and written assessments) | 25% |
| Developing sports skills | Centre assessed tasks – 60 marks (Practical and written assessments) | 25% |

Subject Title: Mathematics
Exam Syllabus: Edexcel 1MA1 – 2015

This subject is studied by all pupils. The specification and assessment follows the Edexcel GCSE (1 – 9) linear course, first teaching from 2015.

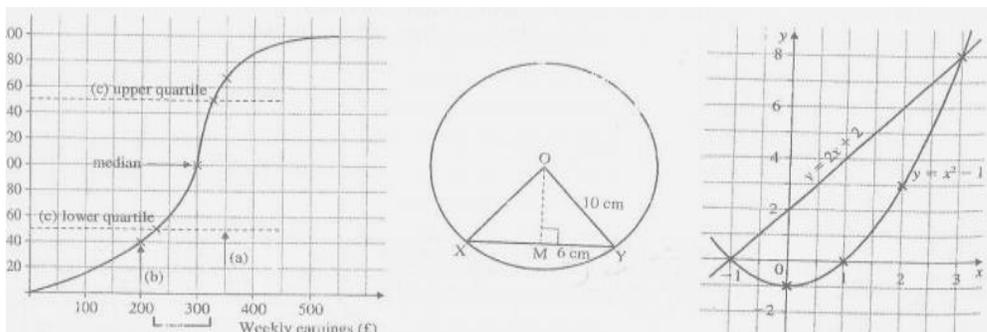


The specification covers the areas of Number, Algebra, Ratio and Proportion, Rates of change, Geometry, Measure, Statistics and Probability. There is a greater emphasis on solving problems that require multistep solutions and students are expected to learn key mathematical formulae.

The assessment of the new GCSE is by examination only at the end of the two year course. Students will be graded from 1 to 9 with grade 9 representing the highest level of attainment. It is anticipated that all WHSG students will be entered for the higher tier of the specification.

Further information regarding the assessment and structure of the new GCSE can be found on the Edexcel website –

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>



Assessment:

100% Final Exam

The exam consists of 3 papers, each are 1 hour 30 minutes in length

0% Controlled Assessment

Subject Title: **Religious Education**

Exam Syllabus: **AQA 8062**

This subject is part of the core curriculum, which means that you have to follow a religious studies course right through to the end of Year 11. In this school we have decided to enter you for a GCSE so that these lessons have a real outcome. The results, over a period of several consecutive years, have been excellent (with over 80% of all Year 11 students consistently attaining the highest two grades), thus everyone stands a really good chance of achieving a high grade.

The GCSE examination consists of two papers - Religion: beliefs, teachings and practices and, Religion: philosophical and ethical studies. Your work in Year 9 on Crime and Punishment as well as Relationships and Families, is part of the first paper. You will go on to study two more units: Religion and Life and Peace and Conflict. You will take the examination for this paper at the end of Year 11 and it makes up 50% of the final mark.

For part of Year 10 and all of Year 11 you will be studying specific units on Christianity and one other religion. This paper will also be examined at the end of Year 11 and it makes up 50% of the final mark.

All of the units look at the ideas (including humanistic and secular/non-religious ones) people in the UK have about pertinent issues, and then go on to consider religious teachings that relate to these issues.

Assessment:

100% Final Exam

The exam consists of 2 papers, each are 1 hour and 45 mins in length

0% Controlled Assessment

Subject Title: French

Exam Syllabus: Edexcel 1FR0

Speaking another language says a lot about you...

It says that you are ...flexible...culturally aware...internationally marketable...often worth more money than others.

As speakers of English, a language of global commercial importance, we are already empowered where employment opportunities and tourism are concerned. However, as the European community expands, it is a myth to assume that everyone speaks English and more insular still to expect everyone to adopt our language.

Language learning is both a practical skill and an academic discipline. It is demanding, requiring commitment, effort, collaboration and flexibility. Therefore, your ability to develop your comprehension and communication skills in French, will underline your potential to a prospective employer. Research suggests that 80% of employers like to see a foreign language on a candidate's CV. Increasingly, where employers are choosing between candidates from similar academic backgrounds, it is those people with foreign languages skills that stand out. They possess the analytical skills and cultural awareness that imply a willingness to meet challenge, as well as the desire to integrate and adapt.

A modern linguist, by virtue of key study skills and personal development, possesses the qualities sought in a competitive employment market. Not surprisingly, foreign language study opens doors to a wide range of professional fields: Marketing, Advertising, Law, Shipping, Hotel Management, Civil/Diplomatic Service, Human Resources, Accountancy, IT and of course teaching at all levels. French is a Latin-based language. Therefore knowledge of this language will help you understand Latin based words that appear in sciences, history, geography and subjects such as medicine and law at university.

Whatever your reasons for continuing with French, the GCSE course will help you to improve your communication skills and establish a foundation for language study in the Sixth Form. The course leads on from work covered at Key Stage 3 and covers 5 themes; i) identity and culture, ii) local area, holiday and travel, iii) school, iv) future aspirations, study and work, and v) international and global dimension.

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

Final Listening exam 45 minutes (Higher Tier) which makes up 25% of GCSE.

Final Reading exam 60 minutes which makes up 25% of GCSE.

Final Writing exam 75 minutes which makes up 25% of GCSE.

Speaking exam – internally conducted but externally marked. 10-12 minutes and 25% of GCSE.

Assessment:

100% Final Exam

Speaking examination, conducted by teacher and assessed externally – 10/12 minutes in length (25%)

Reading examination – 60 minutes in length (25%)

Listening examination – 45 minutes in length (25%)

Writing examination – 1 hour and 20 minutes in length (25%)

0% Controlled Assessment

Subject Title: Spanish
Exam Syllabus Edexcel 1SP0

Speaking another language says a lot about you...
It says that you are ...flexible...culturally aware...internationally marketable...often worth more money than others.

As a speaker of English, by also learning Spanish, you will then be able to communicate in two out of three of the world's most widely spoken languages. After Mandarin and English, Spanish is the world's third most widely spoken language. It is spoken by over 400 million people in more than 20 countries. Spanish is spoken in Europe, Latin America, The United States, and the Caribbean.

With 80% of employers stating that candidates with a foreign language are more desirable, it is virtually essential to speak another language in today's competitive job market. Spanish in particular is extremely useful in business. There are countless companies situated locally and in the City of London that conduct business with, or have business interests in Spanish speaking countries.

Spanish is a Latin-based language. Therefore knowledge of this language will help you understand Latin based words that appear in sciences, history, geography and subjects such as medicine and law at university.

The Course

The course leads on from work covered at Key Stage 3 and covers 5 themes; i) identity and culture, ii) local area, holiday and travel, iii) school, iv) future aspirations, study and work, and v) international and global dimension.

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

Final Listening exam 45 minutes (Higher Tier) which makes up 25% of GCSE.

Final Reading exam 60 minutes which makes up 25% of GCSE.

Final Writing exam 75 minutes which makes up 25% of GCSE.

Speaking exam –internally conducted but externally marked. 10-12 minutes and 25% of GCSE.

Assessment:

100% Final Exam

Speaking examination, conducted by teacher and assessed externally – 10/12 minutes in length (25%)

Reading examination – 60 minutes in length (25%)

Listening examination – 45 minutes in length (25%)

Writing examination – 1 hour and 20 minutes in length (25%)

0% Controlled Assessment

Subject Title: **PSHEE**

The PSHEE syllabus includes the following modules:



Relationships and the differences between people
Personal awareness and safety
Stereotyping and discrimination
Drugs awareness; Alcohol and smoking

Antisocial behaviour; Challenging offensive behaviour
British Values and Human rights
Coping with disabilities; Understanding disability
Applying for jobs and courses

Enterprise, through the organisation of the school's annual Christmas bazaar

Self-awareness and healthy body image
Stress; Relief and relaxation
Career paths and student finance
Revision techniques

EXTENDED CORE CURRICULUM

Subject Title: **Geography**
Exam Syllabus: **AQA 8035**

Main content of the syllabus:

Geography is a study of changes in the human and physical world. At GCSE you will study the ways that people manage and change the planet and how the natural world affects human activities. You will study four main areas: Living in the physical environment; Challenges of the human environment; Geographical applications and Geographical skills.

What topics will I study?

The Living in the physical environment module involves studying tectonic and weather hazards, climate change, ecosystems including tropical rainforests, cold environments, coastal and glaciated environments.

The Challenges in the human environment module includes studying cities and their management, globalisation and resource management e.g. water, food and energy.

What are Geographical applications and skills?

An important element of Geography is learning how Geography is used in the real world. You will carry out 2 fieldwork investigations which will involve collecting primary data on fieldtrips and analysing it on your return to school. You will be taught specific geographical skills such as map work, statistics and graphical techniques to help you analyse your data. These skills will also be used to carry out the issue evaluation which forms part of paper 3.

How will I be assessed?

The course has 3 examinations

Paper 1 Living with the physical environment 1h 30 mins 35%

Paper 2 Challenges in the human environment 1h 30mins 35%

Paper 3 Geographical applications 1h 15mins 30% (Pre-release material given 12 weeks before the exam).

Assessment:

100% Final Exam

The exam consists of 3 papers

Paper 1 and 2 are 1 hour 30 minutes (each worth 35% of GCSE)

Paper 3 is 1 hour 15 minutes (worth 30% of GCSE)

0% Controlled Assessment

Subject Title: History

Exam Syllabus: Pearson Edexcel (1HI0)

What do we teach:

In the first year, students study Crime and Punishment from c1000 to the present day (including a focus on the environment of Whitechapel c1870-c1900), and Elizabethan England from 1558-1588. In year two, students study the 'USA, 1954-75 conflict at home and abroad' and begin a study of 'Superpower relations and the Cold War, 1941-91'. This is completed in year 3 and is followed by a comprehensive revision programme.

How is the course examined:

There are three exams. Paper 1 (Crime and Punishment) is worth 30% and tests both essay writing and sources skills. Paper 2 (Cold War and Elizabethan England) is worth 40% and tests essay writing skills. Paper 3 (USA, conflict at home and abroad) is worth 30% and tests essay writing and sources and interpretations skills.

Is there a field trip:

There are no planned History field trips

What sort of person chooses history:

If you have enjoyed history in the first two years, you will enjoy this course. The evidence and essay writing skills you have learnt are important but so too is an enquiring mind and a curiosity about the world around you and current affairs. The skills you will develop are valued by both universities and employers. History is a very desirable qualification for journalism, law, politics, teaching, media, accountancy, museums, libraries, archaeology, army, police work, medicine, conservation, town planning, tourism, charity work.....the list is endless. Even if you want to do sciences later on History can help. Science requires you to carry out experiments and draw conclusions. This is exactly what historians do with evidence.

Assessment:

100% Final Exam:

The exam consists of 3 papers :

Paper 1 1hr 15mins (30%) Crime and Punishment through time c.1000-present

Paper 2 1hr 45mins (40%) Early Elizabethan England 1558-88 and Superpower Relations and the Cold War, 1941-91

Paper 3 1hr 20 (30%) The USA, 1954-75: conflict at home and abroad

0% Controlled Assessment

OPTIONAL SUBJECTS

Subject Title: **Fine Art GCSE**

Exam Syllabus: **WJEC Eduqas C651QS**

The Art and Design course combines development of your art skills and your creative thinking. The course will teach you a wide range of techniques including drawing, painting, sculpture, ceramics and printing; you will also be encouraged to explore other media such as photography and animation.

The main difference at GCSE from KS3 is that you become more responsible for your own ideas, and the organisation of projects; however your teacher will offer you guidance and give you more individual teaching time. The course consists of several thematic projects and one final examination.

The GCSE grade is based 60% on a controlled assessment (coursework) and 40% on an externally set assignment (exam). The main categories for assessment are: observation and research, learning from other artists, exploring and experimenting, appropriate conclusion to a topic.

This is a subject which requires a great deal of commitment, but Art provides a chance to stimulate your imagination and creativity. Many of you may wish to consider a career in art or related subjects, (e.g. advertising, photography, architecture, illustration, animation, computer design, fashion design, interior design and graphic design), and the GCSE Art course at WHSG is designed to form a foundation or stepping stone for these types of careers.

Please talk to your current Art teacher for information about the GCSE course, your potential performance at GCSE and any advice about careers within the subject of Art and Design.

Assessment:

40% Externally set assignment

(approx. 12 weeks preparatory time followed by 10 hours supervised time)

60% Personal Portfolio: A folio of Artwork produced during the Art course.

Subject Title: **Business Studies GCSE**

Exam Syllabus: **AQA Specification Number: Overall Code Reference 8132**

Business Studies is about learning the different combination of skills required to run a business. It has both an academic and vocational slant to it.

Business Studies is interested in how the inputs of business can be organized and managed, in order to empower the business with the flexibility and dynamics needed. In this subject, we study the variables that influence the business internally and externally. Internal factors include personnel management (now called Human Resources), financial management, marketing and planning. External factors include government legislation and global economic circumstances.

The main requirements for the course are an interest in business and commerce and willingness to research using the internet, library and newspaper articles. Modern information and communication technology is an important tool in business. In the course you will learn why and how it is used, as well as developing your own ICT skills. The course is of a practical nature and you will also be working with real world case studies involving collecting, calculating and handling data. In Business Studies lessons you will be taking part in discussions and will be expected to undertake presentations.

The GCSE course assessment structure is as follows:

100% exam paper

Extensive exam practice is an integral part of student assessments, to enable students to practice key exam skills and techniques and become more effective in their written work.

It is very important for students to appreciate the scale of the impact of globalisation and interdependence between UK and international firms and the importance of the benefits to the UK in terms of competitiveness and efficiency that can flow from our open economy. In the past we have also visited Barcelona, Amsterdam and Prague in Europe to see businesses that operate at an international level.

The career opportunities in business are wide and varied – from marketing, finance (financial or management), human resources or indeed management science or a combination of one of these with another specialty, (e.g. marketing and design or HR and behavioural psychology). One would expect to join an organisation, having studied this at degree level, at a junior level in management.

Assessment:

100% Final Exam

The exam consists of 2 papers, each are 1 hour 45 minutes in length

0% Controlled Assessment

Subject Title: **Computer Science GCSE**
Exam Syllabus: **OCR J276**

Are you interested in current and emerging digital technologies and how they impact on individuals, organisations and society? Do you enjoy thinking logically and solving problems? Computer Science impacts every aspect of our working, social and home lives and GCSE Computer Science will give you an understanding of how the world's most important and influential machine impacts on modern society. You will learn to control computers through computational thinking and programming as you improve your practical skills, working individually and in collaboration with others.

Component 1: Computer Systems (50% of the GCSE assessed by a 90 minute examination using multiple choice, short and extended answer questions)

- Learn the fundamentals of Computer System Architecture including the relationship between computer components. You will learn about the Von Neumann architecture, RAM, ROM and Secondary Storage and the impact of embedded computers.
- Explore how Wired and Wireless networks work including the topologies and protocols that affect them and discover how Network security can affect everyone from schools to big business.
- Systems Software.
- Ethical, Legal, Cultural and Environmental impacts of digital technology.

Component 2: Computational Thinking, Algorithms and Programming (50% of the GCSE assessed by a 90 minute examination using multiple choice, short and extended answer questions)

- Learn the fundamentals of computational thinking, how to produce algorithms and standard searching and sorting algorithms. The use of Sequence, Selection and iteration and how to use files including databases to store information.
- Discover how to write maintainable programs and test them effectively whilst checking for logic and syntax errors.
- Explore the concepts behind data storage and how the data of images, audio, text and instructions are stored as binary and hexadecimal and develop an understanding of Boolean Logic.

Component 3: Programming Project (20 hours in class researched Programming Project)

- Discover how to Analyse, Design, Develop, Test and Evaluate a programming solution to a specific problem.

Assessment:

100% Final Exam

The exam consists of 2 papers, 1 hour and 30 minutes (50% each)

Programming Project (Completed in Autumn term of Year 11)

Subject Title: **Drama**

Exam Syllabus: **AQA (8261)**

Course Content

The course offers students the opportunity to explore drama practically and theoretically. Students will be introduced to key practitioners, theoretical influences and influential playwrights, whilst developing and building their core practical performance skills. Students will also see professional theatre productions that they will analyse and evaluate. The subject content for GCSE Drama is divided into three components:

1. Understanding drama (written exam)
2. Devising drama (practical and written coursework)
3. Texts in practice (practical)

Assessment Objectives:

- AO1: Create and develop ideas to communicate meaning for theatrical performance.
- AO2: Apply theatrical skills to realise artistic intentions in live performance.
- AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
- AO4: Analyse and evaluate their own work and the work of others.

Skills Developed and Possible Future Careers

Drama instils key skills applicable to a variety of careers. You will learn how to present yourself in public with confidence, as well as learning to collaborate, communicate and negotiate with others. Drama develops creative and critical thinking skills as you are encouraged to think imaginatively and analytically. You will gain the confidence to pursue your own ideas, reflecting and refining your efforts, as well as becoming confident performers and designers. Whatever the future holds, you will emerge with a toolkit of transferable skills, applicable both in further studies and the workplace.

This course is for you if you intend to study A-level Drama, as it will equip you with the performing, directing and devising skills needed to develop practical work in higher education. The course will also ensure you are ready for A level by preparing you with the study of whole set texts for the written papers and allowing you to build solid foundations in reviewing a live theatre production and in interpreting key extracts.

Drama students go on to pursue careers in Performing Arts , Entertainment Industry, Media, Politics, Teaching, Events Management etc. while Universities view Drama A level in conjunction with other appropriate subjects as acceptable for study in multiple subjects including Law, History and English.

Assessment:

Component 1: Written Exam (40%)

Component 1 consists of 1 written paper - an open book exam of 1 hour and 45 minutes

Section A: multiple choice questions on knowledge and understanding of drama and theatre (4 marks)

Section B: four questions on a given extract from the set play (46 marks)

Section C: a question on the work of theatre makers in a single live theatre production (30 marks)

Components 2: Practical Exam (10%) and Written Coursework (30%)

This component consists of creating and performing devised drama. Students will analyse and evaluate their own work with the creation and development of a coursework portfolio (devising log).

Component 3: Practical Exam (20%)

Component 3 consists of a performance of two extracts from one play to a visiting examiner.

Subject Title: Food Preparation and Nutrition

Exam Syllabus: AQA 8585

If you have enjoyed your work with food at Key Stage 3, then you will be pleased to know that you can now take a full GCSE course in Food Preparation and Nutrition at Key Stage 4. This new GCSE is an exciting and creative course which focuses on practical cooking skills to ensure you develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition

Food preparation skills are integrated into five core topics:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance.

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

Students will be required to demonstrate and apply skills when planning, preparing, cooking and presenting a selection of recipes, modifying recipes, or creating new recipes, to meet particular requirements.

What's assessed

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above.

How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE
-

Non-exam assessment (NEA - coursework)

What's assessed

Task 1: Food investigation

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

Task 2: Food preparation assessment

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

How it's assessed

- Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.
- Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

Interested enquiries to the Design Office or EG3.

50% Final Exam

The exam consists of 1 paper, which is 1 hour 45 minutes in length

50% Controlled Assessment. This is split into two parts:

15% Food science investigation and 35% Food preparation

(this includes a 3 hour practical where they make 3 high skilled dishes)

Subject Title: **GCSE Engineering**

Exam Syllabus: **AQA 8852**

KS4 Design & Technology is split into three separate GCSE courses, each focussing on a 'specific' category; 'Engineering', 'Graphic Products' and 'Textiles'.

'The sky's the limit'. **Engineering** is an increasingly innovative and exciting area to work in. It affects every aspect of modern life – from skyscrapers to smart phones, cars to carrier bags. This GCSE introduces students to a host of new technologies, helping them to gain practical skills and understanding to inspire a lifelong interest in engineering. It will particularly appeal to those who enjoy being creative, with an affinity for drawing, design, maths and problem-solving.

The subject content is split into six sections:

| | |
|-------------------------------------|-----------------------------------|
| Engineering materials | Testing & evaluating |
| Engineering manufacturing processes | The impact of modern technologies |
| Systems | Practical Engineering skills |

Students must also demonstrate mathematical knowledge and understanding, in relation to engineering.

Unit 1: Written examination - Content: Sections 1–6 from the subject content. Some questions in the written exam will relate to practical contexts and students will need to apply their understanding within these contexts. There is a mixture of question styles, giving all students the opportunity to demonstrate their knowledge and understanding.

Unit 2: Non-examined Assessment - Practical

Students will undertake a single 'design and make' activity, which will arise from investigating a brief set by AQA. The brief will comprise a broad context and three examples of how the brief might be fulfilled. This component will consist of a working prototype and a concise portfolio including sector-specific drawings and an evaluation of their product. The portfolio will consist of an investigation into a context; analysis of the problem; relevant research to formulate a range of methods of solving the problem (including modelling); systems diagrams and sector-specific drawings; a final prototype that is fit for purpose, a test plan and a final evaluation. Students are encouraged to investigate, analyse and evaluate throughout the portfolio and evidence all decisions made.

Should I do this course?

Students who have an interest in general Design Technology, Science or Engineering and have the following skills and aptitudes and particular interests will benefit from this course:

- Workshop/ craft skills;
- An aptitude for ICT, particularly CAD;
- A variety of drawing skills, including Technical drawing;
- Are motivated to work independently.

The course provides a good foundation for numerous creative careers, which include the following:-

Product Design, Design Engineering, Furniture Design, Graphic Design, Architecture, Interior Design, Manufacturing/Production/Civil/Structural Engineer to name but a few....

Assessment:

60% Written examination

The exam consists of 1 paper, lasting 2 hours

40% NEA - Non-examined Assessment – (Practical/ Coursework)

Subject Title: **Graphic Products (GCSE Design & Technology: Papers & Boards)**
Exam Syllabus: **Edexcel 1DT0**

KS4 **Design & Technology** is split into three separate GCSE courses, each concentrating on a specific category; 'Engineering', '**Graphic Products**' and 'Textiles'. This course begins by focussing on the 'Core' elements of Design & Technology, ensuring that students are aware of the key factors involved in the subject, then continues by specialising on a specific material category. The students will carry out a number of projects and 'Focussed Practical Tasks' extending on their learning, knowledge and skills within their material option.

The GCSE in 'Graphic Products' enables students to understand and apply design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities. Students will acquire subject knowledge in Design & Technology that builds on KS3, incorporating knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities. Students will learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. Students should develop and understanding of the impact on daily life of the wider world and understand that high quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community.

Should I do this course?

Students will undertake a project based on a contextual challenge released by the exam board in June of year 10. The project will test students' skills in investigation, designing, making and evaluating a prototype of a product. The course is fun, interesting and creative, you are involved in setting your own tasks and learn to manage your own time, with a few deadlines in-between.

The course provides a good foundation for numerous creative careers, which include the following:-

Interior Design, Graphic Design, Packaging & Promotion, Advertising, Product Design, Theatre Design, Design Engineering, Furniture Design, Television Set Design, etc.

Students who have an interest in general Design Technology, Graphics or Engineering and have the following skills and aptitudes and particular interests will benefit from this course:

- Workshop/ craft skills;
- An aptitude for ICT, particularly CAD;
- A variety of drawing skills, including technical drawing
- Are motivated to work independently

Assessment:

50% Written Examination 1DT0/1B:

The exam consists of 1 paper, lasting 1 hour 45 minutes

50% NEA 1DT0/02: Non-examined Assessment - (Coursework)

Subject Title: **Music**

Exam Syllabus: **Edexcel 1MU0**

Music is a fantastic course to choose for those who have a passion for the subject and who are reasonably competent in performing on an instrument or in singing. You do not need to have reached a high level in performance, but instead demonstrate confidence in performing and creativity in your Music work. The Edexcel specification gives each student the opportunity to develop their performance, composition, listening and appraising skills.

There are three elements of the examination, which are studied in the context of 4 areas of study: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen, and Fusions.

The general outline for the course is as follows:-

Component 1 – Performing (30%)

- Solo performance (30 marks)
- Ensemble (group) performance (30 marks)
- 4 minutes in total

Component 2 – Composition (30%)

- Two compositions
 - One to a brief set by Edexcel (30 marks)
 - One free composition with a student written brief (30 marks)
- 3 minutes in total

Component 3 – Listening and Appraising (40%)

- 8 set works are studied that cover a variety of genres including Classical, Film, Popular, Musical Theatre and Fusions.
- 1 hour 45 minutes written exam paper in 2 sections:
 - Section A: 6 listening questions in response to extracts from the 8 set works studied and 1 listening question related to an unfamiliar piece of music.
 - Section B: 1 comparison question on one of the set works and an unfamiliar piece of music, requiring extended writing.

The music staff will be very happy to discuss this course with anyone who would like more information before making option choices. Find out for yourself just how accessible this new examination course is and how enjoyable it can be.

Assessment:

40% Final Exam

60% Controlled Assessment

2 Performances in Controlled Conditions, 2 Compositions in Controlled Conditions and 1 Written Paper lasting 1 hour 45 minutes

Subject Title: **Textiles (GCSE Design & Technology: Textiles)**

Exam Syllabus: **Edexcel 1DT0**

KS4 **Design & Technology** is split into three separate GCSE courses, each concentrating on a specific category; 'Engineering', 'Graphic Products' and '**Textiles**'. This course begins by focussing on the 'Core' elements of Design & Technology, ensuring that students are aware of the key factors involved in the subject, then continues by specialising on a specific material category. The students will carry out a number of projects and 'Focussed Practical Tasks' extending on their learning, knowledge and skills within their material option.

The GCSE in 'D&T: Textiles' enables students to understand and apply design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

Students will acquire subject knowledge in D&T that builds on KS3, incorporating knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities. Students will learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. Students should develop an understanding of the impact on daily life of the wider world and understand that high quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community.

Should I do this course?

Students will undertake a project based on a contextual challenge released by the exam board in June of year 10. The project will test students' skills in investigation, designing, making and evaluating a prototype of a product. Students who take a creative subject such as Design & Technology learn to train their brains to think creatively, which helps daily life in general. It is not surprising that top universities such as Oxford cite creativity as their number two requirement for gaining a place. Fashion, a most creative industry, contributes £21 billion to the UK economy each year and it is a very exciting as well as diverse sector in which to work. Students will further benefit from this course by learning ICT, computer design skills, drawing skills, as well as textile art, which utilises a vast range of unusual and fascinating materials.

The course provides a good foundation for numerous creative careers, such as Fashion design/buying/merchandising/journalism, Product Design, Furniture Design, Graphic Design, Architecture, Interior Design, Teaching, Museum curator and many others. Graduates from creative courses secured the highest percentage of jobs than any other sector in the last academic year.

Assessment:

50% Written Examination 1DT0/1E

The exam consists of 1 paper lasting 1 hour 45 minutes

50% NEA 1DT0/02: Non-examined Assessment - (Coursework)

Notes